

# Chadsmoor CofE (VC) Junior School

## Inspection report

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<b>Unique Reference Number</b>	124240
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340522
<b>Inspection dates</b>	11–12 February 2010
<b>Reporting inspector</b>	Chris Moodie

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	164
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Kate Hill
<b>Headteacher</b>	Mrs Barbara Herszenhorn
<b>Date of previous school inspection</b>	7 November 2007
<b>School address</b>	Burns Street Chadsmoor Cannock
<b>Telephone number</b>	01543 511000
<b>Fax number</b>	01543 511005
<b>Email address</b>	headteacher@chadsmoor-junior.staffs.sch.uk

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Royal Exchange Buildings  
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## Introduction

This inspection was carried out by three additional inspectors. Most of the time was spent looking at learning; 12 lessons were observed and all six classes were seen twice. Meetings and discussions were held with staff, senior leaders, pupils, four governors and a representative of the local authority. Inspectors observed the school's work, and looked at documentation including school improvement plans, attainment and tracking data, and safeguarding information. A total of 53 parental questionnaires were received and scrutinised, along with 109 from pupils and two from staff.

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

- attainment in mathematics, with particular reference to higher ability pupils
- the effectiveness of school leaders at all levels in driving improvement.

## Information about the school

In this smaller than average school the majority of pupils are of White British heritage. Above average numbers of pupils are eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above the national average. The school's previous inspection in November 2007 removed it from special measures following a series of monitoring visits. The school holds the Activemark, Healthy Schools status and an Eco School award.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Under the guidance of the current leadership team, the school has made satisfactory improvement since the last inspection. Pupils enter the school with levels of attainment that are in line with national expectations. By the time that they leave Key Stage 2, attainment remains broadly average. Progress in English and science is stronger than in mathematics, where too few pupils reach the higher levels of attainment.

Careful and precise plans for improving teaching have been successful in improving how teachers plan lessons and assess pupils' progress. School leaders monitor how well their plans are put into action, and evaluate their impact. Teaching staff have worked hard to adopt new ways of working. Inspectors found some good teaching, which in turn leads to better progress, but this is not yet consistent across the school. In too many lessons, the work that pupils receive is not closely matched to their abilities, and this means that it is either too hard or too easy. This is particularly the case in mathematics and is the chief reason why it lags behind English and science.

Pupils enjoy coming to school and say that they feel safe. Strong relationships between staff and pupils help to make classrooms calm and orderly places. Pupils are enthusiastic about their school, making it a cheerful, welcoming place. They are confident in the good quality care and support that they will receive from staff, and know that they will be listened to. After-school clubs and activities are popular, and the school works hard to involve pupils in the local community. This is seen in the strong link between the school and the Staffordshire Regiment.

Recent changes to the curriculum include the adoption of a more creative approach, and this has increased the number of visits and visitors. Whilst this has been popular with pupils, not enough links are made between different subjects to have a positive impact on their attainment by ensuring that key skills such as literacy and numeracy are practised regularly. Pupils' awareness of cultures other than their own is limited, although they are curious and keen to expand their understanding. The school has employed a learning mentor who provides an effective role model for boys.

A clear direction has been set by the school leaders, placing pupils at the heart of all that the school does. All staff acknowledge the importance of raising pupils' expectations of their own potential. Effective systems are in place to ensure that the school is well managed. This meant that the school continued to operate effectively during the headteacher's recent extended absence due to illness. The acting headteacher, well supported by the local authority, maintained the school's strategic direction and minimised the impact on the pupils. The governing body support the school and comply with statutory requirements. The school has good communications with parents and

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carers, including regular feedback on how their children are progressing. The majority of parents are positive about the school. The school has a satisfactory capacity for sustained improvement.

