

Chapel Haddlesey Church of England Voluntary Controlled Primary School

Chapel Haddlesey, Selby, North Yorkshire, YO8 8QF

Inspection dates 4 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- Too few pupils make good progress in mathematics from their starting points.
- Teaching requires improvement because work is not always set at the right level for all pupils and so at times it is too easy for some and too hard for others.
- Expectations of what pupils can do are not always high enough for pupils to produce work of a good standard.
- Over time, leaders, managers and governors have not improved teaching so that it is consistently good.
- Leaders and managers have not developed an accurate view of the school's performance year on year. Insufficient consideration has been given to the progress of all pupils when measuring the quality of teaching and learning.
- When planning for improvement, leaders and managers do not have a secure method of checking whether their actions have been successful in improving teaching and achievement.

The school has the following strengths

- Pupils make good progress in reading and enjoy reading widely.
- Behaviour and attitudes to learning are good. Pupils say they feel safe and enjoy school. Attendance is above average.
- Parents are exceptionally confident in the school's work and their children's safety.
- The headteacher has developed a strong sense of purpose to drive the school forward. She, and the governors, have high ambitions for the pupils and actions taken are already securing improvements in pupils' progress.

Information about this inspection

- Inspectors observed six lessons taught by two teachers. Two observations were undertaken jointly with the headteacher.
- Inspectors spoke to a group of pupils about their learning in lessons and their safety in school. Inspectors also listened to some pupils reading.
- Meetings were held with the Chair of Governors, school staff and a representative of the local authority. Inspectors also looked at the school’s review of its own performance, its development plan, subject development plans, school policies and the minutes of governing body meetings. Inspectors also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors looked at pupils’ work in lessons and analysed a sample of pupils’ books.
- Inspectors analysed the 17 responses to the online questionnaire (Parent View) and nine questionnaires completed by staff. Inspectors spoke to some parents at the start of the school day.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

Full report

Information about this school

- This primary school is much smaller than average.
- The proportion of pupils known to be eligible for the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- Almost all pupils are White British. All of the pupils speak English as their first language.
- The proportion of pupils supported through school action is well below average. The proportion of pupils supported at school action plus or with a statement of special educational need is well below average.
- The school meets the government's current floor standard, which are minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has two classes. Reception children and pupils in Years 1 and 2 are taught in one class with Years 3, 4, 5 and 6 being taught in the other class.
- The school holds the Inclusion Quality Mark.
- There have been significant staffing changes since the last inspection.
- The proportion of pupils joining or leaving the school at other than the usual times is above average. The school's number on roll increased in September 2013 when a significant number of pupils joined the school, in all year groups, because of changes to another school in the local area.

What does the school need to do to improve further?

- In order to raise standards and accelerate pupils' progress, particularly in mathematics, improve the quality of teaching to good by ensuring that all teachers:
 - provide tasks that build on pupils' knowledge and understanding
 - raise their expectations of what pupils are capable of producing in their work
 - explain what pupils of different ages and ability need to aim for in their work, and ask probing questions that extend their understanding and improve their learning.
- Improve leadership and management, including governance, to raise pupils' achievement by:
 - developing an accurate view of the quality of teaching and learning based on the progress all pupils are making
 - making sure that the measures used to judge success are sharply linked to improvements in teaching and learning
 - improving the skills and knowledge of governors so that they can hold the school to account more effectively.

