

# Henry Chichele Primary School

School Lane, Higham Ferrers, Northamptonshire, NN10 8NQ

**Inspection dates** 3–4 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress over the last three years has not been fast enough in writing and mathematics, especially for more-able pupils.
- Children in the Reception class have not been given enough opportunities to develop their writing and number skills.
- Teaching has been inconsistent over time, so pupils have not achieved as well as they could, especially in Key Stage 2.
- Marking and feedback are variable across the school. Pupils are not always provided with clear guidance on how to improve their work and they do not have enough opportunities to demonstrate their key skills.
- Leaders and managers have not used information about how well the pupils are doing to help teachers plan work which meets the needs of all of the pupils, especially those who are more able. Improvements since the last inspection have not been fast enough.

### The school has the following strengths

- Pupils attain standards well above average in reading, writing and mathematics at the end of Year 2 and Year 6.
- Pupils behave well, have positive attitudes towards learning and enjoy strong relationships with all adults. They say they feel safe. This warm welcoming school provides a positive climate for learning.
- Additional adults are used well with small groups, and, as a result, less-able pupils make good progress.
- Leadership has improved since the last inspection. Governors and subject leaders make a stronger contribution to checking on how well the school is doing. The headteacher leads by example and promotes high expectations for the whole community.

## Information about this inspection

- Inspectors visited ten lessons or part-lessons. Some observations were seen alongside the headteacher. Inspectors also made a number of other short visits to classrooms.
- Inspectors heard pupils read, and looked at work from each year group.
- Inspectors looked at a range of documents, including the school improvement planning, and records on behaviour, safety and attendance. They also looked at information on individual pupils' progress and teachers' performance, and records of meetings held by the governing body.
- Inspectors met with pupils, interviewed a sample of staff, and spoke to parents. They also spoke to members of the governing body and a representative from the local authority.
- The views of parents were obtained through the school's surveys and the 112 responses to the online Parent View survey. Written comments from 16 members of staff were also considered.

## Inspection team

Brian Netto, Lead inspector

Additional Inspector

Andrew Fox

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds. A small number are from a wide range of minority ethnic backgrounds. Few of these speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional funding provided for looked after children and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there have been significant changes in staffing, and the governing body has been reconstituted and reduced in size. Building work has been carried out, including changes to the administration area and the outdoor area of the Reception class.

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

- Increase the proportion of good and outstanding teaching, so that pupils achieve well in writing and mathematics across the school by:
  - making sure that activities are better matched to the needs of the pupils, especially those who are more able
  - providing more opportunities for children in the Reception class to practise their early writing and number skills
  - encouraging more-able pupils to take more responsibility for their own learning
  - using best practice from Year 6 to ensure that marking and feedback provides pupils with the guidance they need and the opportunities to improve their work.
- Accelerate progress in writing and mathematics across the school so that all pupils, including the most able, make at least good progress from their different starting points, by making better use of information about how well the pupils are doing so that teachers are better prepared to plan more challenging work.
- Improve the way that leaders and managers use information about how well pupils are doing to help teachers provide accurate assessments as pupils move between classes.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils in Years 3 to 6 have not made rapid gains in their learning, which is why achievement requires improvement. This is because teaching has been variable, partly due to a high turnover of staff since the last inspection.
- Although standards in reading, writing and mathematics have been above national averages at the end of Year 2 and Year 6 for some time now, more-able pupils have not yet developed the skills which enable them to work on their own. As a result, relatively few make more than the expected levels of progress as they move through the school, especially in writing and mathematics.
- Children start school with skills similar to those found nationally. They make good progress in the Reception class and join Key Stage 1 with skills above those expected for their age, though progress in early writing and number are slightly lower. Good use is made of the newly furnished outdoor areas, and children cooperate and share resources and play well together.
- Current information shows that pupils are increasingly making good progress in lessons, and more-able pupils are making accelerated progress in writing and mathematics, though this is not yet consistent across the school.
- Pupils achieve well in reading. Pupils of all abilities make effective use of their knowledge of letters and the sounds they make to help them improve their reading skills. As a result attainment in reading has been high for some time.
- The pupil premium funding is used well to support individual pupils. One-to-one support and small-group work enables them to make progress in line with their peers. There were not enough pupils known to be eligible for free school meals in Year 6 in 2013 to comment on their attainment in English and mathematics without identifying them.
- The small number of pupils who speak English as an additional language achieve as well as their peers. This is because they are fully involved in classroom activities, and develop speaking and listening skills quickly.
- Disabled pupils and those who have special educational needs achieve well as a result of the way that additional adults are used in classrooms to support their needs. Small-group work and one-to-one support ensures that activities are planned at the right level. This maintains these pupils' interest and they make good progress.

### The quality of teaching requires improvement

- Teaching requires improvement because, over the last three years, there have been inconsistencies in the quality. As a result, pupils have not made the progress of which they are capable, including those who are most able in Key Stage 2.
- The pace of learning in many lessons slows when pupils are given work which is too easy or too difficult. Some pupils lack the confidence to work independently. Although pupils are enthusiastic and keen to take part in lessons, work is not always well matched to their needs. More-able pupils are not given enough opportunities to find things out for themselves and to work

independently.

