

# Inspection of a good school: Chadsmoor Church of England (Voluntary Controlled) Junior School

Burns Street, Chadsmoor, Cannock, Staffordshire WS11 6DR

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Inspection dates:

14 and 15 February 2023

## **Outcome**

Chadsmoor Church of England (Voluntary Controlled) Junior School continues to be a good school.

## **What is it like to attend this school?**

Pupils and staff 'enjoy achieving together' at Chadsmoor Church of England (Voluntary Controlled) Junior School. Pupils are happy at school and achieve well. They say that it is a fun place to learn because the teachers care about them. Pupils are kind to each other. They play and learn together happily. Older pupils look after younger pupils in the playground. Pupils know that adults will deal with any bullying quickly. This means that pupils feel safe.

Leaders have high expectations for pupils' behaviour. They have developed a simple but effective behaviour system. As a result, pupils behave exceptionally well in class and around the school. They know the school rules and eagerly collect 'dojos' when they follow these. Pupils understand that a few pupils occasionally struggle to manage their own behaviour. Staff ensure that these pupils get the support they need, so that they do not disrupt learning for others.

Pupils enjoy exciting opportunities, such as the whole-school trip to Llandudno. Regular 'Fitness Fridays' give pupils opportunities to experience new activities, such as circus skills, archery and a team game inspired by fantasy fiction. Pupils can take on important roles in school, such as those of peer mentors, worship committee members and school councillors. These opportunities help them to become responsible citizens.

## **What does the school do well and what does it need to do better?**

Leaders have designed an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders are clear about the specific knowledge that pupils need to know and remember. They have organised the important information into carefully considered steps. This allows pupils to build their knowledge successfully over time. For example, pupils learn what the term 'invasion' means in Year 3

when studying the Romans. In Year 4, pupils then use sources to explore the effect of invasion on societies. In Year 6, pupils then go on to learn about the political background behind invasions in their topic about world wars.

Staff regularly check what pupils understand and are quick to spot pupils' mistakes and misconceptions. Pupils receive timely feedback to help them improve their work. Teachers provide lots of opportunities to revisit facts and practise skills. This means that pupils have the prior knowledge to learn new curriculum content successfully. Leaders know how well pupils are learning in subjects such as mathematics and reading. They have developed effective ways to check what pupils have learned. However, in some foundation subjects, leaders are still developing systems to assess what pupils know. This means that they do not always identify gaps in pupils' learning.

Teachers present information clearly to pupils. Lessons have a familiar structure, so pupils always know what is required of them. As a result, pupils are confident learners. Staff provide support, so that all pupils can learn the same curriculum together. Adults ensure that pupils with SEND achieve well. Some pupils do not form letters accurately. When this happens, they struggle to write fluently. In addition to this, some teachers do not insist that pupils apply what they learn in handwriting lessons to their work in other subjects.

Leaders understand the importance of reading. The reading curriculum is well planned. Teachers use a commercial reading scheme to improve pupils' fluency successfully. Pupils who are at the early stages of reading receive support from well-trained staff to help them catch up. These pupils have reading books that are at just the right level. Teachers read a diverse range of books to pupils. Pupils love the book-tasting sessions from the new book boxes. This makes them excited about reading.

Leaders promote pupils' personal development well through the curriculum and beyond. There is a school-wide focus on the school's values, such as compassion. Pupils and families value the effective pastoral support the school provides. Pupils can attend 'Mindful Monday' club to help them to look after their mental health. Pupils know that being mentally healthy is as important as having physical health. Through collective worship, pupils learn about concepts such as equality and democracy. There is a well-established culture of respect. However, pupils do not have sufficiently detailed knowledge of a variety of faiths and cultures.

Governors know the strengths of the school and what leaders need to do to continue to make it even better. They rigorously challenge leaders on the quality of education. Staff are proud to work at the school. They recognise that leaders consider their well-being and welfare. They appreciate the actions that leaders take to support their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' safety and well-being are prioritised. Staff receive regular training on safeguarding. They know how to spot and report any concerns they have that a pupil may be at risk of harm. Leaders take swift and appropriate action when concerns are raised. They work

closely with external agencies to make sure that pupils and their families get the right help.

Pupils learn how to keep safe when online and in the wider world. Pupils know that they should tell a trusted adult when they have a problem. They can also use the worry monsters or worry boxes to share their concerns.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders are developing how they assess pupils' learning in some foundation subjects. Teachers do not always know how well pupils remember knowledge in these subjects over time. Leaders need to develop assessment systems in foundation subjects so that they have a clear picture of how well pupils are achieving in these subjects.
- Teachers do not ensure that pupils apply the skills they learn in handwriting to their work in other subjects. This means that some pupils do not develop into fluent writers. Leaders should ensure that all teachers insist that pupils apply their handwriting skills accurately in all subjects.
- Some pupils do not have a detailed knowledge and understanding of world faiths and different cultures. As a result, pupils are not as well prepared for life in modern Britain as they might be. Leaders should ensure that the curriculum contains more opportunities for pupils to experience and learn about a variety of faiths and cultures.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2012.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 124240  |
| <b>Local authority</b>                     | Staffordshire   |
| <b>Inspection number</b>                   | 10240854  |
| <b>Type of school</b>                      | Junior  |
| <b>School category</b>                     | Voluntary controlled  |
| <b>Age range of pupils</b>                 | 7 to 11   |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 227   |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair of governing body</b>             | Rev C Ambler  |
| <b>Headteacher</b>                         | Jennie Westley  |
| <b>Website</b>                             | <a href="https://chadsmoorfed.staffs.sch.uk">https://chadsmoorfed.staffs.sch.uk</a> |
| <b>Date of previous inspection</b>         | 13 September 2017, under section 8 of the Education Act 2005                        |

## Information about this school

- The school federated with Chadsmoor Community Infants and Nursery School in 2012.
- The current executive headteacher leads both schools.
- Leaders do not make use of alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and history. For the deep dives, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- The inspector met with the leaders responsible for pupils with SEND, behaviour and personal development.
- The inspector met with governors, including the chair of the governing body. She also spoke with a representative of the local authority.

- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance and documentation relating to pupils' behaviour.
- The inspector met with the designated safeguarding lead to discuss the actions taken to keep pupils safe. The inspector reviewed a range of documents, including the school's single central record.
- The inspector took account of responses to the online survey, Ofsted Parent View, and the pupil survey and the staff survey. The inspector spoke informally with parents on their arrival at the school.
- The inspector listened to a sample of pupils in Year 3 reading to a familiar adult. The inspector met with groups of pupils from across the school.

### **Inspection team**

Corinne Biddell, lead inspector

His Majesty's Inspector

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