

Chadsmoor Community Infants and Nursery School

Inspection report

Unique Reference Number	124068
Local Authority	Staffordshire
Inspection number	340484
Inspection dates	28–29 April 2010
Reporting inspector	Judith Tolley

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Mrs Muriel Davis
Headteacher	Mrs Karen Burns
Date of previous school inspection	28 February 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons; all 10 of the teachers were seen. Meetings were held with groups of pupils, governors and staff. No meetings were held with parents. Inspectors observed the school's work and looked at the school's documentation, including its analysis of pupils' progress and improvement planning, and 63 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress pupils make, particularly boys and pupils with special educational needs
- how effectively the curriculum meets the needs of all pupils
- the effectiveness of the Early Years Foundation Stage.

Information about the school

Chadsmoor Community Infants and Nursery School is smaller than average. It has a maintained nursery which children attend either in the morning or in the afternoon. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. The proportion of pupils known to be eligible for a free school meal is above average.

The school has achieved the Basic Skills Quality Mark, Activemark and Full Dyslexia Friendly Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Pupils make excellent progress in their academic studies and their personal development. The majority of parents are delighted with the way the school supports and encourages their children.

Pupils are very proud of their school and this is reflected in their excellent behaviour and their very positive attitudes towards their learning. Children and parents alike value the help they get from all staff and the opportunities they have to improve the school. A wide range of action groups, including the school council and the wildlife garden group, are focused on specific projects to help improve the school environment. They enable all pupils, even the youngest, to take on an impressive level of responsibility. Attendance has improved since the last inspection and is now broadly average. This is as a consequence of the good partnership that the school has developed with parents and the work it has done, and continues to do, with pupils to reward good attendance rates.

When they first start school, many children are well below average in language, literacy, numeracy and personal and social development. They make excellent progress and, by the end of Year 2, their academic standards are above average and they are articulate and confident learners. Their achievement is outstanding. Pupils' progress is tracked rigorously, any difficulties are identified rapidly and this triggers support which is very closely tailored to individual needs. As a result, all groups of pupils, including those with special educational needs and/or disabilities, make excellent progress from their starting points.

Outstanding care, guidance and support and a curriculum with an emphasis upon developing speaking, listening and personal and social skills contribute significantly to pupils' progress. The school recognises that it could use the wider curriculum more effectively to excite pupils' interest even more and provide more opportunities for pupils to apply their basic skills in wider contexts. The school meets the needs of potentially vulnerable pupils very well, ensuring they are able to learn through its very effective partnership with external agencies and the dedication of teachers and support staff.

The headteacher provides very clear direction. Teachers work in close partnership with parents and carers and actively seek ways for them to support their children's education. The quality of teaching is consistently good and much of it is outstanding. Lessons are well planned and engage pupils' interest and enthusiasm but pupils are not always given the means or opportunity to work independently and explore ideas for themselves. Although pupils are given very good oral guidance about how to improve, this is not always mirrored in teachers' marking.

Although the school has worked with others within the local community to promote

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community cohesion, such as pupils helping the Forestry Commission signpost their walks, it has not evaluated the impact of such work or its reach beyond the immediate community.

The school has an outstanding capacity for further improvement. Rigorous analysis of assessment data has enabled the school to pinpoint exactly where it needs to improve, and how. The very clear leadership, with its sharp focus on improvement, combined with an accurate evaluation of the school's work, has ensured that standards have remained above average over the last three years and gaps in achievement of different groups, such as that between boys and girls, have narrowed.

What does the school need to do to improve further?

- Raise standards further and improve the quality of teaching to that of the best by:
 - increasing pupils' independence and pace of learning through sharper attention to their needs in lesson planning
 - developing the curriculum to better engage pupils' interest and enthusiasm and improve their understanding of other cultures
 - improving attendance further.

Outcomes for individuals and groups of pupils

1

Children make excellent progress in the Early Years Foundation Stage. Most join Year 1 having reached or exceeded the levels expected for them in communication, language and literacy and problem-solving, reasoning and numeracy. Because of the excellent progress they have also made in their personal social and emotional development, all are confident and enthusiastic learners and well prepared to access the Key Stage 1 curriculum.

