

Chapel Haddlesey CofE Voluntary Controlled Primary School

Millfield Road, Chapel Haddlesey, Selby, North Yorkshire YO8 8QF

Inspection dates	24–25 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher is driving school improvement strongly. Parents, pupils, staff and governors all praise the impact she has had on promoting high expectations of them all.
- School improvement has been particularly rapid this year because the systems to monitor the quality of teaching and learning are rigorous.
- Teaching is now consistently good and improving strongly. Pupils thrive as a result.
- Children in the early years make a good start to their learning. A love of learning is nurtured early and continues to grow throughout.
- Pupils, including disadvantaged pupils and those who have special educational needs or disability, all make at least expected progress from their starting points, and an increasing proportion exceed expectations. Standards have improved since the previous inspection.
- Pupils behave well, feel safe in school and show care and consideration to others. Relationships are extremely positive.
- Governors now have a good overview of pupil progress and the impact of the actions taken to improve. They understand school data and check its accuracy and reliability with staff.
- The school promotes pupils' understanding of respect, tolerance and equality well. As play leaders and lunchtime monitors, pupils know they have a part to play in society.
- The local authority provides effective support to the school through staff training and reviews of the school's performance. Governors and staff have used this support to shape priorities for improvement and build capacity for the future.

It is not yet an outstanding school because

- Pupils, particularly the most able, do not have sufficient opportunities in science and other subjects to carry out investigations and research to extend their skills.
- On occasions, teachers do not check that pupils apply their basic literacy and mathematics skills accurately. Consequently basic errors prevail and this limits the final outcomes for pupils.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding, to secure higher achievement for pupils in different subjects, by ensuring that teachers:
 - have higher expectations of all pupils, including children in the early years, who could achieve more
 - plan activities that are sufficiently challenging for all pupils, but particularly the most able
 - ensure that pupils check for basic errors in their written work and always present their best efforts before they hand books in for marking
 - check that pupils have the feedback they need to help them improve their work, especially their spelling, punctuation and presentation
 - provide more opportunities for pupils to carry out investigations and research in science and other subjects so that they excel in their learning.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has made a significant impact on school improvement since September because she has established strong teamwork throughout. Weaknesses identified in the previous inspection have been tackled effectively and there is a clear focus on raising achievement for all pupils.
- The school is a happy, friendly and busy place. The headteacher has high expectations of everyone. Staff and pupils have responded positively to changes and the school is improving rapidly. Staff promote pupils' enjoyment of learning effectively. They display pupils' work to create an environment where pupils know their efforts are valued. Pupils' attitudes to learning and their behaviour are good. Attendance is now above average. The atmosphere in the school's calm, orderly environment is one of purposeful activity and high aspiration.
- Improvements in teaching, brought about by a strong focus on planning, assessment and extra support for individual pupils, have resulted in rapid improvements in the progress pupils make. Systems to monitor teaching and learning are rigorous and effective. Leaders have the capacity to improve further.
- The headteacher has set high standards for teaching and learning. Procedures to manage the performance of staff are rigorous. Staff know that any pay rises are dependent on pupils achieving the targets set for them. Staff have good access to support and training to improve their skills. Training for safeguarding, planning, assessment and the management of pupils' behaviour, for example, has led to a consistency in practice. Teachers now make clear to pupils what is expected of them regarding behaviour and effort. As a result, all pupils are now making at least expected progress, and many are exceeding expectations.
- The headteacher has an accurate view of the school's performance and this is shared fully with staff and governors. She has a rigorous schedule, that involves other staff, to observe teaching and evaluate the impact on learning. Half-termly, or more frequent, meetings to consider pupils' progress identify where pupils are at risk of falling behind and additional support is arranged quickly to help these pupils catch up.
- Through improved assessment procedures, checked by staff within school and staff from other schools, teachers now have reliable information about what each pupil should achieve. Staff use this information to guide their planning for each pupil so that pupils develop their knowledge and skills step by step. Accurate and frequent assessments have resulted in pupils making good progress and achieving well.
- The curriculum has developed well to make learning relevant and interesting. Staff place a great emphasis on developing pupils' literacy and numeracy skills through new approaches that are raising achievement. However, while provision in some subjects is good, for example religious education and history, pupils do not undertake enough practical investigations or research in subjects such as science and geography to extend their skills further. The most able pupils particularly are not challenged sufficiently.
- There is a strong emphasis on promoting British values and the school's Christian ethos. Pupils recognise that different faiths may have different practices, for example, but basic values, such as respect and tolerance, are universal. This equality of learning prepares pupils well for the wider world.
- The school supports pupils' spiritual, moral, social and cultural development well. Pupils have a clear understanding of right and wrong and a good awareness of other faiths, for example Islam. Through assemblies, debates and discussions, pupils reflect on topical issues in society and how these affect different communities. For example, pupils know about global warming and pollution and the threats of climate change to all life forms. As one pupil said, 'Our planet is precious and we should look after it'.
- The school uses the funding for supporting disadvantaged pupils effectively to ensure that they access all that the school offers, such as breakfast club, school trips and extra support in their learning, including from other agencies. The school works closely with these pupils and their families as necessary to help them overcome any particular difficulties they may be facing that could hamper pupils' learning.
- The school uses its primary sports funding to extend sporting activities, including those led by specialist coaches such as basketball, volleyball, gymnastics and athletics. A high number of pupils attend lunchtime and after-school clubs. Pupils' learning in physical education encourages them to adopt healthy eating habits and participate in sports to promote their well-being.
- The local authority provides effective support to the school, including through reviews of teaching and learning. Governors and staff have benefited from training to help them make improvements.
- Parents who responded to the online Parent View questionnaires, sent in texts to express their views or spoke to the inspector were very positive about the school and how it has improved this year.

