

Inspection of St Chad's Catholic Primary School

Hospital Street, Newtown, Birmingham, West Midlands B19 3XD

Inspection dates: 2 and 3 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

St Chad's Catholic Primary is a school where all pupils are welcomed with open arms. Relationships between staff and pupils are highly positive. Staff are kind. Pupils are well cared for and nurtured. Pupils feel safe and happy here.

Pupils care about their school and want to do well. They know that staff have high aspirations for them. The local governing body and trustees also have high expectations. Bullying rarely happens. When it does, staff make sure that it stops.

The work of leaders makes a big difference to families. Staff go above and beyond in welcoming families into school. They make sure that families receive plenty of support to help them stay safe and well. For example, staff organise a weekly food and clothing bank for families. All pupils can attend a free breakfast club and after-school club every day. Families appreciate the support that the school provides. Pupils, parents and carers, and staff praise the school and its leadership.

Some pupils start school at different times in the school year and many are new to the country. Staff make sure that pupils settle in quickly and feel happy and secure. The curriculum is broad, but some subjects are not organised as well as they could be.

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

Leaders are fully committed and determined to keep improving standards across the whole curriculum. They have an accurate understanding of what the school needs to do to secure further improvements and have set to work on improving the curriculum. This work is having a positive impact on pupils' achievement in most subjects.

Pupils reach high standards in reading, writing and mathematics. However, pupils do not achieve as well in all subjects. This is because, in some subjects, leaders have not thought carefully enough about how important subject content should be sequenced. Consequently, for some subjects, checks on learning are not as well focused as they could be.

Reading is important in school. Leaders introduced a new phonics programme recently. All staff received training and have secured the expertise they need to teach early reading well. Books are matched to the sounds pupils are learning. Staff use assessment to identify pupils who need extra support. Additional work, including hearing the pupils read regularly, helps pupils to read with increased confidence. Pupils achieve well in phonics by the end of Year 1.

A high proportion of pupils are eligible for pupil premium funding. Leaders ensure that this funding is put to good use. Pupils who need to catch up are given many opportunities to do so through a range of tutoring programmes. This has a positive

impact on how well pupils achieve, particularly in reading, writing and mathematics, by the end of Year 6.

The curriculum for the vast majority of pupils with special education needs and/or disabilities is implemented well to meet individual needs. Leaders work with external agencies and follow professional advice. They work in partnership with parents to gain their views and help them to access support for their children beyond the school.

Relationships in the early years are warm and attentive. Some children begin school with little knowledge of the English language. Leaders have developed the curriculum to make sure that language development is a high priority. Children learn to speak English quickly and demonstrate positive attitudes towards their learning. Adults work well with parents. They swiftly identify any additional support that children need and celebrate achievements. This helps children to be well prepared for Year 1.

Pupils demonstrate a good understanding of fundamental British values. They know about different types of families. Pupils take great pride in living out the school's mission statement, which teaches them to treat others as they would like to be treated. Typically, pupils behave well and lessons run smoothly. Pupils learn about different religions, including Islam and Judaism, and are respectful of different faiths and beliefs. Pupils enjoy a range of extra-curricular activities, including choir, football and multi-skills.

Pupils eagerly take on leadership responsibilities, carrying out roles as librarians, breakfast club leaders and playground pals. Older pupils are proud to support younger children through a buddy system. They also work with charities to help support others. Through such jobs and the school's personal development opportunities, pupils gain a sense of duty. This is evident in their positive attitudes and conduct around school.

Governors understand their responsibilities and are passionate about the work of the school. They visit school regularly and know what is going well and what needs to improve. This knowledge is used to support and ask important questions of leaders.

Staff report that they feel well supported by leaders, who ensure workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their safeguarding roles and responsibilities very seriously. They have clear policies and procedures for all staff and visitors to follow. Staff are well trained and extremely vigilant. They report any concerns without delay. Leaders follow up on concerns swiftly. When families need support, a wide range of early help is put in place to support families' circumstances to improve.

Pupils are taught about how to stay safe in the local community through the personal, social, and health education curriculum. As a result, pupils have a range of strategies to keep themselves safe in school and beyond.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects is not organised as well as it could be. Leaders have not thought carefully enough about how pupils build up knowledge and skills in a logical progression. Consequently, pupils do not learn all that they should. Leaders should ensure that they identify what they want pupils to know and then sequence learning in all subjects so that pupils' knowledge builds progressively.

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

Unique reference number	148440
Local authority	Birmingham
Inspection number	10241305
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	Board of trustees
Chair of trust	Frances McGarry
Principal	Martina Parker
Website	www.stchadsprimary.co.uk
Dates of previous inspection	27 and 28 November 2019, under section 8 of the Education Act 2005

Information about this school

- St Chad's Catholic Primary School converted to become an academy in September 2021.
- St Chad's Catholic Primary School is a converter academy within St Theresa of Calcutta Multi-Academy Company.
- The school's most recent section 48 church school inspection was in September 2021.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During the inspection, inspectors carried out deep dives in the following subjects: reading, mathematics, science and music. In these subjects, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work. Inspectors also looked at the curriculum in other subjects in less detail to check how they were organised and taught.
- Inspectors looked at published performance data about the school and a range of school documents. These included information about pupils' behaviour, attendance, the curriculum, training, governance and school improvement planning. They also checked the school's website.
- The inspectors asked pupils, staff, leaders, governors and parents about safeguarding arrangements and safety routines. The lead inspector examined the record of employment checks on school staff and looked at other school records.
- The inspectors observed pupils' behaviour in class, at lunchtime, on the playground, at clubs and at other times during the day.
- Inspectors observed some pupils reading.
- Inspectors talked informally with pupils, parents and staff to gather general information about school life. They took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views. Inspectors spoke with parents on the playground at the start of the school day.

Inspection team

Emma Titchener, lead inspector

His Majesty's Inspector

Keri Baylis

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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