

# Chadsmead Primary Academy

Friday Acre, Lichfield WS13 7HJ

## Inspection dates

19–20 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The leadership of the school is highly effective. Leaders have addressed weaknesses in staffing, the quality of teaching and safeguarding. As a result, the school has improved significantly and continues to flourish.
- Prompt and efficient action by the trust has supported the school to make rapid improvements.
- Governors are highly aspirational for the school. They provide helpful support and challenge to school leaders.
- Staff morale is high so that staff work well together in a team. They are highly committed to providing the very best for pupils.
- Parents and carers are highly positive about the school and the staff. Many refer to the improvements made since the appointment of the headteacher.
- The quality of teaching is good. Throughout school, there is a consistent approach to teaching and learning. As a result, outcomes for pupils are good and continue to improve.
- Leaders are building a well-thought-out curriculum that meets the needs of pupils well. They are strengthening the progression of knowledge, skills and understanding in specific subject areas.
- Outcomes in phonics are strong. Leaders have recently introduced a new approach to the teaching of phonics to have an even greater impact on pupils' reading, writing and spelling. Some staff teach this well but others are still developing confidence in the new approach.
- The progress and attainment of disadvantaged pupils are a high priority. In some year groups, pupils have made good progress. However, this continues to be an area of focus.
- Pupils behave well because there are high expectations and warm, positive relationships between staff and pupils. Pupils are polite and confident. They are proud of their school and the responsibilities they have.
- As a result of clear strategies and tighter procedures, attendance has improved and is now in line with the national average.
- Pupils are well cared for. Safeguarding procedures are effective and staff are well trained. A strong culture of vigilance is evident in school.
- Children in the early years make strong progress because they are taught well. The early years is well led and the quality of provision is good.

## **Full report**

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

- Improve the quality of teaching and learning by ensuring that the school's new approach to the teaching of phonics is embedded further.
- Improve leadership and management by ensuring that:
  - subject leaders further develop the progression of knowledge, skills and understanding in subjects across the curriculum
  - leaders continue to address the progress and attainment of disadvantaged pupils.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Since the school joined the Community Academy Trust (CAT), it has improved significantly. The headteacher has raised staff morale and aspirations by taking staff on a journey of rapid and continued improvement. Clear structures and systems have been introduced. A strong vision and focused leadership have ensured that all staff are part of the journey.
- Problems with poor teaching and instability in staffing have been addressed to ensure that pupils now make stronger progress and outcomes have improved. Leaders have focused on securing and deepening basic skills and understanding in reading, writing and mathematics. New initiatives are carefully managed so that they are sustainable and develop well. For example, the school's approach to the teaching of mathematics is being rolled out from key stage 1 so that it is embedded securely over time.
- Long-serving staff have remained dedicated to the school. Staff talk with great pride about their school and the pupils. They are a hugely committed team who work together well to ensure that they provide the very best for their pupils. Staff are well supported by senior leaders and the trust. They receive appropriate training and share good practice with each other and through their work with other schools. One member of staff said, 'We do it well, we do it right and we tweak it.'
- Parents are overwhelmingly positive about the school. They appreciate the strong leadership and hard work of staff that has resulted in the dramatic improvements in the school. Comments such as 'Chadsmead has turned a corner' and 'It has got its buzz back' reflected the views of many. Parents of pupils with additional needs are particularly positive about the support they have received.
- The trust has strong structures in place that ensure clear lines of accountability. Its approach has been highly effective in developing, supporting and sustaining strong leadership in the school.
- Leaders' self-evaluation of the school is reflective and thorough. They have identified appropriate areas for development in their improvement plans and have made effective use of external reports, such as a pupil premium review, to support them.
- Leaders monitor the effectiveness of teaching and learning well. Leaders provide effective support to staff to ensure that teaching and learning continue to improve. Staff are reflective about their practice and readily share their knowledge and expertise.
- The school's curriculum is underpinned by the school values. Developing links with the local community is a high priority. For example, during the inspection, pupils learned about local history and listened to visitors and speakers from the local community. Some leaders have established a thorough overview of the knowledge, skills and understanding to be taught in their subject. This is now being further developed in all subjects.
- The curriculum contributes well to pupils' spiritual, moral, social and cultural development and fundamental British values. For example, pupils learn about the

impact of plastics on the environment. They learn about democracy when voting for different council members.