■ The governance of the school

- Governors undertook a review of their roles and responsibilities following the previous inspection and revised their membership and structure as a result. Each governor is now clear in their role to check the school's performance and hold leaders to account accordingly. Governors are ambitious for the school and community and want to serve the pupils well. They understand the close-knit nature of the local area and work hard to promote good relations with parents. They are regular visitors in school and act promptly when issues are raised, particularly regarding safeguarding and the quality of teaching.
 - Governors have a clear overview of the school's strengths and areas for improvement. They are also very knowledgeable about what makes a school good and check that the actions taken to improve are effective. They monitor pupils' progress closely and question information they receive from the headteacher and other staff. They see their role as a shared partnership with staff, echoing again the school's positive ethos.
 - Governors have supported the headteacher in taking tough decisions to improve the quality of teaching and ensure that pay awards are linked to teachers' performance. They understand their responsibility to monitor the impact of specific funding for sports and disadvantaged pupils and know that these pupils achieve well. Governors also ensure that parents are kept fully informed and involved in school developments.
- The arrangements for safeguarding are effective. All staff, governors and volunteers are up to date with their safeguarding training and understand their responsibilities to keep pupils safe at all times. Vulnerable pupils and their families are supported well with good links to outside agencies when required.

Quality of teaching, learning and assessment is good

- The quality of teaching has improved significantly since the previous inspection. It is now consistently good and improving. Consistent planning and assessment systems that are scrutinised closely against pupils' starting points ensure that teachers provide pupils with the right level of challenge to achieve well. Pupils have individual targets linked to their age. These targets are reviewed regularly to ensure pupils achieve well. If pupils do fall behind, they receive effective support to help them catch up quickly.
- Pupils say that learning is fun because teachers typically plan lessons that hold their interest. For example, pupils in Year 6 worked on calculations to cost out their forthcoming trip to Bridlington. They looked at the high transport costs, the price of fish and chips and donkey rides and took into account spending money, appreciating that such events need considerable planning. This prompted lively discussion as pupils tried to cut costs to make the trip more viable. By making activities 'real', pupils understood the point of their learning more clearly.
- In typical teaching, staff deepen pupils' knowledge and check pupils' understanding through probing questions, including asking them how they might apply previous learning to new problems. Pupils enjoy the challenges teachers set, including extension tasks should they finish quickly.
- Occasionally, particularly in subjects other than English and mathematics, the level of challenge is not always high enough for those who could achieve more. For example, pupils have recorded bar charts in science to illustrate data from their observations but they have not annotated these graphics as well as they might or drawn them using rulers, as they have done in their mathematics work.
- Because year groups are very small, teachers often prepare work for individual pupils. The least able pupils receive good support and this helps them achieve well. Teaching assistants provide more intensive individual help where gaps in learning are identified, and need plugging, before pupils can move on to new work.
- The most able pupils are challenged well in literacy and numeracy, with Year 6 pupils working separately with an additional teacher. However, the level of challenge for the most able is occasionally not as high as it could be in other subjects. For example, they do not undertake sufficient investigative work or research, in science or geography for instance, to develop their enquiry skills more effectively and extend their skills.
- The teaching of reading is good. The teaching of phonics (letters and the sounds they represent) is good from the early years onwards. The clear focus on 'guided reading' is proving popular because pupils enjoy talking about books, plots and characters and using the techniques, ideas and features they pick up in their writing. Key stage 2 pupils, who did not have this good phonics teaching when they were in key stage 1, receive effective support to improve their skills.

