

# Chancellor Park Primary School, Chelmsford

## Inspection report

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<b>Unique Reference Number</b>	133661
<b>Local Authority</b>	Essex
<b>Inspection number</b>	381529
<b>Inspection dates</b>	17–18 November 2011
<b>Reporting inspector</b>	Melanie Clapton

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	224
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Gulliver
<b>Headteacher</b>	Claire Mills
<b>Date of previous school inspection</b>	28 April 2009
<b>School address</b>	Brook End Road South Chelmsford CM2 6PT
<b>Telephone number</b>	01245 465250
<b>Fax number</b>	01245 463087
<b>Email address</b>	admin@chancellorpark.essex.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	17–18 November 2011
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## Introduction

This inspection was carried out by three additional inspectors. The team observed 12 lessons and saw eight teachers. The inspection team held meetings with parents, groups of pupils, members of the governing body and staff. They looked at pupils' work, current assessment information, minutes of meetings and action planning documents. The team analysed questionnaires received from 17 staff, 167 parents and carers and 99 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How accurate is the school's view of current attainment levels?
- Is achievement strengthening, particularly in mathematics?
- Is assessment information used effectively to plan for different groups so that all pupils achieve as well as they can, and to support pupils in judging how well they are achieving?
- Do leaders at all levels effectively monitor teaching and learning to secure quality of teaching which is consistently good or better?
- Is planning and provision in Early Years Foundation Stage giving children sufficient opportunities to initiate their own learning?

## Information about the school

This is an average-sized primary school. The school community is almost exclusively from a White British background. The proportion of pupils known to be eligible for free school meals is below that found nationally, as is the percentage with special educational needs and/or disabilities. The headteacher was on family leave at the time of the inspection, but was present as agreed with the governing body as part of her 'keeping in touch' days. There is an acting headteacher in post from the school staff. Some other members of the leadership team have recently assumed new responsibilities as a result of one member leaving the school.

**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

Chancellor Park Primary is a good school. It is in a good position to continue improving as the drive for even better teaching and increases in pupils' progress is succeeding. Attainment rose sharply in the 2011 national tests and school data indicates this is happening in other year groups. A welcoming ethos is apparent throughout the school and pupils achieve well because of good teaching and good care. Parents and carers praise the school's caring nature. This is shown by one parent, who confirmed the views of others, saying, 'All the staff are kind, helpful, caring and approachable.' Parents and carers show confidence in the school to promote pupils' learning and social skills, as reflected in the comment: 'I have seen her grow both academically and socially. She has grown in confidence with her learning.'

Pupils enjoy school. They have mature attitudes to learning. They are keen to do well and this makes a significant contribution to their good achievement. Pupils are proud of their school and eagerly take on roles and responsibilities. The well-organised school council contributes to school improvement. Curriculum links between subjects are good and support pupils' learning well. There is a strong emphasis on art work. Extremely vibrant displays, particularly of high quality three-dimensional art work, excite pupils' interest in learning and contribute well to their achievement.

Attainment at the end of Key Stage 1 is broadly average and rising steadily each year. Over recent years attainment at the end of Key Stage 2 has also been broadly average. However, in 2011 attainment improved to above average, with English a particular strength. The numbers of pupils attaining higher levels was also significantly above average for both English and mathematics. However, this is not yet consistently the case in all classes or year groups. Pupils' achievement is now good. A focus on reading and writing has accelerated progress in English. Good questioning and support by teaching assistants ensures that those pupils with special educational needs and/or disabilities to achieve well.

Teaching is good, but with some variability, which occasionally slows the rate of progress. Better teaching uses pupils' motivation for learning well, engaging them in practical opportunities and problem-solving tasks. However, these approaches are not always used effectively in all lessons. Teachers make good use of assessment data to group pupils, but do not routinely set success criteria that are matched to pupils' differing stages of development. Teachers provide pupils with good oral feedback, but written feedback occasionally does not provide pupils with specific next

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steps for learning.

Subject leadership is strong and is contributing to improved teaching. Senior leaders and members of the governing body support and challenge the school well through good self-evaluation and an accurate understanding of its strengths and weaknesses. The improvements since the last inspection in teaching, particularly in the Early Years Foundation Stage, and recent improvements in achievement demonstrate the school's good capacity to improve.

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

- Raise pupils' attainment to consistently above average by improving progress through:
  - using assessment information to set different success criteria to match pupils' levels
  - continually reviewing and adjusting pupils' targets so that they achieve more.
- Increase the number of good and better lessons to improve achievement by:
  - allowing pupils more time to demonstrate their learning in open-ended, problem-solving tasks
  - ensure that the marking policy of giving next step targets is consistently applied
  - ensuring that teachers and pupils systematically follow up 'next step' marking comments in subsequent work.