- Teaching is good in the Reception class, and children play and work well together. Opportunities for them to practise their early writing and counting skills however are too infrequent.
- Improvements in the teaching of letters and the sounds they make have helped to maintain high standards in reading across the school. Children in the Reception class have better opportunities for outdoor learning since the improvements were made to the area. The environment is lively and stimulating and encourages active play and exploration.
- Teachers do not always check regularly enough how much pupils are learning and correct any misconceptions they might have. This sometimes results in pupils not having a secure understanding of the new topic.
- Marking and feedback is variable across the school. The best examples, in Year 6, provide clear guidance to pupils on what they do well, and what they can do to improve their learning. Opportunities to respond to this guidance are frequent. However, this is not mirrored throughout the school.
- The best teaching helps the pupils to learn at their own pace, and teachers are able to show what good learning looks like. For example, pupils in Year 4 made good progress in their understanding of creative writing. Regular checks on their learning helped them to develop their thinking in more creative directions. Year 3 pupils developed a good understanding of the optical properties of different substances by looking at them using a torch. Effective questioning helped them to make good progress.
- Resources that are designed at different levels help pupils work at their own pace. Pupils in Year 1 developed their understanding of number, patterns and shapes through activities which allowed them to work on their own. Good use was made of a variety of practical resources. This ensured that they made good progress.

### **The behaviour and safety of pupils are good**

- Pupils have very positive attitudes and are very keen to learn. They have strong relationships with all adults. They readily respond to adult guidance and advice.
- Around the school, pupils' behaviour is often impeccable. They show great pride in their school, and treat each other with considerable care and respect.
- Pupils say that bullying is not tolerated in the school, and are confident that teachers will deal quickly and fairly with any minor disputes. As one pupil said, 'Our school is very friendly and always makes new pupils welcome'. We're special for having no bullies.' Some parents who responded to Parent View expressed concerns about bullying, but no evidence was found to support these concerns.
- Pupils like to take on additional responsibilities around the school. Play leaders help playtime to be fun and exciting.
- Pupils are well informed about how to keep themselves safe. Various road safety, bicycle training and cyber-bullying events help them to develop their awareness of how to manage risks safely.

- Pupils enjoy coming to school. They particularly like the clubs run before and after school, and the opportunities to visit other places. Their attendance is at the national average.

### **The leadership and management requires improvement**

- Leaders and managers have not used information on how well pupils are doing to ensure that teachers provide pupils with activities which challenge them at the right level. This information has not been passed on effectively between teachers. This results in pupils, including the most able, not making as much progress as they could, especially in writing and mathematics. In addition, it gives the school an overgenerous evaluation of how well the pupils have achieved over time.
- The headteacher and governors are ambitious for the school to do well. Steps have been taken to improve the quality of teaching, and information about pupils' progress from last year show that achievement is improving. The improvement also shows that the school has the capacity to improve further. However, the pace of change has been too slow.
- Teaching is improving, and changes in staff have eliminated inadequate teaching. Teachers are able to observe outstanding practice in their partner school. They feel well supported and keen to learn from each other. Arrangements for checking on the performance of teachers are robust, and, through this, the governing body ensures that teachers are appropriately rewarded.
- Subject leaders have an increased role in checking on the pupils' learning. Their impact on improving the quality of teaching is still in the early stages for some of them. They are not yet using information about how well the pupils are achieving to help teachers to plan work at the right level.
- The school works well with outside agencies to support the needs of pupils whose circumstances make them vulnerable. The strong effort to ensure that these pupils play a full part in all activities is indicative of the school's commitment to equality of opportunity and to tackling discrimination.
- Communication with parents has improved since the last inspection. Some parents believe that this could be even better. Parents spoken to are very happy with the school and speak warmly about how welcoming the staff are.
- The topics and themes that are taught throughout the school are enriched by a wide range of before- and after-school clubs. Pupils' interests in sporting and cultural issues are well catered for. Pupils are given every opportunity to undertake visits, and they speak highly about their regular residential experiences. One pupil commented, 'It's an amazing experience; I learned how to make a bed.' These activities make a strong contribution to their spiritual, moral, social and cultural development. The school works in partnership with other local schools, and plans to work with specialist teachers of physical education in a local secondary school. However, it is too early to judge the impact of the new primary sports funding on the pupils' participation in sports.
- The local authority has provided some support for the school. The school benefits more from its partnership arrangements with local schools, and the support provided by a headteacher in a local school.
- **The governance of the school:**
  - The governing body has changed its make-up so that it is now better able to focus on the main priorities in the school. Smaller committees and regular visits help it to better hold the

school to account. Governors are well informed about the school's performance compared to other schools, and understand the impact that teaching has on the progress of the pupils. They have a good knowledge of how funds are spent; for example, to improve the achievement of pupils funded by the pupil premium. They support the school's efforts to improve the provision of sports and cultural activities. They are aware of teachers' salaries. However, they are less well informed about how teachers perform and how they are rewarded or held to account. They attend appropriate training to keep themselves up to date with changes in education. They ensure that all statutory duties, including those with regard to safeguarding, fully meet current requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	133552
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	425040

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

<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>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Knight
<b>Headteacher</b>	Stephen McClymont
<b>Date of previous school inspection</b>	2 February 2012
<b>Telephone number</b>	01933 352850
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