- Leaders ensure that pupils learn about all the major religions to develop respect for other faiths. Pupils visit different places of worship. In Years 5 and 6, pupils complete a 'faith trail' and visit a mosque, a gurdwara, a Hindu temple and a Jewish synagogue. Pupils meet religious leaders and observe religious practice by ensuring that they wear appropriate clothing.
- The school is inclusive and considers how to ensure that all pupils are given equal opportunities through the curriculum and extra-curricular activities. Pupils enjoy a range of extra-curricular activities, such as badminton, Lego, French, athletics and girls' football. In personal, social, health and economic education, pupils explore stereotypes and challenge their perceptions. Through an annual talent show, pupils celebrate diversity and talent.
- Leaders ensure that additional funding, such as the pupil premium, is spent well. Leaders ensure that barriers to learning are identified for disadvantaged pupils. Targeted support is provided and leaders ensure that whole-school strategies have a positive impact on disadvantaged pupils' progress and attainment. This is closely monitored by the 'pupil premium champion'.
- Physical education (PE) and school sport, and pupils' health and well-being, are a high priority. The PE and sport premium funding is used well to improve pupils' participation in physical activity and competitive sport. Professional coaches support teachers' professional development in the teaching of PE.
- The leadership of special educational needs and/or disabilities (SEND) is strong. The SEND coordinator keeps detailed and informative records so that planned interventions are appropriate to meet pupils' needs. As a result of effective monitoring and improved provision, pupils with SEND make good progress.

## **Governance of the school**

- The local governing body and the trust have the highest aspirations for the school. The trust established interim leadership arrangements prior to the appointment of the headteacher. An education advisory board met regularly to implement a trust approach.
- The local governing body that is now in place is very knowledgeable about the school and maintains a clear oversight of the impact of leaders' work. Governors are a highly committed team who work very effectively together. They reflect on their practice and expertise so that they can continue to grow and develop.
- Governors are clear about what they want to know and plan their governor visits accordingly. For example, they followed up attendance as this was identified as an issue for disadvantaged pupils. They have followed up any 'dips' in data with school leaders to check that things are in place to address the progress and attainment of pupils.
- Governors can talk confidently about the approach and impact of new initiatives, for example in the teaching of phonics and mathematics. Governors demonstrate a good

understanding of the use of additional funding and its impact. Alongside the trust, they hold leaders to account and ensure that safeguarding practice is rigorous.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have embedded a strong culture of vigilance by ensuring that staff are well trained and safeguarding is a high priority. Staff are kept updated frequently and leaders check their understanding regularly. Staff demonstrate a good understanding of safeguarding concerns. For example, they are aware of the signs that might indicate that a pupil is vulnerable to radicalisation.
- Clear policies and procedures are in place for the safe recruitment of staff and the reporting of concerns. Leaders and staff take appropriate action so that pupils are kept as safe as possible.
- Pupils say they feel safe and parents agree. Pupils all have a trusted adult who they can speak to if necessary. Leaders ensure that pupils learn about aspects of safeguarding, such as grooming, in an age-appropriate way.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching is good. Leaders have ensured that there is a consistent approach to teaching so that pupils know what they are learning and understand how to make their learning effective. Relationships are strong and most pupils engage well in their learning. Pupils take a pride in their work and most work hard.
- Teachers make effective use of assessment information. They plan work that is matched closely to pupils' abilities. Teachers address misconceptions promptly and use questioning well to encourage pupils to think more deeply. Teachers show pupils good examples so that they can see clearly what they need to do.
- Teachers place a strong emphasis on developing language across the curriculum. For example, in Year 5 mathematics, pupils are expected to use accurate mathematical vocabulary and detail when describing the properties of shapes. In Year 1, pupils are encouraged to answer mathematical questions in full sentences. In Year 6, pupils write in detail using adventurous vocabulary. They challenge themselves to find alternative words to make their writing more interesting.
- The school's assessment system is used effectively so that teaching is precise and focused. Gaps in learning are addressed promptly. Teachers set realistic targets and adapt teaching so that pupils make good progress. Pupils have 'turbo cards' with personal targets that help them to focus on the areas they need to get better at.
- The new approach to mathematics in key stage 1 is developing pupils' knowledge, skills and understanding well. Learning is carefully structured so that pupils build on their prior knowledge. Teachers demonstrate effective strategies for calculations. Pupils look for patterns and identify what they already know to help them. Pupils practise, consolidate and apply their learning independently. As a result, pupils are developing greater confidence in their mathematical understanding.

