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Mrs Mary-Jane Murray
Headteacher
Chapel Haddlesey Church of England Voluntary Controlled Primary School
Chapel Haddlesey
Selby
North Yorkshire
YO8 8QF

Dear Mrs Murray

Requires improvement: monitoring inspection visit to Chapel Haddlesey Church of England Voluntary Controlled Primary School, North Yorkshire

Following my visit to your school on 4 June 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure the school improvement plan includes appropriate targets for the achievement of each year group, so that governors can check whether actions taken to raise standards are working effectively
- complete an external review of governance before the end of the summer term and produce plans to develop the skills of the governing body further
- increase the frequency of assessment so that pupils making slower progress in reading, writing or mathematics are identified early and quickly receive additional support.

Evidence

During the visit, meetings were held with: you and two other teachers; a member of the governing body; a representative of the local authority; and a group of pupils, to discuss the action taken since the last inspection. We visited both classes and observed pupils' behaviour and attitudes and looked at some of their books. I evaluated the school's plans for improvement and scrutinised other documents including minutes of governing body meetings, checks on the quality of teaching and pupil progress data.

Context

Since the last inspection, one member of the governing body has resigned and has not yet been replaced. There have been no changes to staffing. A new programme for teaching mathematics has been introduced.

Main findings

You were disappointed with the judgement of the recent section 5 inspection, but everyone is determined to ensure the school will be judged to be a good school in the next inspection. You have put in place plans to improve the school which focus very much on improving the teaching of mathematics and developing the role of the governing body. Whilst your plans have identified appropriate actions and timescales, they do not include specific targets for the achievement of pupils, which would help you and the governors to gauge whether or not the school is on course to achieve higher standards of achievement.

The actions you are taking to improve standards in mathematics are having a positive impact and pupils are beginning to make better progress. You introduced a new mathematics scheme immediately after the last inspection, and this has ensured teachers carefully check what each pupil knows, understands and can do. The work set now builds on pupils' prior knowledge and understanding effectively. Teachers now plan the key questions they will ask to extend pupils' learning in mathematics. However, some opportunities for pupils to apply mathematics in other areas of the curriculum are not planned as thoroughly. For example, opportunities to extend pupils' use of mathematics in the eco-project we observed had not been planned.

Tracking data shows pupils in Key Stage 2 are expected to reach higher levels of attainment in mathematics this year. However, the school's data also shows some concerns with the progress pupils are making in writing. You are fully aware that pupils' progress in reading, writing and mathematics needs to be monitored carefully. However, you do not assess pupils' progress often enough to ensure pupils get additional support quickly, when they make slower progress.

Since the last inspection you have increased the number of lesson observations, some of which have been made jointly with the local authority adviser. These observations, together with checks on the work in pupils' books, are helping to give you a more accurate evaluation of the quality of teaching. You have planned to make some lesson observations with another headteacher, in order to ensure judgements are secure, but these are yet to take place.

The governing body has established a group that meets fortnightly to check on the progress the school is making. This group is increasingly familiar with the impact of planned actions and is beginning to challenge you on areas where progress is slower. However, the remit of this group is too broad and needs to focus specifically on evaluating the impact planned actions are having on the quality of teaching and achievement. Other governors that are not on this group are less knowledgeable and are yet to develop their role as critical friend.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The external review of governance has not yet taken place. The governing body has received some limited training from the local authority, but this has not been sufficient to ensure all members of the governing body can contribute effectively to improving the school. The local authority adviser attached to the school is providing you with useful support to evaluate the quality of teaching and utilise data effectively. The school is part of a local collaboration designed to strengthen support between schools, but this initiative is at an early stage and has not, as yet, had a significant impact.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for North Yorkshire.

Yours sincerely

Chris Smith

Her Majesty's Inspector