

Chapel Road School

Chapel Road, Attleborough, Norfolk NR17 2DS

Inspection dates

26–27 November 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Require improvement
Early years provision	Requires improvement
16 to 19 study programmes	Require improvement
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders' evaluation of the quality of teaching and the progress of pupils is too generous. The school's effectiveness has declined since its last inspection. Not all pupils make the progress they should.
- Governors rely too much on leaders' analysis of the school's work without checking sufficiently well that this is accurate. Leaders have not made sure that the assessments they use to track pupils' progress are based on enough reliable evidence of what pupils can do.
- The quality of teaching, learning and assessment varies too much. Until recently, staff have not received detailed enough guidance and challenge to improve the quality of their work.
- Teachers' expectations of pupils are not always high enough. They do not provide work that is pitched at the right level. The work provided is sometimes too easy and lacks challenge, particularly for the most able.
- The sixth form requires improvement. Teaching does not always challenge the most-able learners. As a result some learners will not gain the highest level of qualifications of which they are capable.
- The early years leader has not been in post long enough to make sure that learning activities for the youngest children are accessible for enough of the school day.

The school has the following strengths

- The pupil premium funding is very well used to support disadvantaged pupils to overcome any barriers to their learning.
- Parents are well supported to understand and manage their children's needs. Pupils' welfare is very well managed.
- Teachers of pupils with the most complex learning difficulties have a good understanding of their needs. Staff support these pupils to make good progress and care for them very well. The pupils' dignity is maintained at all times.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by ensuring that:
 - Teachers have high expectations of the most-able pupils
 - assessment is accurate and underpinned by sufficient evidence of what pupils understand and can do
 - teachers quickly modify their teaching to take account of pupils' progress, particularly the most-able pupils
 - activities provided for the youngest pupils are accessible to them throughout the school day.

- Improve leadership and management by:
 - making sure that systems for analysing pupils' achievements and making judgements about the quality of the school's work are based on accurate and validated assessment
 - ensuring teachers receive training to enable them to meet the needs of the changing cohort of pupils, particularly of pupils who are more able than those they are accustomed to working with
 - ensuring that governors rigorously monitor the work of the school to assure themselves of the accuracy of leaders' evaluation of the school's work.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders' routine monitoring of the quality of some important areas of the school's work does not give them an accurate or detailed enough view of the school's effectiveness. For example, when analysing outcomes, senior leaders do not take account of the full range of evidence, particularly evidence of pupils' progress in their books and other records. As a result they are not assured that the assessment information entered into the school's own assessment systems is accurate.
- Leaders are experienced and knowledgeable; they have carefully extended the leadership team to manage the move to the new building and the larger school roll. In some respects this has detracted from the rigour of their analysis so that some key aspects of the school's provision have not remained outstanding. Much work has been done to match the curriculum to pupils' needs; it is innovative, well balanced and relevant. Because it is not fully implemented at this stage, pupils are not well enough supported to learn well in all subjects and to make the next steps in their learning.
- Wider learning opportunities are made the most of. Sport and music are strongly promoted, with some pupils learning a musical instrument. 'Forest school' learning, although at an early stage, is enhancing many pupils' enjoyment of outdoor learning and reinforcing their understanding of health and safety.
- Leaders are carefully planning for the move to the new school. They have extended the leadership team to include new phase leadership so that the increased roll can be managed well. As yet, these leaders are not sufficiently involved in monitoring the effectiveness of their teams.
- School improvement planning identifies appropriate priorities for leaders to address to ensure improvement continues. Because the targets and timescales for their completion are not detailed, it is difficult for both leaders and governors to assess the school's progress towards these targets.
- The deputy headteacher responsible for analysing the progress of disadvantaged pupils takes effective action to ensure that they make at least similar progress to other pupils in the school. The additional funding for these pupils is used well.
- The headteacher and senior leaders have very effectively established a positive ethos throughout the school. The care and welfare of pupils is a key priority for all staff. Pupils' good behaviour is regularly reinforced by the adults around them. This expectation is so well embedded that pupils often give their peers the same praise that their teachers do.
- Leaders strongly promote pupils' spiritual, moral, social and cultural development. Thoughtful whole-school assemblies, such as that led by the deputy headteacher during the inspection about Advent, provide pupils with opportunities to gather together to reflect and think about others.
- Thoughtful consideration is given to helping pupils prepare for their lives when they leave the school. A strong example of this is the school's charity shop, which provides pupils with opportunities to experience the workplace and to meet members of the wider community.
- A local authority adviser visited the school in January 2015. The adviser identified discrepancies with the school's own self-evaluation and highlighted some areas for improvement. The school has done some work to address these. The local authority has not visited the school since to determine whether appropriate actions have been taken.
- **The governance of the school**
 - Governors rely too much on information given to them by leaders, without checking its accuracy. This is limiting the effectiveness of their work. As a result they have not held leaders fully to account for pupils' achievement as the makeup of the school's roll has changed.
 - Governors know how pupil premium and sports funding is being spent. They check it is having a positive impact on pupils' progress and personal development.
 - Information on the management of teachers' performance has recently been improved. Governors are using this to assure themselves that teachers are appropriately rewarded for their work.
 - Governors are ambitious for the school; they spend time in school and work closely with teachers and leaders to ensure pupils' welfare is a priority. They are proud of the school's achievements but have not worked closely enough with leaders to ensure that the most-able pupils now in school are sufficiently challenged.
 - Governors have reviewed how well pupils are safeguarded. They have not checked records of staff suitability to work with pupils rigorously enough to ensure that all the information the school holds is collected together in one place.
- The arrangements for safeguarding are effective. Staff are trained to a good level and maintain high levels of vigilance, particularly with regard to the welfare and dignity of pupils. Leaders and staff are alert