- In Year 6, the most able pupils work collaboratively to solve problems. Teachers use effective questioning to encourage pupils to explain their thinking. Pupils demonstrate their reasoning skills by providing detailed answers.
- A clear focus on the teaching of reading has ensured that pupils achieve well. Teachers develop pupils' knowledge, skills and understanding effectively through a strong emphasis on the development of vocabulary. Pupils use a range of strategies to analyse text, such as inference and the retrieval of information to understand the author's intention. In Year 6, pupils learn how authors create tension and imply meaning. In Year 4, they compare and contrast text to identify common themes in genres such as Greek myths. In key stage 1, pupils improvise the traditional tales they have been reading.
- Pupils use their reading to support their writing. For example, pupils in Year 3 based their playscripts on the Greek myths they had studied. Pupils read and listen to poems and explore techniques before writing their own. As a result of pupils reading and studying good-quality texts, they are beginning to use more sophisticated vocabulary in their writing. Pupils have many opportunities to write at length. A consistent approach to the teaching of handwriting ensures that pupils produce good-quality writing that is well presented.
- Adults provide well-planned support for lower-ability pupils and pupils with SEND.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are unanimously positive about and proud of their school. They enjoy the opportunities they have to be members of the eco council, the sports council, the food council and the school council or a librarian.
- Most pupils take a pride in their work. Pupils' books are neat and well presented. Pupils engage in their learning because teachers have high expectations and routines are well established.
- Pupils understand the different forms of bullying and state that 'This is a no-bullying school.' They recognise that bullies will receive sanctions and spoke of the need for bystanders to speak to an adult about any incidents of bullying.
- Pupils know how to keep themselves safe when they use the internet. As part of the 'police cadet' programme, pupils learn about antisocial behaviour, including littering and graffiti. Pupils say, 'There is no graffiti here at school.'

### **Behaviour**

- The behaviour of pupils is good.
- Pupils are helpful and polite. They are happy to talk to adults and hold doors open to allow others to pass. Strong relationships exist across the school between staff and pupils and among the pupils. At lunchtime, pupils play together well and adults join in.

- In lessons, most pupils work hard and there is little low-level disruption. While pupils can be chatty when lining up or entering the assembly hall, they respond instantly to staff's call for attention.
- Over time, attendance has been below the national average. A whole-school focus, positive rewards and effective procedures have led to improved attendance, including for disadvantaged pupils and pupils with SEND.

## Outcomes for pupils

**Good**

- Outcomes for pupils are rising because the quality of teaching has improved. In 2018, pupils' attainment in reading, writing and mathematics at the expected standard improved to be above the national average. The attainment of pupils at the higher standard continued to be above the national average in 2018 and improved further from 2017. Pupils' progress in reading and mathematics was in line with the national average and well above the national average in writing.
- In key stage 1, standards have continued to rise so that attainment is now in line with or above, the national average in reading, writing and mathematics, with the exception of mathematics at greater depth.
- At the end of Reception, the proportion of children achieving a good level of development is above the national average. The proportion of children reaching the exceeding standard is improving steadily over time.
- The proportion of pupils who pass the phonics screening check is consistently above the national average.
- Leaders analyse the progress and attainment of pupils thoroughly and know pupils well. Leaders make effective use of assessment information to ensure that pupils do not fall behind and are helped to catch up quickly. Leaders analyse the progress of groups such as disadvantaged pupils and pupils with SEND closely. Staff are clear about pupils' starting points and identify gaps in learning and the support that pupils need to make good progress. As a result, some pupils who had previously fallen behind have caught up well.
- Lower-ability pupils use phonics well to decode unfamiliar words. Reading books are mostly matched to pupils' phonics ability. Pupils read regularly and those who need extra help read more frequently. The introduction of a new reading programme has raised the profile of reading and inspired pupils to read more.
- The most able pupils read fluently with confidence and expression. Pupils say they enjoy reading. Pupils make regular use of the school library. Pupils name their favourite authors and discuss the books that they have read.
- In phonics in the early years, children make good progress because they are well supported and routines are well established. Children apply their knowledge of letter sounds effectively to build words accurately. Learning is structured and moves children's learning on effectively so that children apply their skills and understanding well.
- The progress and attainment of disadvantaged pupils in reading, writing and mathematics are below the national averages. In some year groups, current

disadvantaged pupils are catching up well. However, the progress and attainment of disadvantaged pupils remain a school priority to ensure that this progress is reflected across all year groups and in all subjects.

