

Henry Chadwick Primary School

Inspection report

Unique Reference Number	124103
Local Authority	Staffordshire
Inspection number	314810
Inspection date	16 January 2008
Reporting inspector	Brian Holmes

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	113
Appropriate authority	The governing body
Chair	Julie Mackenzie
Headteacher	David Werry
Date of previous school inspection	1 November 2003
School address	School Lane Hill Ridware Rugeley WS15 3QN
Telephone number	01543 490354
Fax number	01543 490354

Age group	4-11
Inspection date	16 January 2008
Inspection number	314810

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Henry Chadwick Primary School is a popular, rural school which is smaller than average. Some of the year groups are very small. The school has close links with the local church. A below average proportion of pupils have learning difficulties and/or disabilities. The school has achieved Healthy Schools status as well as the Activemark and Sportsmark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This improving school currently provides a satisfactory quality of education and satisfactory value for money. Following a period of instability in which the school experienced a complete turnover of teaching staff and an increase in pupils numbers of almost twenty-five per cent, the school now has a good capacity to improve because, through good leadership and management, a capable staff team has been assembled which is strongly committed to raising pupils' achievement and improving the quality of education. This team is well supported by a strong governing body. Together they have started to move the school forward by identifying appropriate priorities to raise achievement, beginning with a focus on pupils' writing and an emphasis on pupils assessing and checking their own work. Both of these initiatives are having a positive effect on pupils' achievement and their standards of attainment. Children's attainment on entry to the school varies from year to year but for the last two years it has been below what is expected nationally. They make satisfactory progress but their standards are below expectations. In Key Stages 1 and 2 pupils make satisfactory progress and standards are broadly in line with what is expected nationally. There has been some improvement in standards of writing this year, but pupils are not given enough opportunities to produce longer pieces of writing in all classes. The thorough systems the school has put in place to track, target and check pupils' progress are used well by teachers to inform pupils' learning. Pupils know their targets and how to improve their work. They are beginning to check their own work and this is helping to improve their achievement. The curriculum meets pupils' needs but they are not given enough opportunities to raise their achievement by applying their basic skills in other subjects. Parents have extremely positive views of the school. They say it is 'very much at the heart of the community' and that 'there is always a happy and friendly atmosphere within school'. Pupils share their parents' enthusiasm and are very proud of their school. They like their teachers and how they help them to learn. Good levels of support and care, allied to pupils' positive attitudes and enjoyment of school, result in pupils achieving good personal development and well-being. They have a good awareness of how to stay safe and make positive choices to live healthily. They make a good contribution to school through the school council, offering advice on lunchtime menus about healthy eating. Their satisfactory standards of achievement ensure that they are appropriately prepared for the next stage of their education.

Effectiveness of the Foundation Stage

Grade: 3

Children make satisfactory progress in the Foundation Stage. Basic skills are taught well and there is a strong focus on children's personal, social and emotional development. At times, adult questioning does not progress the children's learning on quickly enough. The enthusiasm of the adults and the very good relationships they promote motivate children to do their best. Children behave well, work well together and listen well. However, speaking skills are weak for a number of children who find it hard to explain what they are doing. There is an appropriate balance of adult-led and child-initiated activities. The school has recognised the need to make more regular use of the outdoor learning environment in order to teach the areas of learning in the Foundation Stage curriculum.

What the school should do to improve further

- Improve teaching by planning more opportunities for all pupils to undertake longer pieces of writing.

- Improve curricular provision by providing pupils with more opportunities to apply their basic skills in other subjects. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and improving. Across the school, satisfactory teaching and curricular provision result in pupils making satisfactory progress and attaining broadly average standards by the end of Year 6. In both Key Stages 1 and 2, there are clear indications that the initiative to address relative weaknesses in pupils' achievement in writing is beginning to increase the rate of pupils' progress and achievement. School data shows clearly that progress in writing improved more than in reading and mathematics in most classes. The current Year 6 pupils are on track to achieve their challenging targets if they maintain their current levels of progress. Pupils with learning difficulties and/or disabilities make satisfactory progress because of the support they receive from the adults working with them.

Personal development and well-being

Grade: 2

Pupils clearly enjoy school. They behave well and are very polite. Their attendance is satisfactory. Pupils' enjoyment comes across clearly in the way they talk about their school with enthusiasm and pride. They are full of praise for their teachers who, as they say, make learning fun, care for them, are kind and listen to their ideas and views. This level of care and respect helps the pupils become mature, young citizens by the time they leave Year 6. A strength of their personal development and wellbeing is the way in which pupils help and support each other and their very good manners. Even the youngest pupils say that they feel safe in the school and they do not see bullying as a concern. Through the school council, the pupils have an effective vehicle through which to make their voice heard. They have been involved in a range of activities to improve facilities, including supervision of the playground and 'steep steps' and the school's healthy eating policy. Pupils' spiritual, moral, social and cultural development is good. Pupils show good levels of respect for the views, values and beliefs of others.