Pupils continue to make good progress in Key Stage 1. Teacher assessments in 2009 indicate that standards in writing are well above average and in reading and mathematics they are above average. Work seen during the inspection confirms that standards in writing and mathematics are well above average by the end of Year 2. This represents outstanding progress from their starting points. There is no significant difference between the performance of different groups, including those known to be eligible for free school meals.

Pupils thoroughly enjoy their school work and are keen to do well. Many pupils join the school with under-developed social skills but they quickly learn to cooperate, to respect others and to take responsibility for their actions. By the time pupils leave at the end of Year 2, they are sensible, considerate and articulate. Pupils respect and value the exciting variety of activities provided both indoors and out. They take great pride in their contributions to improving their school, for example through the school council, their work as 'Smilers' in the playground, and their gardening. Pupils are confident that any concerns they have are taken seriously. Pupils have an excellent understanding about how to keep healthy and safe and regularly apply this in lessons and, for example, when

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choosing what to have for snacks and at lunchtime. Pupils' good basic skills, combined with high levels of self-belief and clear enjoyment of learning, mean that they are well placed for future success. Pupils' spiritual, moral and social skills are very well developed but they have less understanding of cultures beyond their own.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Consistently good and often outstanding teaching and effective use of day-to-day assessment enables pupils to build very effectively on their learning during Years 1 and 2 and enable them to make excellent progress. Whole-class activities are supported very effectively by extensive small group work and one-to-one sessions led by very skilful teaching assistants. A good range of activities and teaching styles engage pupils' interest. Interactive whiteboards, as well as outside areas, are used to make lessons interesting and fun. Both teachers and teaching assistants use questioning very skilfully to extend pupils' thinking. Teachers use assessment information to good effect to plan work which meets the needs of all pupils but, on occasions, opportunities are missed to provide support materials which would allow pupils to work more independently and so

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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further accelerate the pace of their learning. Quite often pupils explore and discuss ideas with each other, which is highly effective in developing their speaking and listening skills. However, this good practice is not seen in all lessons. Academic targets and teachers' regular oral feedback give pupils very good guidance about how to improve their work but this is not always evident in teachers' marking.

The curriculum engages and motivates pupils. The whole-school focus on speaking and listening from the very start leads to huge improvements in pupils' communication skills and this, in turn, has a significant impact upon their reading and writing. Provision for information and communication technology is good and enhances learning very effectively across the curriculum. A wide variety of well attended extra-curricular activities, including a range of clubs, visits and visitors all contribute to making learning fun.

Staff know individual pupils very well. Excellent relationships are a characteristic of the school and adults take every opportunity to engage pupils in conversation and extend their learning as individuals. The school works very closely with outside agencies, such as speech and language advisors and other specialists, to meet individual needs. The support received allows pupils with special educational needs and/or disabilities and potentially vulnerable children to make the very best of their learning opportunities and is highly valued by parents and carers.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Self-evaluation, including the monitoring of teaching and learning and improvement planning, accurately reflects the school's work and clearly identifies priorities for improvement. The frequent and very thorough analysis of pupil progress involves all staff and reaches down to lesson planning and the support provided for individual pupils. The headteacher has succeeded in creating a well organised team. Teachers work closely together to plan lessons and meet individual needs. As a result, there is a high level of consistency across the school. This is a measure of the school's strong commitment to equal opportunities. It is this that drives improvement and has enabled the school to maintain the above average standards recognised in the previous inspection. Safeguarding procedures are robust and include thorough vetting of all adults in the school, highly effective risk assessments, and safety procedures with very close monitoring and supervision of pupils. Health and safety issues are fully integrated

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into the curriculum and understood by all.

The school is active in the local network of schools and works with other institutions to improve its work further and to smooth pupils' transition to the junior school. Governors are enthusiastic and extremely well informed. They are fully involved in school life, for example in overseeing the work of the school council, and challenge the school very effectively.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children settle very quickly in a safe, secure and very welcoming environment. They join the Nursery and Reception classes with skills that are often very low compared to those expected for their age. They make excellent progress from the outset because of the expertise of the staff who communicate very well with children and spend time helping them to explain their ideas. By the end of Reception the majority reach, and some exceed, the level expected in the Early Learning Goals, and the progress they make, particularly in communication skills and in personal, social, emotional development, is exceptional.