- As a result of effective leadership, the progress of pupils with SEND is improving. Most pupils make good progress.
- Pupils' work shows that teachers' expectations across the curriculum are consistently high. As a result, pupils achieve similar standards in other subjects as they do in English and mathematics.

## Early years provision

**Good**

- Leadership of the early years is good. The early years leader demonstrates a sound knowledge and understanding of early years practice, knows pupils well and is ambitious for their development.
- Most children join the Nursery with knowledge, skills and understanding that are below those which are typical for their age. They make good progress because they are taught well. By the end of Reception, children achieve a good level of development that is above the national average. The proportions of children achieving the expected standard and exceeding the expected standard are rising steadily over time. Consequently, children are well prepared for Year 1.
- Staff plan together closely to meet the needs and interests of children. Staff use assessment effectively so that children requiring additional help receive targeted support.
- Children settle well because routines are established quickly. Children are well behaved and are very clear about the rules, such as 'Only three children are allowed in the water tray at once.' Children are confident and independent. They work and play well with each other but will also play happily on their own. Children become engrossed in their learning and apply themselves well with concentrated effort, especially when writing.
- Children have many opportunities to write. They are developing their handwriting well. They write sentences using phonetically plausible words and make good use of their growing phonics knowledge and the resources around the room. For example, children independently write stories using capital letters, finger spaces and full stops. They use the sound chart to help them attempt words such as 'scary' and 'unicorn'.
- Adults intervene and support children well, such as showing them how to hold scissors correctly in junk modelling. Adults allow children to develop their creativity but use effective questioning to move them on in their learning. Adults reinforce language such as 'forwards' and 'backwards' when children play with toy robots.
- In mathematics, children practise their skills, making tally charts and counting forwards and backwards. Adults help children to record how many beanbags they throw into a hoop.
- Leaders provide workshops for parents in phonics and mathematics so that they can help their children at home. Parents receive regular newsletters to explain the current focus of their children's learning.

- Children are happy and enjoy their learning. Relationships between adults and children reflect a caring, nurturing environment. Children are safe and welfare requirements are met.

## School details

Unique reference number	144498
Local authority	Staffordshire
Inspection number	10088462

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	296
Appropriate authority	Board of trustees
Chair	Simon Atkins
Headteacher	Gemma Grainger
Telephone number	01543 421 850
Website	<a href="http://www.chadsmeadacademy.co.uk">www.chadsmeadacademy.co.uk</a>
Email address	<a href="mailto:office@chadsmead.staffs.sch.uk">office@chadsmead.staffs.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Chadsmead Primary Academy became a sponsored academy on 1 September 2016 as a 'fresh start'. It was previously a converter academy. The school is sponsored by CAT. When its predecessor school was last inspected by Ofsted, it was judged to be inadequate overall.
- CAT is governed by a board of trustees. A local governing body oversees the work of the school and reports to the hub governing body. The hub governing body comprises representatives of the trust and the executive leadership team.
- An interim headteacher was appointed until the new headteacher joined the school in September 2017.
- The school is similar to an average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium grant is above the national average.

- The proportion of pupils with SEND is below the national average.
- The majority of pupils are of White British heritage. The proportion of pupils from minority ethnic groups and the proportion of pupils who speak English as an additional language are much lower than the national averages.

## Information about this inspection

- Inspectors observed teaching and learning in all classes and looked at pupils' work. Senior leaders joined inspectors for some observations.
- Inspectors observed pupils on the playground and in the dining room, talked to pupils formally and informally and listened to pupils read.
- Discussions were held with the headteacher, the assistant headteachers and a range of staff, including those responsible for literacy, numeracy, the early years and SEND.
- The lead inspector met with members of the local governing body and the chief executive officer of the trust.
- Inspectors spoke to parents at the beginning of the school day and considered the 53 responses to Ofsted's online questionnaire, Parent View, including 39 written comments and two letters. The 18 responses to the staff questionnaire and the 37 responses to the pupil questionnaire were also considered.
- A wide range of documentation was scrutinised, including: the school's own self-evaluation; the school's improvement plan; information on pupils' progress and attainment; records of behaviour and attendance; monitoring and evaluation of teaching and learning, including records of continuing professional development; minutes of governing body meetings; the single central record of staff recruitment; and safeguarding information.

## Inspection team

Sue Cameron, lead inspector	Ofsted Inspector
Deborah Campbell	Ofsted Inspector
John Bates	Ofsted Inspector

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