

Chaddesley Corbett Endowed Primary School

Inspection report

Unique Reference Number	135046
Local Authority	Worcestershire
Inspection number	319603
Inspection dates	24–25 September 2008
Reporting inspector	Paul Edwards

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	193
Government funded early education provision for children aged 3 to the end of the EYFS	30
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Hugh Richards
Headteacher	James Hawthorn
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	The Village Chaddersley Corbett Kidderminster DY10 4SD
Telephone number	01562 777312

Age group	4–11
Inspection dates	24–25 September 2008
Inspection number	319603

Fax number

01562 777412

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Following the Wyre Forest Review, a new primary school was formed on the site of the old first school in September 2007. It is scheduled to move to new premises in 2010.

The headteacher was appointed to the school in September 2007 and the rest of the leadership team are also new.

The school is smaller than average and draws its pupils from the local parish and surrounding area between Kidderminster and Bromsgrove. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below that seen nationally. The percentage eligible for free school meals is well below average. The school is popular and the Early Years Foundation Stage (EYFS) provision is oversubscribed.

An on-site private nursery for pre-school children operates each day. There is also a privately run after-school club which operates on-site each day.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. The incisive leadership by the headteacher has resulted in improved teaching and a more interesting curriculum, ensuring that pupils enjoy their time at school. As one pupil commented, 'Everything has a good effect on me.' The overwhelming majority of parents are very positive about the school and the comments of one are typical when stating, 'We are delighted with our child's progress and development at school. She enjoys her learning and her environment and has good relationships with the staff.' Standards are broadly average and a gradual improvement in teaching since the school opened is ensuring the pupils make satisfactory progress. The school's self-evaluation is accurate and it knows exactly what needs to be done to improve.

The children in the EYFS make good progress, the result of good provision in the Reception class. By Year 6, standards are broadly average in English, mathematics and science. When taking account of the pupils' starting points, this represents satisfactory achievement. The school is keenly aware that pupils' skills in writing and mathematics need strengthening in order for standards to rise. By the end of Year 2, standards are broadly average in reading, writing and mathematics. Pupils with learning difficulties and/or disabilities make progress in line with their classmates. More able pupils also make satisfactory progress.

Whilst there is evidence of good and better practice, teaching overall is satisfactory. Pupils enjoy learning because of the good relationships that exist with staff. Whilst lessons have clear aims, teachers are not yet making consistently good use of assessment information to pitch work at just the right level when planning the next steps. Consequently, pupils are not routinely challenged to always do their best, and only make satisfactory progress. The otherwise satisfactory curriculum is enriched by a varied and interesting range of visits and visitors. Pupils really enjoy the new thematic approach to the curriculum and the independence afforded to undertake research activities.

Pupils' personal development is good. Pupils have a good approach to maintaining a healthy lifestyle through a sensible diet and exercise. The regular swimming in the school's own pool contributes significantly to their goal of 'keeping fit'. Attendance, which is broadly average, is spoiled by the number of absences through term-time holidays. Pupils behave well and have very positive attitudes towards their learning. They are enthusiastic singers and they really enliven the assemblies. Pupils are keen to take on responsibility and are proud of their involvement in raising money for charities and the recent introduction of older pupils buddy reading with younger pupils. There are excellent links with the on-site Nursery and developing links with the secondary school to which its pupils are now transferring.

Leadership and management are satisfactory. The staff are enthusiastic and keen to ensure the school continues to move forward. The role of subject leaders is developing as they encompass the greater responsibilities that have followed the transition to primary school status. They rightly recognise the need to be more rigorous in ensuring all teachers challenge pupils sufficiently to increase the rate of progress. Governors are very supportive, hard-working and rigorous in holding the school to account to ensure it improves. With the headteacher's good leadership and clear sense of direction, the school is demonstrating satisfactory capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Reception class with skills and abilities that are broadly typical for pupils of their age. They make good progress, so that by the time they enter Year 1, an above average proportion are attaining the goals expected for their age. Children make particularly good progress in their personal and social development and this provides them with the confidence to progress well in other areas of learning. Staff have created a pleasant learning environment although the lack of a soft play area outside limits opportunities for play on apparatus. The good teaching is founded on effective assessment of the children's achievement and future needs. Well planned activities ensure the children enjoy the programme of work. Children are well cared for and looked after. Arrangements for children starting school are excellent. Children from the Nursery are regular visitors and able to start school with confidence. Information regarding progress is shared with parents who are encouraged to support and help children at home. Leadership of the EYFS is good. The leader evaluates provision regularly and understands what needs to be improved. The school has now extended the phonics programme into other classes in an effort to improve the pupils' literacy skills.