to the risks associated with neglect, abuse and exploitation. Records show that concerns are reported quickly and that timely action is taken to protect pupils who are at risk.

- While all safeguarding checks on staff working with children have been carried out, these had not all been recorded as is required. By the time the inspection ended, senior leaders had used information held in school to rectify this oversight.

Quality of teaching, learning and assessment **requires improvement**

- The quality of teaching is variable across the school. Teaching is not planned or adapted well enough during lessons to ensure that all pupils, particularly the most able, are challenged in their learning. Where teaching is weakest, pupils' progress is slowed because sometimes they can already do the activities that have been planned for them.
- Teachers do not plan and adapt learning activities to ensure that the most-able pupils are challenged, excited and engaged in learning that enables them to make all the progress they are capable of.
- Where individual pupils' needs are complex, skilful and well-informed support staff provide relevant activities to engage them in learning. Levels of care are strong; as a result these pupils make good progress.
- Too often expectations of what pupils will learn during lessons are not always clear or precise enough. Teachers do not always plan lessons identifying the skills, knowledge or understanding they expect pupils to develop or consolidate in lessons. They are sometimes unable to check whether pupils have made enough progress or to plan subsequent steps in their learning.
- In the best lessons, pupils have exciting opportunities to develop their skills. They are encouraged to take part in activities which require them to work increasingly independently, sometimes with, or alongside, partners as appropriate to their ever-changing needs.
- Staff use practical experiences successfully to help pupils learn new skills and to use what they already know in different situations. One example is pupils' work in the school's shop. They engage with shop staff and customers and learn how to greet people appropriately. They sort merchandise, label and price code it. They become confident at using the price coding to serve customers and use the till. This very strong work enables them to develop important life skills they can use as they move on to the next phase in their education or training.
- Good relationships between teachers and pupils underpin activities in all classes. Teachers and support staff are skilled in using a range of communication strategies and this enables pupils to take part successfully in their learning activities. These skills are not always reinforced during other learning times such as during assembly.
- In the most effective lessons, activities are well matched to pupils' needs and resources are used to enable pupils to access their learning. Pace of learning is brisk and everyone is involved throughout at just the right level.
- The less successful teaching requires too many pupils to watch and wait while others take part in an activity. As a result the pace of learning slows and pupils lose interest in the activities.

Personal development, behaviour and welfare **is good**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The supportive ethos of the school is reflected well in the high quality of care and attention pupils are given. To ensure this support remains appropriate, leaders have made staff appointments to replace diminishing local services; for example the medical care assistants and the family support worker whose support is highly valued by parents for the difference it makes to their own and their children's lives. Staff work well in partnership with the child, family and other services to ensure that their transition into school is as smooth as possible. As a result, the majority of pupils settle quickly and are ready to learn.
- Staff continue these strong working relationships to ensure that they effectively support pupils and their families as needs arise. This work is outstanding. Pupils' files show that staff know the individual needs of each pupil well and records indicate that the strategies or actions taken to help them in school and when they or their families are facing difficulties are highly effective. Staff work closely with other agencies, sometimes challenging them to make sure the right support is provided in a timely way. This work is highly effective and makes a difference to the well-being of pupils and their families.

