

# St Chads CofE (VA) Primary School

## Inspection report

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<b>Unique Reference Number</b>	107549
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	324590
<b>Inspection dates</b>	29–30 April 2009
<b>Reporting inspector</b>	Brenda Clarke

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	211
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr S Smith
<b>Headteacher</b>	Mr Graeme Genty
<b>Date of previous school inspection</b>	26 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Upper Green Lane Hove Edge Brighouse West Yorkshire HD6 2PA

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<b>Age group</b>	4–11
<b>Inspection dates</b>	29–30 April 2009
<b>Inspection number</b>	324590

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Most of the pupils attending this average-sized school are White British and live locally. The school serves an area of social and economic advantage. The proportion of pupils eligible for free school meals is very low. The proportion of pupils with learning difficulties and/or disabilities is well below the national average. The school provides for the Early Years Foundation Stage through one Reception class. A new headteacher and deputy headteacher were appointed in the last two years. The school has gained the Activemark and Investors in People award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

St Chad's Primary School is a satisfactory school with some good and outstanding features. It is a rapidly improving school. The newly formed leadership team has ensured that staff and governors have a good understanding of the school's strengths and areas for improvement. A good start has been made in using this information to improve provision. The outdoor areas have been completely revamped to provide breadth and quality for pupils' play and an ambitious building programme is lifting the quality and scope of classroom provision. Links with parents are outstanding. They comment positively about the changes made by the leadership team and the inspirational drive and enthusiasm of the headteacher. One parent mirrored others' views when writing, 'They have created a fantastic atmosphere in which children flourish and have fun.'

Pupils say they feel extremely safe because of the effective care they receive. Parents say that staff are very approachable and that problems are resolved quickly. Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding overall. Pupils' behaviour is excellent. Relationships between adults and children are warm and supportive. Staff are fully committed to promoting equality of opportunity for all. This is reflected in the way they provide excellent role models for children. They have high expectations that pupils will care for and consider others. As a result, pupils are polite, confident and respectful. The curriculum is good with outstanding features. It is relevant and enables pupils to develop skills across subjects. Pupils appreciate the many exciting visitors, themed weeks and clubs that enrich their learning.

Overall, pupils' achievement, including those with learning difficulties and/or disabilities, is satisfactory. Pupils enter Year 1 with skills above those expected for their age. They make satisfactory progress from these favourable starting points and attain standards that are above national expectations by the end of Year 2. Over the last four years, with the exception of 2007 when standards were higher, standards at the end of Year 6 have been broadly average. In the past pupils' progress from the end of Key Stage 1 to Year 6 has been weak. This is because there have been inconsistencies in the quality of teaching that have resulted in pupils making insufficient progress in some classes. However, progress has improved significantly and is now satisfactory. Inspection findings agree with the school's evaluation that standards for the current cohort of Year 6 pupils are above national expectations in reading, mathematics and science. They remain average in writing. This is because pupils experience difficulty when adapting or extending their writing for a range of audiences including story or diary writing. Standards are rising but they are not as high as they could be because new initiatives have had insufficient time to impact fully on pupils' progress.

Teaching is satisfactory overall with good features. Pupils' achievement accelerates in Years 5 and 6 because teaching in these classes is consistently good or better but the quality of teaching and learning varies too much in other classes. This affects the progress pupils make. The quality of teaching is improving due to effective staff training, the good appointments made to enhance the teaching profile and an improved approach to lesson planning. However, the pace of learning slows in some lessons. Opportunities to support independent learning using resources such as word lists and clues on classroom displays are sometimes missed.

The main reason for the improving picture is the involvement of all staff and governors in the task of school improvement, creating a united team with a common purpose. Tracking of pupils'

progress is being used rigorously as a tool to raise standards. Monitoring of teaching and learning is firmly established and weaknesses are being addressed. Middle managers are beginning to take ownership of their subjects but most do not yet have an evaluative understanding of standards which is reflected in the way they assess and track pupils' work. The drive of the headteacher and senior leaders, supportive parents, good curriculum, improving pupils' standards and quality of teaching all provide the school with a good capacity to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Provision is outstanding. Children start the Reception class with skills which are broadly in line with most other children of this age except in their personal and social skills which are above those usually expected. They make rapid progress due to the outstanding teaching and adult interaction which extends children's thinking. By the end of the Reception Year most children attain standards overall which are at least above and for a significant proportion well above, expectations. The learning environment is stimulating both indoors and outside. A wealth of well planned, relevant activities grabs children's attention and supports independent learning. Relationships between staff, children and parents are outstanding so that children feel secure and happy. Parents are seen as valued partners and they contribute effectively to children's learning at home. Leadership is outstanding and provision is managed exceptionally well and staff work as a united, proactive team. As a result children succeed extremely well. Assessment is thorough and informs new learning. Rigorous standards of care ensure children's safety.

### **What the school should do to improve further**

- Raise standards in writing throughout Key Stage 2.
- Ensure a consistently good quality of teaching and learning so that all pupils achieve well.
- Develop the expertise of middle managers especially in the way they assess and track pupils' progress.

