

# Inspection of Chaddesley Corbett Endowed Primary School

Nethercroft Meadow, Lower Chaddesley, Kidderminster, Worcestershire DY10 4QN

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Inspection dates:	25 and 26 February 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Chaddesley Corbett is a welcoming and inclusive school where pupils feel happy and safe. Pupils' well-being is a high priority. Staff know pupils well and build positive relationships with them. Pupils trust adults to help them with any problems they may have.

The school is calm, orderly and purposeful. Pupils behave well. They know the school rules for good behaviour and follow them by being 'ready, respectful, safe'. Pupils listen carefully to staff and are sensible when moving around the school. Pupils are kind to one another and help each other out. They treat each other with a high level of respect.

The school provides a broad and ambitious curriculum. Pupils enjoy learning and are keen to share all they know and can do. They achieve well as they move through the curriculum. This is because the school has high expectations of what pupils can achieve. The curriculum is enriched with trips and visitors, which help bring learning to life. Pupils benefit from an exciting range of outdoor learning activities.

The school teaches pupils about leadership and teamwork. For example, pupils who are members of the pupil parliament positively contribute to school life. There are some extra-curricular clubs, such as hockey and cricket. There are many opportunities for pupils to take part in sporting events.

## **What does the school do well and what does it need to do better?**

The school has designed a broad and balanced curriculum. It sets out the core knowledge pupils need to learn from the early years onwards. Within the curriculum, there is a high focus on developing pupils' spoken language and learning new vocabulary. Pupils with special educational needs and/or disabilities (SEND) are given the support they need to access the full curriculum.

Teachers have strong subject knowledge. In many subjects, staff use effective methods to deliver new information clearly. Pupils find lessons interesting and engaging. The school has introduced consistent strategies to help pupils to remember important knowledge. Staff regularly check how well pupils are learning the curriculum. However, sometimes, these checks lack precision. This means some pupils do not achieve as highly as they could in some subjects.

The school prioritises reading and has developed a new library. Pupils enjoy reading and listening to stories. In the early years, children are taught about sounds as soon as they start school. The school has invested in a new phonics programme. However, some staff are still developing their expertise in delivering this programme. This means that there are occasions when the delivery of phonics lacks sufficient precision and is not as effective as it could be. As a result, some pupils do not learn to read as quickly as they could. Staff check pupils' progress in phonics closely. Pupils who fall behind their peers get the support they need to catch up.

Children enjoy a positive start to school in early years. Staff help children to build strong relationships. Children play happily and cooperate well with each other. They show high levels of concentration as they learn and explore. Staff encourage children to use new vocabulary and extend their talk. However, on occasion, some of the independent activities staff provide for children do not help them develop the knowledge they need to be ready for Year 1.

The school identifies the needs of pupils with SEND effectively. Most staff know how to appropriately adapt the curriculum for pupils with SEND based on their specific needs. Learning is carefully adapted for pupils in the specially resourced provision for pupils with SEND (specially resourced provision). Staff working in the provision build strong and caring relationships with these pupils. Pupils with more complex needs receive tailored support from skilled adults.

Pupils typically maintain high levels of attendance. When needed, the school works closely with pupils and their families to help pupils attend school more regularly.

The personal development programme is well considered. Pupils are taught about healthy relationships and being responsible. They learn about how to stay safe online and in their local communities. Pupils learn about life in modern Britain. Through voting for pupil parliament representatives, for example, they appreciate the fundamental British values of the rule of law and democracy. The school provides extensive pastoral support for pupils who need it.

Governance is highly effective. Governors ask challenging questions and provide beneficial support. They know the school well and routinely check on improvements. Staff enjoy working at the school. They feel that leaders are very considerate of their workload and well-being. They also value the school's commitment to their ongoing professional learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Assessment information is not used as effectively as it could be to help strengthen the curriculum and address gaps in pupils' knowledge. This means some gaps in pupils' learning are not addressed quickly enough. The school should ensure that assessment processes in all subjects are robust and accurate so that the curriculum can be adapted to meet the needs of pupils.
- The school has not ensured that all staff deliver the phonics programme consistently well. This means some pupils do not benefit from high-quality phonics teaching. The

school should ensure staff develop the expertise they need to teach phonics well so all pupils are supported to learn to read as well as they can.

- In the early years, some tasks designed to support children's independent learning do not provide sufficient opportunities to extend children's learning. As a result, some children do not build the foundational knowledge and skills they need. The school should further strengthen the design and delivery of these aspects of the early years curriculum so children are well prepared for their learning in Year 1.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	135046
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10343936
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	249
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gill Griffiths
<b>Headteacher</b>	Camilla McGregor
<b>Website</b>	<a href="http://www.ccschool.co.uk/">www.ccschool.co.uk/</a>
<b>Dates of previous inspection</b>	8 and 9 October 2019, under section 5 of the Education Act 2005

## Information about this school

- The school offers before- and after-school wraparound provision.
- The school has a specially resourced provision for up to 10 pupils with autism.
- The school makes use of three unregistered alternative provisions.
- The new headteacher has been in the role since September 2023.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and senior leaders.
- The lead inspector met with representatives from the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- The lead inspector listened to pupils read to a familiar adult.
- Inspectors considered a range of documents, including the school's self-evaluation and improvement plans. Minutes of governing body meetings were also scrutinised.
- Inspectors looked at records of pupils' attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them about behaviour, bullying and welfare.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors talked to parents at the start of the school day and considered the Ofsted Parent View survey and free-text comments. They also reviewed the responses to the staff survey and gathered the views of staff and pupils through discussion.

### **Inspection team**

Janice Wood, lead inspector

Ofsted Inspector

Maggie Spence

Ofsted Inspector

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