



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR CHADDESLEY CORBETT ENDOWED PRIMARY SCHOOL

Name of School:	Chaddesley Corbett Endowed Primary School
Head teacher/Principal:	Emma James
Hub:	Bengeworth
School type:	Primary
MAT (if applicable):	N/A

Estimate at this QA Review:	GOOD
Date of this Review:	19/11/2018
Estimate at last QA Review	This is the school's first review.
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Requires Improvement
Date of last Ofsted inspection:	27/06/2017



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Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	GOOD
Outcomes for Pupils	GOOD
Quality of Teaching, Learning and Assessment	GOOD
Area of Excellence	NOT APPLICABLE
Previously accredited valid Areas of Excellence	NOT APPLICABLE
Overall Estimate	GOOD

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

- This is Chaddesley Corbett's first review.
- Chaddesley Corbett school is situated in a rural area of Worcestershire where most of the school's population come from outside of the catchment area.
- It is a smaller than average primary school although the number on roll is steadily rising.
- The majority of pupils are White British and are taught in single age classes. The school's deprivation index is much lower than the national average.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is lower than the national average. The proportion of pupils who speak English as an additional language (EAL) is much lower than the national average.
- The school has a very small group of disadvantaged pupils.
- The headteacher and deputy headteacher have been at the school for four years and two teachers are new to the school this academic year. The absence of the Key Stage 2 leader, who is also the Year 6 teacher, is being successfully addressed.
- The school has the Learning Outside the Classroom Bronze award, Science Silver Quality Mark. It is an Eco School.

2.1 School Improvement Strategies - Progress from previous EBIs

- This is the school's first review.

2.2 School Improvement Strategies - What went well

- The senior leadership team leads by example so that leaders are effective role models to staff and pupils. There is a feeling of confidence in the school, where open and honest discussions are commonplace and increased high expectations underpin the quality of both behaviour and teaching. This is also evident in pupils' work where the standard of presentation reflects leaders' and teachers' high expectations.
- The competent leadership of the Early Years Foundation Stage (EYFS) by a specialist leader of education (SLE) results in high quality provision where children make good progress.
- Development planning is clear. It includes impact statements to demonstrate the successful resolution of key issues, in particular increasing the proportion of pupils achieving age related expectations in mathematics and greater depth in all subjects.
- Insightful self-evaluation provides information that leaders use to make improvements, so monitoring is linked to specific areas that need a more forensic

appraisal. Hence, the quality of teaching has improved through using a coaching model and the development of middle leaders who, in turn, lead whole school staff training. Refinements to the marking and feedback policy are resulting in more instant feedback in lessons. Self and peer assessment are developing pupils' understanding of their strengths and weaknesses, such as 'Me and T' (me and the teacher) where pupils self-assess with the teacher.

- Leaders' actions have secured an increase in the proportion of pupils achieving greater depth. As a result of close tracking of progress and targeted interventions, the small group of disadvantaged pupils are making good progress. Effective continuing professional development (CPD), such as lesson study and checking the accuracy of the pitch of work, has raised teachers' expectations. Leaders have made intelligent modifications to the curriculum, for example altering the sequencing of learning in writing, which is improving standards, particularly at the higher levels. Reading has been a major focus and successful strategies at Key Stage 1 are being implemented further up the school.
- Pupil progress meetings have been modified with the specific aim of achieving high quality dialogues with teachers. The headteacher calls them 'pedagogical conversations'. Case studies are used to share strategies that are closing gaps. Deeper discussions about progress are ensuring that pupils who are performing at higher levels sustain their progress over time.
- A curriculum methodology has been developed to meet the needs of the pupils, based on mental well-being, resilience, independence and pupil leadership. The impact is clearly evident in lessons and in pupils' books showing that basic skills are applied in other subjects. Leaders' work on developing the creative use of the impressive outdoor facilities is contributing to pupils' steady progress across the curriculum.

2.3 School Improvement Strategies - Even better if...

- ...combined achievement was tracked at each pupil progress meeting.
- ...achievement gaps were narrowed further.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- This is the school's first review.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Positive relationships at all levels result in pupils who are eager, enthusiastic learners. Core values are embedded throughout the school, starting with the youngest children in Nursery. They demonstrate excellent listening skills, showing

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respect and support for each other.