**What does the school need to do to improve further?**

- Raise attainment in mathematics by:
  - providing work that matches all pupils' abilities throughout lessons
  - challenging higher attaining pupils with work and tasks that will extend their learning.
- Create an exciting curriculum that better meets the needs of the pupils by:
  - linking different subjects under themes that motivate pupils, making sure that there are ample opportunities for pupils to write in different contexts and apply their mathematical skills
  - enhancing pupils' awareness of different cultures, both in the UK and abroad.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

As a result of improvements made to the quality of teaching, attainment in English has risen in recent years, and pupils' current work indicates that standards are average. Attainment in mathematics has not improved to the same extent. The school has identified that higher ability pupils do not realise their potential in mathematics. This is because these pupils are insufficiently challenged during lessons, and some lose motivation as they undertake work that they can easily do. Pupils say that they like mathematics, and higher attaining pupils are very motivated by challenge when it occurs. As one boy in Year 6 said, 'The best thing about maths is when the work is really hard work and makes you think'. Classes were reorganised this year and higher attaining pupils were targeted for harder work. School tracking data indicate that these pupils have benefited from the changes and are making better progress, but a full analysis of this information has yet to be made. Pupils make satisfactory progress during their time in the school, but this is erratic. In Year 6, pupils are expected to make more progress in reading and mathematics, in order to make up for the slower progress in other year groups. Progress in writing is more consistent. Pupils with special educational needs and/or disabilities make satisfactory progress in English and mathematics. In contrast, effective support in science enables them to make good progress.

Behaviour is satisfactory throughout the school, and pupils are polite and cooperative with one another. Where lessons are motivating, pupils behave well and show enthusiasm for their work. Pupils' questionnaires indicated that some feel that behaviour is not good enough, but this was not substantiated by the pupil interviews conducted during the inspection. No incidents of disruptive behaviour were seen in lessons, but

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when pupils are unsupervised, for example in the toilet area at lunchtime, they struggle to maintain these standards and behaviour can be boisterous. Pupils have a good understanding of right and wrong, and reflect on how their actions can impact on others.

Pupils enjoy the after-school activities such as sports and the cooking club, and are clear about how to be healthy. The 'bikeability' scheme is under development and is popular amongst pupils. They know which foods are good for them but too many eat unhealthily at lunchtime. Pupils know how to keep themselves and their friends safe and can, for instance, explain the importance of internet safety. Responsibilities are readily accepted in school, where the school council helps to represent other pupils. Older pupils organise and distribute toys at lunchtime and take their roles seriously. In doing so, they improve the quality of playtime and younger pupils appreciate their efforts. Pupils make a good contribution to their local community. A good example of this is how the school worked alongside the Staffordshire Regiment to perform a play about the First World War, raising community awareness of Remembrance Day.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

<sup>1</sup> 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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Where teaching is good, work and activities are carefully chosen to match pupils' needs. This means that good progress occurs because pupils do not spend time on work that is either too hard or too easy. The amount of time that pupils spend listening to teachers at the beginning of lessons is very variable. In some lessons, pupils listen for too long and many lose interest. In contrast, lessons that are fast paced and actively involve pupils at an early stage are successful in securing pupils' enthusiasm and commitment. Good relationships across the school help classrooms to be calm and well organised. Teaching assistants are used well to support learning. The learning mentor has been successful in targeting specific pupils, whose attitudes and progress have improved. Teachers provide pupils with good guidance when they mark their work. In some cases, the quality of marking is extremely high and pupils respond to the guidance with comments of their own. The assessment information that arises from this marking is not being consistently used to adjust lesson planning so that pupils' work builds on their progress.

The more creative approach being taken to what the pupils are taught has been successful in capturing the imagination of many pupils. For example, they are very enthusiastic about their 'dragons' topic, and spoke with unbridled excitement of how 'the dragon man came to school, bringing a real dragon's tooth with him!' The school is beginning to construct a curriculum that aims to generate such a passion for learning all of the time. Currently, there are too few opportunities for different subjects, and especially English and mathematics, to be linked together so that pupils can practise and consolidate their key skills.