## Outcomes for individuals and groups of pupils

**2**

Pupils show good attitudes to learning. They have well-developed speaking and reasoning skills. Pupils enjoy lessons, particularly those where they are involved in activities that challenge their thinking. For example, in a Year 5 information and communication technology lesson pupils interrogated a database and filtered information to answer questions. There has been marked improvement in pupils' progress in the last year as a result of teachers making good use of the improved assessment information. While some differences remain, rates of progress and attainment are improving. Pupils with special educational needs and/ or disabilities also achieve well as a result of good support in class and when they learn in small groups. The very few pupils from minority ethnic heritages and those who speak English as an additional language also achieve well.

Attendance is above average and pupils' behaviour is good. Pupils' awareness of the importance of maintaining a healthy lifestyle is good due to the wide range of health promotion activities in school, for example the 'walk to school' initiative. Their spiritual, moral, social and cultural development is also good. They show appreciation of drama and literature, for instance, through their written responses to a visiting theatre company's performance of 'Goodnight, Mr Tom'. Pupils enjoy celebrating

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each other’s achievements in assembly, including the feather duster award for the tidiest classroom. They are extremely proud of their school and willingly take on a wide range of responsibilities. In addition, pupils are involved in fundraising for a range of charities, seen in their participation in ‘spotty’ dressing up for Children in Need, resulting in a competition for the longest coin lines around the each classroom. Pupils’ involvement with local bulb planting and their awareness of the importance of saving water demonstrates their good contribution to the community. They are responsive to opportunities to find out about other cultures and ways of life through their topics. Pupils know how to keep safe in and out of school. They are also acquiring a good range of basic skills that will serve them well in the future.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is good, although a small residue of satisfactory teaching remains. The majority of lessons make good use of opportunities for pupils to participate in learning. Tasks are usually well-matched to pupils’ needs and abilities. Excellent use of pupil participation in a physical education session contributed to good and some exceptional progress. In this, pupils were continuously involved in reviewing their own and the performance of others. The activities capitalised on pupils’ concentration and motivation to apply new learning. They were supported by helpful feedback from the adults. In another well-taught lesson, good teaching encouraged pupils to apply learning, drawing angles in shapes to form parts of a time machine linked to their topic about Ancient Egypt. In some lessons, opportunities for such high levels of pupil participation are missed. Teaching assistants are extremely well deployed in

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

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lessons and their support and good questioning makes a significant contribution to pupils’ learning.

Assessment is used precisely to place pupils in groups based on their ability. Planning is detailed with activities closely matched to pupils’ attainment levels. Learning intentions are shared with pupils, as are success criteria for learning, but sometimes these are the same for all pupils and not matched to their different abilities. Books are marked regularly but written feedback is inconsistent. It celebrates pupils’ successes and links back to the intended learning. However, it does not routinely give advice about how to improve further. Oral feedback to pupils about how to improve is stronger. In the best lessons, questioning is good, probing pupils’ thinking and checking their understanding.

Enrichment opportunities and a wealth of extra-curricular activities enhance the good curriculum. The topic-based curriculum links subjects well, making learning meaningful. For example, pupils enjoyed being in various opposing roles and debating in teams whether fishing should be banned linked to a topic on Oceans. Pupils’ lighthouse models demonstrate good links with the book the ‘Lighthouse Keeper’s Lunch’ and their developing understanding of electricity in science. The development of musical skills is enhanced by specialist teaching. The curriculum is modified for pupils who speak English as an additional language to ensure full access. Planning systematically builds on previous experiences. Information and communication technology is used especially well to support learning, utilising the school’s high number of laptops.

Pupils are well cared for. The school knows them as individuals and gives good support for pupils and families. Good use is made of a wide range of partnership links and expert support. The school works effectively in a local partnership group and makes good use of a family support worker. Pupils with special educational needs and/or disabilities have well designed individual education plans which are reviewed regularly and contribute to their good progress.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The leadership team is maintaining the high expectations for continued improvement. Senior leaders keep a close eye on the school’s performance and provide a clear drive for raising attainment and improving the quality of teaching.

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Subject leadership is strong. The monitoring of teaching and learning is regularly undertaken and clear development targets are identified. Leaders set challenging targets for pupils and progress is reviewed through pupil progress meetings. However, these are not always extended further for pupils who are already making good progress towards meeting their targets.

Parents and carers develop trust because of the good communication between them and the school through newsletters and the school website. Parents appreciate the good range of information meetings, for example about how to help with reading and the teaching of letters and sounds to support reading. Good partnerships through the local cluster group provide effective opportunities for pupils to engage in many activities within and beyond the school day.

