

Chapel Haddlesey Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121556
Local Authority	North Yorkshire
Inspection number	359034
Inspection dates	17–18 March 2011
Reporting inspector	Keith Bardon

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	22
Appropriate authority	The governing body
Chair	Dawn Lowe
Headteacher	Mrs Mary-Jane Murray
Date of previous school inspection	24 June 2008
School address	Chapel Haddlesey Selby North Yorkshire YO8 8QF
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Introduction

This inspection was carried out by one additional inspector. The inspector visited six lessons, observed three teachers, held meetings with staff, members of the governing body and pupils, and talked informally with parents and carers. The inspector observed other aspects of the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspector also analysed the 11 questionnaires returned by parents and carers.

- The extent to which pupils' attainment and achievement have improved since the last inspection.
- How well teachers match work to pupils' different abilities within the mixed-age classes.
- How far the creative curriculum has developed and what impact is this having on pupils' enjoyment of learning.
- How well leaders and managers have addressed the issues from the last inspection, particularly those relating to the school's self-evaluation and promoting improvement.

Information about the school

This very small school serves the village community of Chapel Haddlesey and the surrounding area. A very large majority of pupils are of White British heritage. All pupils speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils who have special educational needs and/or disabilities is below average. There are no pupils with a statement for their special educational needs. The school has Healthy School status and has achieved the Activemark and Inclusion Quality Mark awards. One class teacher is quite new, taking up the post in January of this year. A breakfast club is available to pupils at the start of each day.

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?

2

The school's capacity for sustained improvement

2

Main findings

Chapel Haddlesey is a good school which, under the strong leadership and clear guidance of the headteacher, has made substantial improvement since it was last inspected. Pupils describe it as a happy school where everyone is friendly. High levels of attendance along with ready smiles and a willingness to get involved in everything the school has to offer confirms their enjoyment and the strong family atmosphere that prevails.

Because they are taught well and apply themselves diligently to the work they are set, pupils of all ages make good progress. By the end of Year 6, standards of attainment are generally above average and higher than at the time of the last inspection. Lessons have pace and clear focus with activities that reflect pupils' differing abilities within the class. Pupils follow teachers' instructions closely and work hard to meet the targets they have been set. They show less confidence when asked to determine ways of working for themselves. Limited opportunities to follow their own lines of enquiry and carry out practical tasks involving planning and reasoning slow pupils' development as independent learners.

Pupils speak confidently, listen with interest to what others have to say and absorb information quickly. The content of their written work is often well constructed and expresses their thoughts and ideas clearly and in detail. However, it is not always as easy to read because the handwriting is untidy, it lacks fluency and insufficient care has been taken with the presentation.

Pupils' personal development is good. They behave well, show positive attitudes to learning and take a pride in their achievements. Pupils are curious about the world around them and have greeted recent improvements to the curriculum with enthusiasm. The school looks after and cares for its pupils extremely well. A very careful watch is kept over all pupils and staff respond to their needs with diligence and sensitivity.

Regular evaluations of how well the school is performing provide the headteacher and governing body with a clear and accurate picture of its strengths and areas for improvement. Plans for development are thorough and detailed. Key priorities focus closely on raising attainment and improving outcomes for pupils. As a result, standards of attainment have risen at a good pace since the last inspection. These factors combine to give the school a good capacity for further improvement.

What does the school need to do to improve further?

- Increase pupils' skills and confidence as independent learners by:
 - placing stronger emphasis on pupils' deciding ways of working for themselves

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- increasing the amount of time pupils spend on practical tasks which involve planning and reasoning
- providing more opportunities for pupils to follow their own lines of enquiry.
- Raise expectations of pupils' handwriting and presentation so that all pupils develop a neat and fluent style and consistently present their work to the best advantage.

Outcomes for individuals and groups of pupils

2

Pupils agree that they enjoy school and gain much from the provision it makes for their learning. Older pupils explain how their enthusiasm for lessons has increased over time because the work they are given has become more interesting and they have been able to contribute more. However, pupils have become used to following teachers' instructions and are less confident when asked to make decisions or determine ways of working for themselves. Levels of concentration are generally good, with most pupils staying on task until work has been successfully completed. Pupils of different ages work well together, showing respect for each other's ideas and sharing responsibilities amicably. They answer questions confidently, often giving full and detailed responses demonstrating good general knowledge.