- Leaders check that risk assessments relating to the needs of individual pupils, as well as activities and trips, are completed carefully and shared with staff. These take into account the personal development needs of pupils when out of the school, and sometimes they even include the next steps they need to take to develop independence.
- Lessons including the personal, social, health and citizenship curriculum, along with pupils' work as part of the school council, ensure that pupils understand the values at the heart of British society including right and wrong, and the rule of law. The election of school councillors demonstrates to pupils a positive democratic process in a way that they are able to understand.
- Parents value the way that the development of their children's independence skills is tackled through specific teaching. For example, the travel training work enables pupils to get themselves to their work experience placement and gives them the confidence to plan routes and take buses independently.

Behaviour

- The behaviour of pupils is good. It is not outstanding because sometimes pupils are not fully engaged in their learning. This is because expectations are not always high enough and pupils do not demonstrate increasing resilience and perseverance in the tasks they are asked to complete.
- Behaviour incidents are recorded in detail and any concerns are tackled through carefully managed individual behaviour plans.
- The detailed analysis of pupils' behaviour shows that leaders and staff have a good understanding of complex and challenging behaviour. They manage these needs effectively and carefully, which helps pupils remain in school so they continue their learning successfully.
- When difficulties do occur, the use of the school's physical intervention strategy is effective and well managed. Staff are well trained to ensure pupils are protected. Leaders understand the impact of actions taken to improve behaviour on the engagement of different groups of pupils. As a result the number of interventions necessary for particular pupils decreases over time.
- Pupils generally behave well in class and lessons are calm and purposeful. They also behave well at the less structured breaks and lunchtimes. Pupils happily play games and communicate with peers and adults. They are well supported to manage and take responsibility for their own behaviour.
- Sensitive and effective work with pupils having a difficult day means that they do not disrupt the learning of others. Their needs are carefully managed so they are quickly able to rejoin their learning activities. Pupils say they enjoy coming to school and look forward to it when they get up in the morning. They say they particularly enjoy the outdoor and sporting activities as well as the computer devices that help their communication and learning. Their improving attendance rates are testament to this.
- Pupils are taught effectively about risks to their safety, including risks from the internet and the use of social media. They value, accept and respect their peers and their different views and qualities. They say there is little unkindness in school and show extremely high levels of confidence that the staff who work with them will help if they run into difficulties.

Outcomes for pupils

require improvement

- The quality of assessment information and records of pupils' progress over time is incomplete. Leaders cannot confidently demonstrate whether pupils make all the progress they are capable of. Work in pupils' books, information about pupils' achievements and observations of learning show that pupils' progress is not consistently good. Pupils' books do show that most pupils work diligently and generally complete their work. However, the work set is sometimes too hard for some pupils and too easy for others, which means that progress in lessons is not always brisk enough.
- Disadvantaged pupils make similar progress to other pupils. They are very well supported to access the learning opportunities they are offered.
- Staff are very experienced in managing the needs and learning of the pupils with the most complex needs, including medical needs. As a result of the care and support they receive, as well as challenge to communicate and learn, these pupils make the strongest progress.
- Pupils make steady gains in their learning, but not all are challenged to do their very best. Current targets for progress are based on pupils making five steps in their learning in a year. While this measure may be challenging for pupils with significant learning needs, it is not sufficiently challenging for the most-able pupils who are already working at levels well above the range within this system.

- Pupils are prepared well for the world of work because of the quality of systems for transition from the school to colleges and the use of work placements to help them develop the skills they will need for work.
- The school influences the outcomes achieved by pupils with special educational needs in the wider local area. The deputy headteacher provides highly valued, effective outreach work to other local mainstream schools. As a result, pupils are supported to remain in their school environment and to make positive gains in their learning.