Pupils are well cared for within the school. They are known as individuals and receive support which is appropriate to their needs. The school can point to striking examples of where individual pupils have overcome significant barriers. Transition from infant schools in Year 3 and into secondary schools at the end of Year 6 is good. The school puts in place a range of intervention strategies to help pupils who need extra support, including potentially vulnerable pupils, who are identified well. This is exemplified in the deployment of the learning mentor who works with underachieving boys. The school works effectively with outside agencies such as specialised therapists where necessary.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school's leaders have recently demonstrated considerable resilience. The

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headteacher's extended absence was absorbed by the school's management structure, allowing its strategic direction to continue. Self-evaluation is central to much that school leaders do, and this means that they have a broadly accurate understanding of the school's strengths and areas for development. Detailed termly improvement plans have been drawn up but school leaders recognise that their energies have not been focused sufficiently on improving teaching to ensure that the pace of learning can accelerate. Data resulting from good tracking of pupils' progress are used increasingly by school leaders to provide support where it is most needed and thus ensure that all pupils have equal opportunities to succeed. Governors provide the school with appropriate challenge, and are keen to more precisely define their roles and responsibilities through training. The school is aware that it is facing a reduction in funding and has a clear strategy in place to cope with this. Systems and procedures are in place to comply with safeguarding requirements. Communications with parents are good, and termly meetings provide regular feedback on pupils' progress. The school is effective in working within its local community, but national and international opportunities are at an earlier stage of development. The school offers satisfactory value for money.

*These are the grades for leadership and management*

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

**Views of parents and carers**

Parents and carers are generally positive about the school, and many made positive comments about the quality of education provided for their children. Approximately a quarter of the questionnaires registered concerns about the leadership and management. Other concerns expressed by parents and carers included safety,



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behaviour, progress and how the school takes account of their views. These areas were found to be satisfactory during the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chadsmoor CofE (VC) Junior 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	29	26	50	9	17	0	0
The school keeps my child safe	14	27	27	52	7	13	3	6
The school informs me about my child's progress	14	26	32	60	7	13	0	0
My child is making enough progress at this school	14	27	27	52	6	12	3	6
The teaching is good at this school	15	29	29	57	2	4	3	6
The school helps me to support my child's learning	12	23	32	62	7	13	1	2
The school helps my child to have a healthy lifestyle	8	15	37	71	6	12	1	2
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)	11	22	31	62	6	12	0	0
The school meets my child's particular needs	11	22	33	66	5	10	0	0
The school deals effectively with unacceptable behaviour	11	21	31	58	1	2	9	17
The school takes account of my suggestions and concerns	10	19	28	54	8	15	4	8
The school is led and managed effectively	11	21	26	49	5	9	9	17
Overall, I am happy with my child's experience at this school	17	33	22	42	10	19	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



15 February 2010

Dear Pupils

Inspection of Chadsmoor CofE (VC) Junior School, Cannock, WS11 6DR

I would like to thank you for your warm welcome during the recent inspection.

Throughout our visit we were impressed by how keen you were to tell us all about your school. We enjoyed visiting your lessons, playtimes and assemblies. You helped us to find out about the things that your school does well, and what it needs to do in order to help you to improve your work.

Your school is a happy place in which the teachers and support staff take good care of you. Your work is well marked by teachers, and some of you are really thinking about using this advice to get better grades. You often behave well in lessons, but sometimes don't keep these high standards in areas when you are unsupervised, especially at lunchtime. In some lessons you make good progress because the work is just right for you and you enjoy the challenge. In other lessons, when all of you are given the same work, you learn less and you are not as enthusiastic. This is an important area for development, and we have asked your school to provide you all with work and activities that more closely match your needs.

The teachers are thinking about how to make your lessons more exciting, and you like this. We have asked them to link the different subjects more, so that you can apply the English and mathematics skills that you learn in lots of different situations. We have also asked the school to help you develop a deeper awareness and understanding of people from different cultures and traditions.

You can help your own improvement by working hard and thinking really carefully about what it is that you need to do to make your work better. I wish you all the very best of luck in your future lives.

Yours sincerely

Chris Moodie

Lead inspector

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