What the school should do to improve further

- Improve pupils' achievement in writing and mathematics in Years 1 to 6.
- Improve the quality of teaching by ensuring teachers make better use of assessment information when planning work for pupils.
- Develop the roles of subject leaders so that they are more influential in improving the quality of teaching and learning.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but which has areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and their standards are average. Children make a good start in the Reception class and they make satisfactory progress thereafter. They enter Year 1 with levels of skills and abilities that are slightly above those typical for their age. The school has rightly identified that pupils' spelling skills are weak and this is holding back their progress in writing. Similarly, in mathematics, pupils' basic numeracy skills, particularly their recall of times tables is weak and this inhibits their ability to undertake problem-solving activities as quickly and efficiently as they should. The school has begun to put in place programmes to address these weaknesses but there is some way to go to ensure that pupils do as well as they should. Pupils do not make better than satisfactory progress because work is not always sufficiently challenging for them.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy good relationships with their peers and staff. They behave well, although a very small number felt there was some occasional bullying. However, pupils understand that inappropriate behaviour is not tolerated and therefore feel safe and well looked after. Pupils

particularly enjoy the opportunities to work cooperatively and say the new thematic curriculum helps them in this respect. Pupils take responsibility in the local community; for example, they plan and maintain the Eco garden and lead recycling projects. Their involvement and understanding of the wider world is developing through charitable activities and the focus on Afghanistan week when they made a presentation to parents. It is understandable that the school has gained a healthy school's award as pupils are very aware of why they should eat healthily and exercise. Pupils are prepared satisfactorily for the next stage of education.

Quality of provision

Teaching and learning

Grade: 3

Teachers are successful in establishing a positive learning environment so that pupils are confident to ask questions and seek guidance if they are unsure. Questioning is used well by teachers and this results in pupils' good speaking skills. Teachers praise pupils well to boost their self-esteem although they do not make good use of their marking to show pupils what they need to do to improve their work. Teachers generally plan work for different ability groups. However, they do not make sufficient use of the growing amount of data on pupils' progress to fine-tune their lesson planning so that work is matched accurately to the pupils' prior attainment. Consequently, pupils do not always progress as well as they should.

Curriculum and other activities

Grade: 3

The school rightly places considerable emphasis on developing the pupils' basic skills in English, mathematics and science. However, it has not been successful in accelerating progress in literacy and numeracy because the secure skills children acquire in the Reception class have not been built upon systematically in other years. There are improving opportunities for the pupils to practise literacy and numeracy skills in other subjects and the recently adopted thematic curriculum provides greater interest and enjoyment. The curriculum makes a good contribution to pupils' personal development, and particularly to ensuring that they acquire a good understanding of the dangers of drugs, smoking and alcohol. Clubs, such as German, swimming, football and choir enhance the curriculum.

Care, guidance and support

Grade: 3

Parents and pupils appreciate the good pastoral support and care. This is why pupils feel safe in school. The school works effectively with parents and external agencies to provide support for those pupils who have difficulty with their learning. Procedures for safeguarding and child protection are rigorous and meet requirements. Academic guidance is satisfactory. The recently introduced systems for tracking the pupils' progress are beginning to have a positive impact on pupils' achievement. Teachers now have a clearer picture of pupils who are underperforming and are beginning to plan work for these pupils. Not all pupils are aware of their targets and what they need to do to improve.

Leadership and management

Grade: 3

Whilst leadership and management of the school are satisfactory overall, the headteacher is ensuring the school's priorities are exactly right. Consequently, there is a focus on raising standards although the school recognises there is some way to go to ensure all pupils reach their potential. Subject leaders know where the strengths and weaknesses lie. However, they are new to their roles and not yet sufficiently involved in monitoring the quality of teaching and learning to suggest what might be done to improve it. Good links have been made with other schools, the Church, the village and through charity fundraising contacts initiated by the pupils. These aspects all contribute very well to good community cohesion. Governors are very supportive. However, they are also rigorous and determined that by the time the school moves into its new premises, the quality of education will have improved significantly.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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	NA
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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 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?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Chaddesley Corbett Endowed Primary School, Kidderminster, DY10 4SD

Thank you for helping us when we recently visited your school. We enjoyed meeting you and finding out about your school. Your school provides you with a satisfactory education. We really enjoyed listening to your singing which was really good. There is a good team spirit in your school and it is a happy place.

- These are the things that are good in your school.
- Your headteacher provides good leadership and the governors work hard for the school.
- Children in the Reception class have a good start to their schooling and make good progress.
- You behave well and enjoy learning. You know the importance of keeping healthy and we are pleased you enjoy taking plenty of exercise, particularly swimming.
- You are all developing good attitudes towards your work and towards each other.
- You have a good understanding of how to keep safe, you are polite and your behaviour is good.
- Staff look after and care for you well.

This is what we have asked those in charge of the school to do to make it better.

- Help you to do better in your writing and mathematics.
- Check how well teachers are using information about how well you are doing when planning work for you.
- Ensure those in charge of the school continue check the quality of teaching to make sure it is as good as it should be.

Once again, thank you for your help. You can help by asking your teachers how you can make your work better and by working as hard as you can.

Yours sincerely

Mr Paul Edwards Lead inspector