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 their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils enter Year 1 with skills above, and sometimes well above those expected. They make satisfactory progress overall and attain standards above national expectations by the end of Year 2. Standards in reading have dipped slightly over the last two years. While children have good opportunities to read in ability groups, those experiencing problems have limited opportunities to read to an adult. This affects their fluency when reading. Standards in reading, mathematics and science are currently above the national average by the end of Year 6, indicating satisfactory achievement. However, standards in writing are average and pupils have some ground to make up especially when adapting or extending their writing for a range of purposes. Pupils with learning difficulties and/or disabilities receive good support and achieve in line with their peers.

## **Personal development and well-being**

### **Grade: 1**

The exceptional leadership and influence of the headteacher has a significant impact on pupils' outstanding personal development and well-being. He ensures that all children are involved and focused during assemblies and invests time in stressing the importance of 'doing the right thing'. This makes a significant contribution to their spiritual, moral, social and cultural development, which is outstanding. Pupils enjoy school. Pupils feel exceptionally safe and secure and consequently become confident, sensitive young people, able to reflect and to consider others' needs. They develop mature attitudes to learning and behave exceptionally well. Pupils adopt very healthy lifestyles and take part in many extended school activities. Attendance is good. Pupils make an outstanding contribution to the smooth running of the school. For example, the school council is involved in decision making processes such as staff interviews; the Business Enterprise club runs the Tuck Shop, raises money and takes financial decisions. This helps to ensure that they are well placed for future economic success.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall and has good features. It is improving because the headteacher rigorously and systematically evaluates the effectiveness of lessons and provides additional support, training and guidance where needed. All teachers have very good behaviour management skills. They plan work that carefully builds on earlier learning so that children learn new skills in a progressive way. Where teaching is good or outstanding, lessons proceed at a rigorous pace, teachers plan effectively for pupils' differing abilities and pupils work hard. Progress slows in those lessons where the pace is more pedestrian. Occasionally, pupils have insufficient time to complete their work and lack the tools they require to work independently, including the use of information on walls. Teaching assistants give valuable support and contribute fully in lessons. Teachers' marking does not consistently tell children how to improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good with outstanding features. It has recently been redesigned to develop a more creative approach. This is ensuring greater relevance for pupils because there are meaningful links between subjects. However, it is too early to say how this is impacting on pupils' standards and achievements. The programme for personal, social and health education and citizenship is a key feature of the curriculum, developing pupils' levels of social awareness and morality. Extended schools provision is outstanding. The business manager has successfully developed a broad range of both school-based and holiday activities. The clubs give pupils new interests and contribute significantly to their social development. Parents, too, enjoy family learning courses. A range of visits, visitors and exciting happenings such as the science week enrich provision. An adapted curriculum at the start of Year 1 supports young children well as they move into Key Stage 1.

## Care, guidance and support

### Grade: 2

Standards of care, guidance and support are good. Parents say they really appreciate the school's good care and the ways in which children's needs are met. Pupils respond well to the effective school rules and well thought out rewards and sanctions. Statutory requirements for safeguarding are rigorously met ensuring that pupils are safe. Robust procedures for those with learning difficulties and/or disabilities ensure that they are well supported. Those who are vulnerable are discussed weekly during care and concern meetings. This, in addition to the impact of outside agencies, ensures that individual pupils' needs are met. Transition to the next school is thoughtfully arranged and the individual needs of pupils well considered. There are inconsistencies in the targets and academic guidance given to pupils. While targets are shared with parents, pupils do not always have them to hand when working in class. Hence, opportunities are missed to use learning targets to help pupils improve their work.

## Leadership and management

### Grade: 2

The leadership team have created a tangible sense of energy and thirst for improvement. Many effective changes have been made but there has been insufficient time for these to fully impact on pupils' standards. The school has a clear view of its overarching strengths and weaknesses and has identified the correct priorities for improvement. However, management's judgement of the school's overall effectiveness is too generous and not firmly rooted in the progress that pupils make. A rigorous system for tracking pupils' achievement is giving management a clearer view of pupils' progress and where additional support is required. This is a key reason why standards are rising. The school now plans to use this information to set challenging targets for each year group. Much has been done to develop the management skills of those new to their coordination roles. Coordinators are beginning to evaluate pupils' standards and strengths and weaknesses in subject teaching but more needs to be done to develop the way they check pupils' progress. Governors fulfil their roles well, offering expertise, support and challenge. The school makes a good contribution to community cohesion and works effectively with the local community, but sometimes opportunities are missed to give pupils a wider understanding of cultural diversity.



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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
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

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	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	2
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**

We really enjoyed our visit to your school. Thank you for making us so welcome and answering all our questions. We enjoyed talking to you and finding out about your school council and Business Enterprise club. We were pleased to see how many of you were helping around the school and in the playground. Your behaviour is excellent. Lessons are interesting and you work hard. Your attendance is good. You enjoy school, and many of you attend the exciting range of clubs. You are getting lots of healthy exercise and we were pleased to see how safely you play in your super new playground.

Your school provides you with a satisfactory education. However, it needs to raise standards in writing by the end of Year 6 and to ensure that you make more rapid progress as you move through the school. To do this the teaching needs to be consistently good.

We think your headteacher has identified the right things to make your school an even better place for you and we have asked him to do three things to improve your learning:

- help to improve your writing
- improve the quality of teaching so that it is always good and lessons always move along at a good pace and you are helped to learn independently
- make sure that your teachers who are subject leaders carefully examine the progress you make in their subjects and make changes that will help you to make better progress.

We trust that you will continue to help your headteacher and other staff to continue to improve your school. Best wishes for the future