Quality of provision

Teaching and learning

Grade: 3

There are good relationships in classrooms at all levels and teachers manage pupils well. Planning builds on pupils' prior learning and sets clear objectives that pupils understand. As a result, teaching satisfactorily meets the needs of pupils of different abilities. In literacy teachers plan a broad range of different types of writing but, in the infant and lower junior classes, do not give pupils enough opportunities to produce longer pieces of writing to help them improve their achievement. This does affect the progress of some more able pupils. Marking is thorough and gives pupils clear guidance on how to improve their work and what the next steps in their learning are. Pupils are also encouraged to assess their work, and these strategies are beginning to help to improve their achievement.

Curriculum and other activities

Grade: 3

The curriculum is satisfactorily planned and structured to meet the needs of all pupils, including those learners with learning difficulties. It is broad and balanced and is being adapted to improve pupils' achievement as seen in the current focus on writing. The planning of the curriculum has been changed to ensure that there are better links between subjects. However, this is not yet having a positive effect on pupils' standards of work because they are not provided with enough opportunities to apply their basic skills in other subjects. A strength of curricular provision is the wide range of enrichment activities, after-school clubs and visits, which have a positive effect on pupils' learning. They particularly enjoy sport and all pupils in the junior classes learn French. Themed weeks and residential activities for older pupils motivate pupils and stimulate their learning.

Care, guidance and support

Grade: 2

There are rigorous systems and policies in place to ensure pupils' health, safety and welfare. Staff know all the pupils in their care extremely well and cater sensitively for their needs. Pupils know that the staff are sympathetic and approachable if they have problems and issues they are worried about. The good quality of care and support is central to the ethos of the school and underpins the calm and positive learning environment. There are good links with outside agencies to ensure that all pupils' needs are supported. There is good academic guidance. All pupils, including learners with difficulties and/or disabilities, have realistic and challenging targets and most of them know how well they are doing and when they have met their targets. Pupils act as 'critical friends' to help each other improve their work.

Leadership and management

Grade: 2

The good leadership of the headteacher has been an important factor in the school overcoming the disruption caused by a complete turnover in teaching staff in recent years. His enthusiasm and commitment to the school, well supported by the governing body, has resulted in the development of the current team of staff. They share his vision for improving pupils' standards of achievement and personal development and well-being. There are thorough systems in place for checking and tracking pupils' progress and teachers are beginning to make good use of these systems to improve pupils' achievement as seen in the focus on writing and the development of pupils' ability to review their own work. In their subject leadership roles, staff are performing satisfactorily. They have established clear strategies for checking and evaluating the quality of provision in their areas of responsibility but, their work has not had time to have had a full effect on pupils' learning. All pupils are equally valued and have equal access to the opportunities that the school offers. Governors know the school well and challenge the school well through their meetings, committees and visits into school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

- 17 January 2008 Dear Pupils Inspection of Henry Chadwick Primary School, Rugeley, WS15 3QN Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you and listening to what you had to say. We know that you are very proud of your school and enjoy going there. We think that Henry Chadwick is a satisfactory and improving school with some strengths. These are the main things we found out about your school.
- You make satisfactory progress in your work.
- You behave well, like coming to school and have positive attitudes to your learning.
- You have a good understanding of how to keep healthy and safe and make a good contribution to the running of the school through the school council.
- Your teachers mark your work well so you know your targets and what to do to improve your work, but you are not given enough opportunities to write longer pieces of work.
- You are provided with interesting activities and clubs, but you are not given enough opportunities to practise your reading, writing, number and ICT skills in other subjects.
- You are looked after well and the adults support your learning well.
- The headteacher leads the school well and all the adults are working hard to help him. In order to make the school even better we have asked the school to:
 - plan more opportunities for you to produce longer pieces of writing
 - give you more opportunities to practise your reading, writing, number and ICT skills in other subjects. You can help your teachers by continuing to work hard and doing as well as you can. Best Wishes Brian Holmes Lead inspector

Annex B



17 January 2008

Dear Pupils

Inspection of Henry Chadwick Primary School, Rugeley, WS15 3QN

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you and listening to what you had to say. We know that you are very proud of your school and enjoy going there. We think that Henry Chadwick is a satisfactory and improving school with some strengths. These are the main things we found out about your school.

- You make satisfactory progress in your work.
- You behave well, like coming to school and have positive attitudes to your learning.
- You have a good understanding of how to keep healthy and safe and make a good contribution to the running of the school through the school council.
- Your teachers mark your work well so you know your targets and what to do to improve your work, but you are not given enough opportunities to write longer pieces of work.
- You are provided with interesting activities and clubs, but you are not given enough opportunities to practise your reading, writing, number and ICT skills in other subjects.
- You are looked after well and the adults support your learning well.
- The headteacher leads the school well and all the adults are working hard to help him.

In order to make the school even better we have asked the school to:

- plan more opportunities for you to produce longer pieces of writing
- give you more opportunities to practise your reading, writing, number and ICT skills in other subjects.

You can help your teachers by continuing to work hard and doing as well as you can.

Best Wishes

Brian Holmes
Lead inspector