

Inspection of Chadsmoor Community Infants and Nursery School

Kingsway, Chadsmoor, Cannock, Staffordshire WS11 6EU

Inspection dates: 27 and 28 February 2024

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	Requires improvement

What is it like to attend this school?

Pupils love coming to this happy and caring school. The school wants the very best for the pupils. The motto of 'Enjoying Achieving Together' is at the heart of all that the school does. Pupils from Nursery to Year 2 progress well through the curriculum. They gain a love of reading and secure a range of knowledge and skills needed to prepare them for their next steps.

Pupils benefit from a broad and interesting curriculum that helps them to develop personally and to feel proud of what they achieve.

Pupils have very positive attitudes to school, arriving at school keen to learn. One parent reported that their child 'runs into school with a smile on their face and they are always welcomed in the same way'. Pupils appreciate each other's differences and make friends because they care about each other. They play confidently and happily with their peers on the playground at breaktimes. Pupils feel safe in school. Staff are vigilant and deal with any concerns pupils may have.

Pupils benefit from the responsibilities and rewards they receive. This includes being table leaders at lunchtime. Pupils enjoy a range of enrichment activities, including learning from visitors to school, the school dogs and a range of clubs.

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

The school is led and managed well. For example, leaders have taken the right action since the last inspection to bring about improvements in reading. All staff are well trained to teach the early reading programme and to deliver the curriculum. Staff use assessment information effectively to understand the phonics knowledge that pupils have gained. Pupils who need extra help with their reading are well supported to enable them to keep up with their peers. This allows more pupils to progress well with their reading and read more accurately and fluently. Teachers use every opportunity to develop pupils' love of books and to develop their language.

The mathematics curriculum is established and ambitious. Pupils have opportunities to revisit and reinforce concepts and skills. Teachers use resources and modelling effectively to help pupils make gains in their mathematical understanding and skills.

Staff identify and support pupils with special educational needs and/or disabilities (SEND) effectively. They adapt the curriculum, where necessary, to meet the individual needs of these pupils. Consequently, pupils with SEND follow an inclusive curriculum alongside their peers and achieve well.

The school has redesigned its wider curriculum. This is working well. However, pupils do not have sufficient opportunities to practise and develop their writing skills. As a result, pupils do not develop the stamina and fluency they need to be confident and skilled writers by the end of Year 2.

Teachers introduce new learning well in lessons. Pupils regularly benefit from working together and sharing ideas. Pupils are proud to share their work across the curriculum. However, expectations for handwriting and the presentation of work are not high enough. This means that some pupils form letters incorrectly, and work is sometimes poorly presented.

The quality of education is a strength of the school. Children make a strong start in Nursery and continue to progress well in Reception. They are very well prepared, both socially and emotionally, for Year 1. The curriculum in early years is vibrant and exciting. The school prioritises learning opportunities to help children to develop their communication and language skills. Children show high levels of interest, curiosity and independence. The high expectations for behaviour and attitudes begin as soon as they start school.

Pupils behave well in school. They understand the behaviour system, respect each other and love the praise they receive from their teachers. Leaders have worked hard to improve attendance since the last inspection. However, some pupils still do not attend school as often as they should.

Pupils' personal development is a high priority. This is carefully integrated throughout the curriculum. For example, pupils learn how to stay healthy and to show respect for each other. During the inspection, pupils told inspectors that this is a school where they are all friends and get on well with each other.

Parents are overwhelmingly positive about the school. They highly value the positive support, care and guidance that is given to their children. Governors know the school and are fully committed to their roles. They are fully aware of what the school does well and what it needs to do to improve. They have high ambitions for all pupils and make effective checks on many aspects of school life. Leaders are mindful of the workload and well-being of staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are not always enough opportunities for pupils to practise their writing. As a result, pupils do not develop the stamina and fluency that they need. The school should ensure that there are quality opportunities for pupils to practise their writing, which in turn will help them to build their stamina and fluency.
- Staff do not have high enough expectations for handwriting and presentation of work. This means some pupils form letters incorrectly and work is sometimes poorly presented. The school should ensure that the teaching of handwriting is

implemented consistently so that all teachers have high expectations for handwriting and presentation.

- Some pupils are missing too much school and too often. This hinders their learning. The school should continue to work with families and other organisations to improve attendance.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	124068
Local authority	Staffordshire
Inspection number	10294545
Type of school	Infant and Nursery
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair of governing body	Chris Ambler
Headteacher	Jennie Westley
Website	https://chadsmoorfed.staffs.sch.uk/
Dates of previous inspection	10 and 11 March 2020

Information about this school

- The school is part of Chadsmoor Federation, which consists of two primary schools. The executive headteacher leads both schools.
- The school does not use any alternative provision.
- The school has a breakfast club operating on the same site. This provision is managed by the school.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the executive headteacher and other leaders.

- The lead inspector spoke to representatives from the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector observed pupils reading to a familiar adult.
- The inspectors scrutinised a wide range of documents, including those related to safeguarding arrangements, behaviour and attendance. The inspectors also reviewed the school's development plans.
- The inspectors held informal and formal discussions with pupils.
- The inspector reviewed responses to Ofsted's online survey, Ofsted Parent View, including additional free-text comments. They also took account of responses to Ofsted's online staff questionnaire.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Rob Johnstone, lead inspector

Ofsted Inspector

Susan Ray

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