Early years provision

requires improvement

- The most-able youngest children do not spend enough time engaging in activities that develop their independence and allow them to test out new words and learning for themselves. When these opportunities are available, staff support pupils very well in a range of tasks that they enjoy and make the most of. For example, a small group of children tested out what the words 'full' and 'empty' mean, pouring sand and water between a range of different containers. As they progressed in their experimentation, they developed greater perseverance in their learning and improved their understanding and communication with each other.
- In this same session children with the most complex needs were cared for with dignity. Staff poured water over children's feet and encouraged them to enjoy and communicate their feelings about the sensory effect of running water. In this part of the lesson, the well-differentiated learning matched the needs of all pupils.
- At other times, children have to wait too long to participate in activities. Teaching assistants work hard to keep them involved and engaged but their learning stalls and they become uninterested.
- Children's learning is assessed and recorded against expectations for all children nationally. This gives the early years leader a detailed understanding of their starting points before other systems for assessing their learning and personal development are used. It ensures that expectations are appropriately high for the children who have the potential to make good progress. Provision is not, however, currently making sure these high expectations can be met.
- Parents receive good support to help their children start school successfully. They develop understanding of how well their children are learning and enjoy the records that staff keep which use photographs, notes and pieces of work to show what they are achieving.
- Children make mixed progress. Records of their learning show how well they are doing. Because provision is sometimes limited the most-able pupils do not make the progress they are capable of. Pupils with more complex needs make small but important steps in their progress.
- The early years leader has been appointed recently. She has a detailed knowledge of good early years provision and knows what should be in place. She also knows that provision does not yet meet these expectations. She has led the development of exciting outdoor provision which is starting to help older children as well as the very youngest to engage excitedly in their learning.

16 to 19 study programmes

require improvement

- The leadership of the sixth form requires improvement because it has not ensured that the quality of teaching results in good progress.
- Teaching in the sixth form is not consistently good. Work is not always well matched to learners' individual needs, particularly for the most able. Pupils sometimes have to wait too long while the teacher works with other learners. As a result, learning time is wasted and learners do not make as much progress as they could.
- The curriculum does provide pupils with some good opportunities to improve their basic skills and to take part in work-related activities. One example is through their work in the school shop, where learners use a well-managed system to label items and collect payment from customers. This demonstrates a clear and appropriate focus on providing practical activities to develop learners' independence skills.
- Pupils follow a range of externally accredited awards, including independent living skills and work-related courses. These are suitable topics for most pupils. However, there are currently not sufficient opportunities for the most-able pupils to broaden their areas of study to include subjects that engage them fully in their learning. As a result pathways for further education and training remain relatively narrow.

- The school ensures all pupils receive good guidance and support for their transition to the next stage of education, provision or training. Teachers accompany them to potential college placements to help them become familiar with their future settings. As a result, the school is successful in enabling pupils to gain entry to college or work-related placements when they leave.

School details

Unique reference number	121260
Local authority	Norfolk
Inspection number	10001362

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	Special
School category	Maintained
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	Terry Hickman-Smith
Headteacher	Karin Heap
Telephone number	01953 453116
Website	www.chapelroad.norfolk.sch.uk
Email address	office@chapelroad.norfolk.sch.uk
Date of previous inspection	23–24 May 2011

Information about this school

- Chapel Road School provides for pupils who have a wide range of special educational needs and/or disabilities, including profound and multiple learning difficulties and autistic spectrum disorders.
- The range of needs supported by the school is always changing and increasing. Recently there has been a particular increase in the proportion of pupils the school identifies as having moderate learning difficulties.
- All pupils have a statement of special educational needs. Many travel significant distances to attend the school.
- The proportion of pupils supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is below that of most schools.
- A below average percentage of pupils come from minority ethnic backgrounds and a small number speak English as an additional language.
- The school offers inclusion and outreach support for other primary and secondary schools, providing opportunities for some of the pupils to attend mainstream schools.
- The school has National Healthy School status, the TITAN Excellence Award for promoting pupils' independence and specialist status for communication and interaction.

Information about this inspection

- The inspectors observed learning in a range of lessons. The majority of observations were carried out jointly with senior leaders.
- Inspectors spoke formally with a group of pupils on day one of the inspection and informally to pupils at break and lunchtimes and in lessons throughout the two days.
- They held meetings with the headteacher, other senior and middle leaders and some staff and a group of governors. A representative from the local authority's education development service was spoken to by telephone.
- Inspectors observed the school's work and looked at a range of documentation including the school's evaluation of its own work, minutes of meetings of the governing body, information on pupils' attainment and progress, and safeguarding documentation.
- The inspectors took account of five parental responses to the Ofsted online survey, Parent View, and responses to Ofsted's staff inspection questionnaire.

Inspection team

Mary Rayner, lead inspector
Prue Rayner

Her Majesty's Inspector
Her Majesty's Inspector

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