The small number of pupils in each year group and variations in pupils' abilities cause attainment to fluctuate year to year. However, as a general rule, most children enter the school with skills and abilities that are much as expected for their age and leave at the end of the Year 6 with knowledge, skills and understanding that are above average. This constitutes a good rate of progress for both boys and girls. Pupils' writing is expressive and interesting to read and they manipulate numbers with dexterity. Poor presentation occasionally results in careless mistakes with spelling and grammar. If personal circumstances slow pupils' development, the school responds quickly and effectively to minimise any barriers to learning which might arise. Pupils with special educational needs and/or disabilities are monitored carefully and given the help and support they need to make good progress.

Pupils confirm that they feel safe in school and have every confidence in staff to look after them. Behaviour is good and pupils show respect for adults and each other. The importance of healthy eating and regular exercise is understood fully, although some are a little reluctant to eat their vegetables at lunchtime. Pupils enjoy being involved in decision making and readily take on responsibilities around school. School councillors put forward sensible ideas to help the school improve and older pupils organise events, such as the Red Nose Day concert held during the inspection, in which all can be involved. Pupils are sensitive to the plight of others, such as those in difficulty following the Japanese earthquake, and regularly raise money for those less fortunate than themselves. They appreciate and value their own culture but their experience and understanding of communities that are different to their own is rather limited. The good range of personal and academic skills pupils acquire combine with a high level of attendance to provide a secure platform for future learning and life.

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These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Careful and thorough lesson planning ensures pupils' knowledge, understanding and skills build securely on those learned previously. Well-structured personal targets provide pupils with clear indicators of what they need to focus upon in order to improve. These are regularly shared with parents and carers, reviewed by pupils and updated by teachers so that they are current and functional. Pupils' self-assessment is promoted well with older pupils using computer programs effectively to evaluate the progress they are making in reading. Work is matched carefully to pupils' learning needs, with pupils of different abilities having similar tasks but within a range of expectations. Teachers give clear instructions but at times over direct a lesson and miss opportunities to encourage pupils' independent thinking. While many aspects of writing are taught well, the teaching of handwriting is less effective often resulting in untidy presentation. Teaching assistants have clear roles and responsibilities and contribute well to pupils' learning and progress.

Pupils enjoy a broad curriculum which meets their needs well. The school is steadily moving from a subject-based programme of work to a more flexible and creative curriculum in which areas of learning interlink. While this has enlivened pupils' learning, strategies that enable pupils to make choices about the lines of enquiry they would like to pursue are under-developed. Staff respond well to opportunities that arise outside of the set programme and readily adapt their teaching to accommodate them. An invitation from a television company resulted in high quality work linking literacy and information and

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communication technology and a Christmas newsletter that was much appreciated by the local community. Pupils benefit from the regular visits and visitors to school, which are an integral part of the curriculum and value the good range of extra-curricular activities the school provides. Representing the school in competitions is a source of considerable pride.

The school provides a high quality of care, guidance and support for all pupils. Staff have detailed knowledge of each individual, many of whom have lengthy family associations with the school. Any signs of difficulty are picked up very quickly and sensitive and decisive steps taken to help pupils over any problems they are encountering. Pupils know they are looked after well and feel fully supported by the whole-school community. Provision for pupils with special educational need and/or disabilities is well managed and frequently reviewed to ensure it is providing all the support pupils require. Very careful arrangements ensure children settle quickly to school and transfer smoothly from one stage of their education to the next. The breakfast club provides pupils with a smooth transition from home to school at the start of the day.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher leads the school with vision and purpose. Many well-judged changes have been made since the last inspection, which have increased the school's effectiveness and raised standards. Some, such as the creative curriculum, have still to become fully established but others are firmly in place giving staff the confidence to try new things and to develop their skills and practice. The school has a strong sense of togetherness with staff working closely as a team.

The work of governing body is much improved since the last inspection and it has played an important part in moving the school forward. Governors ask challenging questions of the school and make regular checks on how well it is performing. Systems for involving parents and carers and keeping them informed work very well. The parents' forum, organised each term by the governing body, gives parents and carers a voice in the school and an opportunity to contribute to its development.