Children explore and learn very successfully through planned activities indoors and outside. They work and play together well and take turns. They are used to taking responsibility, for instance, regularly choosing from a wide variety of activities, including using the digital camera, and taking turns to remind each other when it is time to tidy up. The curriculum is very well planned and adults regularly take the lead from children to engage their interest and take their learning forward. A discussion about dandelions

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in a nursery class not only explored how a seed grows into a flower but also the rights and wrongs of killing weeds or cutting flowers, and that differences need to be appreciated. Very well planned phonics lessons enable children to make great strides in developing reading skills. Parents are delighted with the induction procedures and the opportunities they have to work alongside their children and to track their progress. Children's welfare needs are attended to carefully. Rigorous assessment procedures measure and record individual progress and are used to plan activities that move children's learning on. Children who are finding learning more difficult are quickly identified and very well supported. Excellent leadership and management have created a very effective team and a stimulating and exciting place to learn. Although there is good liaison between teachers, transition between the Reception and Year 1 classes is made more difficult because these areas are not adjacent to one other. Teachers work hard to overcome the difficulties this presents in promoting continuity with Key Stage 1 and in preparing children for their next stage in education.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming majority of parents and carers who responded to the questionnaire are very happy with the school. Many commented positively on their children's enjoyment of school, the approachability of teachers, the excellent leadership and the support their children receive. A very small number of parents expressed concern about the quality of support provided for their children and the progress they were making. Inspectors found that, on the whole, activities were very well matched to pupils' capabilities; however opportunities were sometimes missed in lessons for pupils to work independently. Overall, parents' and carers' views reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chadsmoor Community Infants and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	83	11	17	0	0	0	0
The school keeps my child safe	54	86	7	11	2	3	0	0
The school informs me about my child's progress	46	73	17	27	0	0	0	0
My child is making enough progress at this school	47	75	15	24	1	2	0	0
The teaching is good at this school	50	79	13	21	0	0	0	0
The school helps me to support my child's learning	45	71	18	29	0	0	0	0
The school helps my child to have a healthy lifestyle	46	73	14	22	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	54	25	40	2	3	0	0
The school meets my child's particular needs	48	76	12	19	3	5	0	0
The school deals effectively with unacceptable behaviour	45	71	14	22	1	2	2	3
The school takes account of my suggestions and concerns	39	62	22	35	0	0	2	3
The school is led and managed effectively	47	75	14	22	2	3	0	0
Overall, I am happy with my child's experience at this school	52	83	9	14	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2010

Dear Pupils,

Inspection of Chadsmoor Community Infants and Nursery School, Cannock, WS11 6EU

I would like to thank you on behalf of the inspectors for making us so welcome when we visited your school. You told us how much you enjoy your learning and how proud you are of your school. We agree with you. You go to an outstanding school. Your behaviour is excellent. I enjoyed having lunch with you in the dining room and was relieved when some of you told me I had made the right healthy choices for lunch! Adults give you lots of opportunities to talk about what you are doing and this helps you with your reading and writing as well. We were impressed by the work the school council does, and even the youngest members from the Nursery and Reception classes have their say in decision-making.

Younger children get off to an excellent start in the Nursery and Reception classes and you all make outstanding progress. Teaching is good, and is often outstanding. We have asked the school to make sure all teaching is as good as the best so that you can do even better. We noticed how well you got on when you were able to work things out for yourselves and so we have asked your teachers to make sure you always have the right materials to help you do this. You told us how much you enjoyed learning and practising your reading, writing and mathematics through the projects and topics you do. We've asked the teachers to give you more opportunities to do this. You also told us that adults look after you very well indeed and we agree. Attendance has improved but we think it could be even better. You can help by making sure you attend school every day. We wish you every success for the future and hope that you continue to enjoy your learning.

Yours sincerely

Judith Tolley

Lead inspector

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