- Pupils express themselves in an articulate, mature way. They are proud of responsibilities such as head boy and girl, librarians and anti-bullying ambassadors, one of whom said that 'it is about setting a good example to prevent any bullying happening'. Pupils deploy a variety of strategies when they are stuck, including using equipment and working walls. They use teachers' comments to edit their writing and excellent examples from their books spur them on to sustain high standards. Pupils have a love of reading. The head girl said, 'reading isn't just about enjoyment; it's also about helping me to be a better writer and able to read other types of texts'.
- A calm, purposeful environment creates an ethos where pupils are keen to 'have a go.' They know they are here to learn and positive behaviour management is effective.
- Teachers' secure subject knowledge ensures that pupils are confident to use prior learning. Year 6 pupils used their previous learning about the Anglo-Saxons to demonstrate knowledge in their writing. At the end of a Year 2 intervention, understanding was consolidated when pupils reviewed their progress.
- Adults expect pupils to use correct terminology, modelling it effectively themselves. Hence, pupils are able to use high level vocabulary independently.
- An extensive range of resources actively reinforces pupils' understanding. In a Year 3 mathematics lesson, pupils enjoyed using a variety of manipulatives to demonstrate their multiplication knowledge. Outdoor facilities and resources such as trim trail, pond, amphitheatre, sensory garden and Forest School provide a wealth of unique, memorable experiences that pupils appreciate.
- Learning assistants help pupils to make good progress, independently spotting pupils who need instant support to accelerate their learning. They strike an appropriate balance between encouraging independence and giving support. This enables pupils to select their own choices according to their individual learning styles.
- The EYFS learning journeys capture children's development across the curriculum, demonstrating a broad range of evidence. Free flow and child-initiated activities inspire children's curiosity within a vibrant, exciting learning environment.
- Challenge helps more able pupils make exceptional progress at times. For example, Reception children used their knowledge of number bonds to add two numbers together. Calculating flight times demanded more able pupils in Year 5 to use their reasoning skills to sort through an abundance of information to solve problems.
- Pupils' English books show stamina, high quality handwriting and presentation and evidence of clear progress since September. Work demonstrates how pupils apply, prove and explain their thinking, leading to deeper understanding. Science investigations result in independent planning and recording. Mathematics books show consolidation of understanding because pupils have time to practise fluency skills.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...adults' probing questions enabled pupils to reshape their explanations to demonstrate their understanding.
- ...teachers planned a variety of opportunities to ensure that all pupils actively share their ideas, knowledge and understanding.

4. Outcomes for Pupils

- In EYFS in 2018, the proportion of children achieving a good level of development (GLD) was above the national average. Disadvantaged children made progress in line with that of non-disadvantaged children and achieved a GLD.
- Year 1 pupils performed well in the phonics screening test, achieving well above the national average. This has been the trend over the last three years due to a consistently systematic approach. Well-attended workshops have enabled parents to support their children's phonic knowledge.
- At the end of Key Stage 1 in 2018, the proportion of pupils achieving at the expected level was above the national average in reading and writing, with mathematics in line with the national average. At greater depth, pupils achieved significantly above the national average in all three subjects. These improvements are as a result of close monitoring, relevant CPD and personalised interventions. Over the last three years, results have risen significantly in reading and writing, with mathematics remaining just below the national standard. The three-year trend shows an upward trend of improvement, with all three subjects improving year on year, particularly in writing.
- At the end of Key Stage 2 in 2018 at the expected level, achievement fluctuated. Pupils achieved above the national average in writing but below in reading and mathematics. Variations were evident for both middle prior attainers and high prior attainers. At greater depth, reading was just below the national average while writing and mathematics were above. The proportion achieving the combined subjects was just below the national average. Pupils performed particularly well in spelling, punctuation and grammar, scoring above the national average at greater depth. Progress at the end of Key Stage 2 in 2018 was average in all three subjects and higher in writing. Pupils make good progress in lessons as a result of effective teaching that is matched to different ability levels.
- Both pupils with SEND and disadvantaged pupils performed below the national average in 2018, although they are making good progress in interventions. Teachers frequently lead interventions in order to keep track of pupils' current progress.
- The school's in-year performance data shows a positive picture of progress in all subjects. The increase in stretch and challenge is raising the percentage of pupils achieving the higher standards in all year groups. This is evident in pupils' mathematics books that show clear differentiation. For example, more able pupils are moved on quickly from mathematical fluency to problem solving to deepen



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their understanding. Evidence of cross-curricular links is clear in topic books and this is helping pupils to make similar progress across all curriculum areas.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders feel that they have sufficient support at present.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.