An external review of governance should be undertaken in order to assess how this aspect of school leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement as pupils do not make good progress in mathematics. Teachers' expectations are not high enough and the work set does not always get the best out of the pupils. As a result, pupils do not achieve as well as they should.
- Information provided by the school showed that, throughout the school, pupils are making the progress expected of them in mathematics, but few are doing better than this.
- Overall, the very small numbers of children joining the school in Reception start with skills that are typical for their age, except for those of speaking and listening, which are often below what is typical. Children make the progress expected of them in Reception and start Key Stage 1 with broadly average skills.
- With numbers in each year group being much smaller than usual, this can mean that standards vary from year to year. Similarly, pupils joining the school at other than the usual times, with starting points that can sometimes be low, also means that standards vary.
- The school's information shows there is good progress across the school in reading, improving progress in writing and in English grammar, punctuation and spelling. Pupils' progress in mathematics still requires improvement. Inspectors confirmed this by analysing work in pupils' books.
- Pupils leaving Year 6 in 2013 started Key Stage 2 with standards that were below average. Throughout Key Stage 2 they made good progress in reading to reach average standards. However, their progress in mathematics and writing was not good and standards remained below average. The standard of English grammar, punctuation and spelling was below average.
- The most able pupils are now making good progress in English but, in common with others in the school, their progress in mathematics is too slow. For example, they do not use their skills well enough to solve mathematical problems.
- There are very few disabled pupils or those with special educational needs. Pupils receive additional support which is helping them make similar progress to that of others. These pupils make good progress in reading. This is a good example of the school's commitment to equality of opportunity, although there is still more to do to improve their progress in writing and mathematics.
- Across the school, there is an extremely small number of pupils eligible for free school meals and the pupil premium. Therefore, comparing their achievements with those of pupils who are not eligible is not statistically valid.
- The school is promoting reading well through its use of portable e-book reading devices, a well thought out reading scheme and computerised systems to measure pupils' understanding of the books they read. Pupils enjoy reading and by the time they leave school, at the end of Year 6, they read a wide range of texts including fiction, non-fiction and poetry.

The quality of teaching

requires improvement

- Teaching requires improvement because planning for lessons often fails to make good use of information about pupils' previous work and understanding to ensure that work is set at the right level. This is particularly the case in mathematics, and leads to work being too easy for some pupils and too difficult for others.
- Pupils sometimes do not try their hardest because they have not clearly understood what they should aim for in their work.
- Teachers' questions are often not sharp enough and therefore they fail to encourage pupils to think more deeply or test whether they have understood what is being taught. Questions are often too general and not targeted sufficiently at individuals, meaning that some pupils often do not understand what is being asked. When this is the case, the least able pupils and the

youngest make slower progress than the others.

- In mathematics, teachers' expectations are not high enough. The work does not always provide enough challenge, especially for the most able pupils, and so they have too few opportunities to work hard at challenging problems.
- On the other hand, work is marked regularly and good suggestions are given for pupils to improve their work and this helps them to make good progress. Most pupils respond well to the suggestions and improve their work, especially in English. The quality of written work is improving, with teachers focusing well on the quality of handwriting and presentation which are generally good.
- Computers are used well to interest and motivate pupils. The very youngest pupils in school were confident in using the 'computerised whiteboard' to learn how to tell the time. Older pupils used computers to research the types of instruments used by meteorologists at a weather station.
- Teachers create good opportunities for reading. They direct pupils to find out information for themselves from non-fiction books in the classrooms. This, along with the individual support given by teaching assistants, helps pupils make good progress in reading.
- Teaching assistants are deployed well and clear about what they have to do. They are well respected by pupils and are highly committed to helping pupils improve their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Almost all are keen to learn and they follow the instructions of their teachers very well.
- Older pupils behave very well and set a good example to others. They respond well to their teachers' marking to make good efforts to improve their work. In Year 1, the many new pupils to the school are beginning to develop good attitudes to learning, but these have yet to be exhibited on all occasions.
- Pupils are proud of their school and wear their uniform with pride.
- Pupils have developed good social skills and welcome visitors. They are courteous and confident when explaining their work to adults. They say that behaviour is generally good.
- Pupils play well together at breaks and lunchtime using the 'trim trail' and other equipment purchased by the school. Their attitudes around school are good. Pupils say that some misbehaviour happens at lunchtime, but it is infrequent and is managed well by teachers and other adults. During the inspection no challenging behaviour was observed.
- Children in Reception also play well together. Older pupils enjoy the responsibility of looking after the youngest ones in school.
- Pupils are clear about what constitutes bullying, including cyber-bullying, and know what to do should it ever occur. Pupils say that 'bullying doesn't happen'.
- The school's work to keep pupils safe and secure is good.
- Pupils say they are safe as their teachers are always there to help them if they have any worries or concerns. The school provides lessons for road safety and all pupils take swimming lessons. This work, along with the talks that are given by the local police force on internet safety, helps pupils keep themselves safe.
- Pupils enjoy coming to school and, as a result, attendance is above average. All pupils attended school on the day of the inspection. There have been no exclusions from school.
- Parents say that the school is 'a small, friendly community which their children enjoy.'
- Staff and parents share the same, positive views about pupils' behaviour and safety.