The governing body are aware of the school’s strengths and areas for development. They have a wide range of skills and challenge the school performance well. They continually evaluate their own performance so they can update procedures and move the school forward. Safeguarding procedures are satisfactory with well-organised arrangements ensuring that pupils are safe at school. The governing body also ensures the available resources are used wisely and the school provides good value for money.

Staff promote equality of opportunity well and effectively ensure there is no discrimination of any sort. The progress for different groups of pupils is tracked carefully to identify any underachievement. Action to address any shortfalls is prompt and effective. The school considers the make up of its community and promotes community cohesion well through regularly supporting a range of local, national and international charities. The feeling of community within the school is particularly strong and pupils have many opportunities to contribute to the wider community, and to learn about a diversity of cultures through the curriculum. Links with schools in Ghana are well established, with regular correspondence and photographs giving pupils a better understanding of cultural diversity.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>



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<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter Reception with skills and knowledge similar to that expected for their age. Some areas, notably communication language and literacy and knowledge and understanding of the world, are slightly below expectation. Children make good progress as a result of good teaching and good attitudes to learning. They leave Reception with attainment that is broadly average.

Children settle quickly to school because of good care and induction processes. Good routines are established and children are fully aware of safety and health routines. A good range of stimulating activities in a bright, indoor environment supports good learning. Children work well together, are excited about learning and keen to explain what they are doing, for example why they are wrapping presents and who they are for. Children have many opportunities to learn independently, choosing a range of activities. They are supported well in making effective choices following clear explanations by adults at the beginning of the day. Adults interact well with children to make learning fun, while collecting valuable assessment information. Assessment systems are rigorous and well utilised to secure good progress. Planning is adapted effectively to meet next learning needs. Assessment information is organised well, including very detailed information about individual children.

Leaders have a clear vision for the Early Years Foundation Stage and good development plans are in place, based on good use of data. The cohesive team work well together to get the best for all children. The outside area is well used by children but is not as vibrant and appealing as inside and does not fully extend opportunities for all areas of learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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

The response to parental questionnaires was high for primary schools. Parents and carers are overwhelmingly positive about the school, in particular how much pupils enjoy school and how pupils are kept safe. A very small minority of parents and

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carers indicated that they do not feel that the school deals effectively with unacceptable behaviour. Inspectors found that pupils behave very well at all times and procedures to deal with any less acceptable behaviour are effective.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chancellor Park Primary School, Chelmsford 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 inspection team received 167 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	118	71	47	28	0	0	2	1
The school keeps my child safe	131	78	34	20	0	0	2	1
The school informs me about my child’s progress	77	46	81	49	6	4	3	2
My child is making enough progress at this school	80	48	77	46	4	2	3	2
The teaching is good at this school	99	59	60	36	3	2	3	2
The school helps me to support my child’s learning	86	51	69	41	6	4	2	1
The school helps my child to have a healthy lifestyle	89	53	69	41	7	4	1	1
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)	78	47	76	46	2	1	0	0
The school meets my child’s particular needs	75	45	79	47	6	4	1	1
The school deals effectively with unacceptable behaviour	74	44	72	43	7	4	3	2
The school takes account of my suggestions and concerns	71	43	81	49	4	2	2	1
The school is led and managed effectively	93	56	63	38	4	2	2	1
Overall, I am happy with my child’s experience at this school	109	66	51	31	3	2	2	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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 November 2011

Dear Pupils

**Inspection of Chancellor Park Primary School, Chelmsford, CM2 6PT**

Thank you for making us so welcome when we visited your school. Chancellor Park Primary is a good school. We enjoyed talking to you about your work and looking at your very impressive three-dimensional art work.

You behave extremely well, enjoy your learning and are always keen to do well. We were impressed how many of you walk, bike and scoot to school, demonstrating your good understanding of how to keep healthy. We saw how proud you are of your school and how hard you all work. You enjoy sharing each others' achievements and stars of the week awards, with even an award for keeping your classrooms clean and tidy. Well done! Your 'spotty' costumes for Comic Relief were wonderful and we are sure you collected lots of money for Pudsey in your coin lines.

You all do well because your teachers are good at teaching you and look after you well. We know that your headteacher and all the staff are working together to make the school even better. We have asked them to do some particular things. We know that your learning is usually fun, but we want your teachers to give you more problem-solving tasks so that you can make more use of your learning. We have asked them to help you to understand how well you are progressing, so that you can judge your own success towards your targets.

We have also asked teachers to give you more advice about how you can improve your work. We know that many of you are progressing well, so we have asked that teachers continually challenge you by giving further targets. You can help with this by making sure that you apply these suggestions in your work and continue to work hard to improve. We hope you continue to enjoy your learning and wish you success.

Yours sincerely

Melanie Clapton  
Lead inspector

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