

# Inspection of Cradley CofE Primary School

Church Road, Cradley, Halesowen, West Midlands B63 2UL

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Inspection dates: 12 and 13 July 2022

## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

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

'Every child, every chance, every day' is at the heart of this unique school. Pupils, staff and parents are proud to be part of the 'Cradley family'. Developing pupils' self-belief and a sense of belonging feature at the core of leaders' decisions.

Leaders set high standards for themselves and pupils. They want pupils to be successful. Leaders and staff refuse to let any barrier get in the way of pupils' achievement. This helps pupils to thrive. They develop into caring, kind and considerate individuals. High-quality pastoral care from the whole staff team supports pupils and families extremely well.

Pupils' attitude to learning is exemplary. They want to learn and work extremely hard. They focus intently on their learning. Pupils talk maturely about situations that they encounter in real life. For example, pupils know that working with others helps them to work as part of a team and builds their understanding of how to get on with others.

Pupils' behaviour is fantastic. Relationships between staff and pupils are highly respectful. Pupils show great consideration towards others. Bullying incidents are rare and dealt with quickly. Leaders listen to and act upon the suggestions of pupils. Pupils value this. They relish taking on extra roles and responsibilities. For example, the junior leadership team promotes their subjects by gathering pupils' views and feeding the views back to teachers.

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

Leaders have designed a highly effective and ambitious curriculum. Subject leaders are experts in setting out what they want pupils to learn and when they want them to learn it. Leaders reflect on what is working well and what may need to change to better meet pupils' needs. Leaders make sure that right from the youngest pupils, learning builds on what pupils know and what they need to know. This helps pupils to remember more and make excellent progress.

Highly effective teachers break learning down into smaller chunks, which ensures that pupils understand their learning. For example, in history pupils' confidently talk about what the Romans brought to Britain and why this was so important. Teachers skilfully check what pupils know and act quickly to close any gaps. Pupils confidently explain what they have learned and why it is important that they remember it.

There is no ceiling put on pupils' learning. Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) access learning in a way that meets their individual needs. Staff expertly adapt the curriculum so that no pupil misses out. Right from Reception, staff identify and teach high-quality vocabulary across all subjects. Pupils confidently use words appropriate to the

subjects they are learning. For example, in art, pupils use impressive vocabulary to describe the techniques needed to work with clay.

Leaders have prioritised the teaching of phonics. Staff are experts in teaching pupils to learn to read. They use every opportunity to develop pupils' knowledge of sounds. For example, in Reception pupils use their sounds when writing price lists for the pets pamper parlour. Books match the sounds that pupils learn. Staff understand how to support pupils who struggle to read. Leaders make sure that pupils who need help to catch up receive support quickly. This helps pupils read with confidence. Pupils love to read. They have favourite authors and enjoy the carefully chosen books read to them by teachers.

Pupils' attitudes to learning are of the highest quality. Pupils focus deeply on their learning and take pride in their work. Excellent relationships between pupils and staff create a settled and calm environment. Leaders have very high expectations of behaviour. Pupils display a maturity beyond their years.

Pupils' attendance is high. Staff know that for every pupil to achieve, they must be in school every day. They work with families to help them to get their children to come to school.

Leaders' work to promote pupils' personal development is exceptional. Leaders create a culture where pupils learn about and from other faiths and communities. Pupils have an excellent understanding about healthy relationships. Through well designed activities, pupils learn to respect the views of others. Leaders ensure that pupils are well informed and respect differences. Pupils have a deep and secure understanding of what it means to be a responsible citizen. They speak confidently about the importance of fairness and having your voice heard. Pupils are very well prepared for their next steps in education.

Leadership and management is outstanding. Staff and parents hold leaders in high regard. Leaders prioritise workload and staff well-being. Staff feel extremely well supported. Governors understand their role and carry this out highly effectively. They ensure that they support leaders, but also challenge them when needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to spot signs that pupils may be at risk of harm. They recognise that keeping pupils safe is everyone's responsibility. Leaders check staff understanding regularly. They make sure that staff understand any local risks that may affect pupils and what to do if they have concerns.

Pupils have confidence in staff to keep them safe. Leaders ensure that help for pupils and families is always available.

The curriculum helps pupils learn how to keep themselves safe, including online.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	103846
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10228235
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Pritchard
<b>Headteacher</b>	Marcia Harris
<b>Website</b>	<a href="http://www.cradleycofe.com">www.cradleycofe.com</a>
<b>Date of previous inspection</b>	25 April 2017, under section 8 of the Education Act 2005

## Information about this school

- The school received its last section 48 inspection of church schools on 26 April 2018. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the last section 48 inspection.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, deputy headteacher, subject leaders, the special educational needs coordinators, members of staff and a member of the office team. The inspector held a meeting with six governors. The chair of governors attended this meeting remotely.

- The lead inspector had a telephone conversation with a representative from the local authority. A representative from the diocese was also spoken to in a telephone conversation.
- Deep dives in reading, mathematics, art and history were carried out. For each deep dive, these included discussions about the curriculum with subject leaders, visits to lessons and scrutiny of pupils' work. The inspectors also met with pupils to discuss their learning in these subjects and listened to pupils read.
- A range of documentation was scrutinised, including leaders' plans to improve the school and the school website. Minutes of governing body meetings were also reviewed.
- When inspecting safeguarding, the inspector considered the school's procedures for recruiting staff, the quality of staff training and the school's procedures for keeping pupils safe.
- Inspectors spoke to parents on the second morning of the inspection. The lead inspector considered responses, including free-text comments, to Ofsted Parent View, the online questionnaire.
- The lead inspector considered the responses to the staff and pupil surveys.

### **Inspection team**

Michelle Bishton, lead inspector

Her Majesty's Inspector

Nicola Harwood

Her Majesty's Inspector

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