The leadership and management requires improvement

- Leadership and management require improvement because the headteacher and governors have

not established an accurate view of the school's performance. There has not been a strong enough link between the quality of teaching and the progress of all pupils. This has led to an overgenerous assessment of pupils' achievement and, until recently, delays in improving teaching.

- Measures to judge the success of planned actions do not focus sharply on whether actions will improve pupils' achievement and the quality of teaching, and this does not help the leaders' understanding of how well the school is doing.
- The headteacher and the governors are ambitious for the pupils and have the full support of the staff, who all willingly take on responsibilities in moving forward their plans for improvement. Since the last inspection, their actions have improved reading so that it is good across the school, and writing is improving.
- Since September 2013, the headteacher has been aware of shortcomings in the teaching of mathematics over time. The school has recently purchased materials to offer more guidance in the teaching of mathematics and to meet the needs of pupils better. This has yet to have an impact on pupils' achievement and the quality of teaching.
- Good systems to check the performance of teachers are in place and being used well to identify professional development needs. Similarly, the school is providing effective support for the induction of newly qualified teachers.
- The curriculum is well designed around a range of interesting themes such as 'Our World' and 'Space'. Close links to the local church and the denominational nature of the school contribute well to the development of pupils' spiritual, moral, social and cultural education.
- The additional money provided to improve sporting opportunities is being used well. The sports funding is increasing pupils' involvement in competitive sport among a local cluster of schools. All pupils in school attend swimming lessons, and many attend gymnastics. Staff cite pupils' growing interest in a range of sports as a result of the additional funding for sport.
- Parents are very positive about the school and are well informed about events. Regularly, they join the very youngest children in Reception to see how they are learning. The school has joined a local schools partnership, Rural Alliance to Inspire School Excellence, to check school assessment work and to share best practice. This work has helped to sharpen assessment practices for writing to support improving progress.
- The local authority has provided light touch support for this school. More recently it has started to support the development of governance.
- **The governance of the school:**
 - Over time, governors have not challenged the headteacher sufficiently well to ensure there is good teaching and achievement in the school. Since September 2013 there have been many changes to membership of the governing body. Governors are aware of their need to become sufficiently skilled to fulfil their roles. They have completed a rigorous skills audit to begin to identify their training needs. As yet, they are not sufficiently skilled to robustly hold the headteacher to account for the work of the school. They are not fully aware of the national comparators for achievement and are guided by the headteacher in using local systems. Governors use their skills to check the school's budget and have approved the use of pupil premium funding and know the progress that these pupils are making. They have a good understanding of the finances of the school. They have a good understanding of the arrangements linking pupils' progress to teachers' performance and pay. They have received safeguarding training and ensure that the school's arrangements meet statutory 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

Unique reference number	121556
Local authority	North Yorkshire
Inspection number	440858

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	39
Appropriate authority	The governing body
Chair	Richard Keep
Headteacher	Mary-Jane Murray
Date of previous school inspection	17 March 2011
Telephone number	01757 270282
Fax number	01757 270282
Email address	admin@chapel-haddlesey.n-yorks.sch.uk

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