Pupils' academic and personal developments are monitored closely and care taken to ensure equality of opportunity for all. The achievement of the Inclusion Quality Mark reflects the good relationships that are evident throughout the school the complete absence of any form of discrimination. Procedures for safeguarding pupils' welfare are thorough and checked regularly by senior staff and governors. Any areas for improvement are identified quickly and addressed effectively. The school is an integral and very active part of the local community. Some links with communities much further afield, such as a

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school in Ghana, have been established but there are relatively few links with communities in other parts of the United Kingdom.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children are taught well in a colourful and stimulating environment and make good progress. By the end of the Reception Year, children achieve or exceed the targets for their age and are well prepared for the National Curriculum they will encounter in Year 1. The children's progress is checked regularly and evaluated carefully. Photographs and examples of work are assembled in informative 'Learning Journey' booklets to provide detailed records of children's achievements and progress. Teachers use the information carefully when planning activities and experiences for children so that their understanding and skills build progressively.

Adults pay careful attention to children's welfare and care for them well. Because there is such a small number, Early Years Foundation Stage children quite often ask to share activities with the older pupils in the class. They are included sensitively so that the work they do reflects their young age. Joining with others to act out the story of The Big Pancake was greatly enjoyed and contributed well to personal and creative development. At other times, children work independently or separately with a member of staff, as the focus of activities determines. This level of flexibility ensures that children develop the personal skills they need to integrate fully into school and be successful learners.

Links with parents and carers are good and they receive regular, good quality information about their children's achievements and development. The Early Years Foundation Stage is led and managed well. Expert advice is acted upon constructively and there has been good development in provision since the last inspection.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A higher-than-average proportion of parents and carers responded to the questionnaire. With few exceptions, those who returned the questionnaire and those who spoke to inspectors hold very positive views of the school and are very happy with the quality of education their children receive. Several have commented on the 'lovely' family atmosphere and the improvements they have noticed in recent times, adding, 'we as a family would recommend it to others'. A very small minority of parents and carers raised individual issues but these were not echoed by other parents and carers or evident during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chapel Haddlesey Church of England Voluntary Controlled Primary 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 inspector received 11 completed questionnaires by the end of the on-site inspection. In total, there are 22 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	6	55	5	45	0	0	0	0
The school keeps my child safe	8	73	2	18	0	0	1	9
My school informs me about my child's progress	8	73	2	18	1	9	0	0
My child is making enough progress at this school	8	73	2	18	1	9	0	0
The teaching is good at this school	7	64	4	36	0	0	0	0
The school helps me to support my child's learning	9	82	1	9	1	9	0	0
The school helps my child to have a healthy lifestyle	10	91	1	9	0	0	0	0
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)	8	73	3	27	0	0	0	0
The school meets my child's particular needs	7	64	3	27	1	9	0	0
The school deals effectively with unacceptable behaviour	6	55	3	27	0	0	1	9
The school takes account of my suggestions and concerns	8	73	2	18	0	0	1	9
The school is led and managed effectively	8	73	2	18	0	0	0	0
Overall, I am happy with my child's experience at this school	8	73	3	27	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



21 March 2010

Dear Pupils

Inspection of Chapel Haddlesey Church of England Voluntary Controlled Primary School, Selby, YO8 8QF

Thank you very much for the very friendly greeting you gave me when I visited your school recently. Lots of you smiled and chatted to me, which made me feel comfortable and welcome. I thoroughly enjoyed finding out about the work you do and special thanks go to those who talked with me about the school.

Chapel Haddlesey is a good school and you have every right to be proud of it. I was very pleased to hear how happy and safe you feel at school. This is important to the staff and I know they will be pleased. I think the way teachers and other staff care for you is outstanding. The behaviour I saw both in and out of lessons was good and it is clear that you are growing into sensible and considerate young people with a strong sense of responsibility.!

The progress you make is good because you are taught well and work hard. I found the stories and accounts you had written in your workbooks interesting and well put together. However, I had difficulty reading some of the work because the handwriting and the presentation were untidy. I have asked teachers to help you improve but you need to play your part by taking as much pride in the presentation of your work as you do in the content. Teachers have worked hard to make the curriculum more interesting and it was pleasing to hear that you are finding lessons more enjoyable. To continue these improvements I have asked teachers to increase the number of tasks that involve decision making so that your skills as independent learners increase still further. Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely,

Keith Bardon

Lead Inspector

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