- The teaching of writing has improved because the focus on writing, including writing in other subjects, has increased. Pupils now write more and apply what they learn through reading to make their writing more interesting. For example, they understand why alliteration may be good for newspaper headlines and why effective note-taking is important to record important facts when videos cover a lot of ground.
- While pupils' good reading is having a positive impact in extending vocabulary, in their haste to write more, a number allow basic errors in spelling, punctuation and grammar to detract from their final work. For example, pupils in Year 6 continue to use apostrophes and speech marks inaccurately and fail to use their knowledge of phonics to spell accurately or use dictionaries to check their work. On occasions, teachers do not pick this up, so subsequent work does not improve quickly.
- The teaching of mathematics is good and much improved because of new approaches to teach mathematics systematically. There is a strong focus on mental mathematics and problem-solving and making sure such problems relate to real-life situations. For example, Year 2 pupils understood why it was important to estimate weights before measuring. As one pupil said, 'You need to know whether it is heavier or lighter so you can get the answer quickly'. Occasionally, avoidable errors creep in because pupils do not set their calculations out methodically.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' attitudes to school are good. Even when not directly supervised, they treat others with respect and show a good sense of responsibility.
- Pupils have a good understanding of different types of bullying. They say that name-calling does not occur very often but that teachers would sort out such incidents straight away. They know that the internet and social media sites can pose dangers and that cyber bullying is not acceptable. Pupils know about how to keep safe and not to go with strangers, and to tell their parents or teachers if they are worried.
- Pupils help others, particularly in the playground to make sure everyone has someone to play with. They are polite and courteous at all times, including with adults, for example offering to tidy up. All pupils serve lunches and sweep up because they want to keep the school clean and tidy. Pupils also affirmed that they feel safe and well looked after at school.
- Care arrangements are very good; every effort is made to support pupils' emotional and social needs so that they grow in confidence. Pupils know what to do and who to go to if they have concerns. They are confident that staff will help them if they are worried or upset at school or at home. Staff are very supportive and kind, and pupils follow the good examples staff set to help those who might need help in their work or behaviour.
- Pupils work with each other well in lessons, making sure they share resources and do not disturb others unnecessarily. Outside, pupils organise games to include everyone who wants to join in, and older pupils are particularly gentle with younger ones, for example giving them chances to beat them in races and looking after them when accidents occur. They know to be particularly patient with and supportive of pupils who have difficulties with their learning.
- The breakfast club – a very friendly, relaxed activity – provides pupils with a healthy start to the day and a good opportunity to socialise with each other. Staff are also at hand to help pupils catch up with homework tasks or listen to pupils read so that they gain confidence in their learning at the start of the day.

Behaviour

- The behaviour of pupils is good. There has been a significant improvement in behaviour this year. Pupils say that the new reward systems and sanctions are fair, because 'you come to school to learn and not to mess about'. Pupils know what is expected of them and what is unacceptable behaviour. Pupils say that most pupils behave well because 'that is fair on everyone'.
- Pupils were keen to explain why being 'good' at school is normal. They explained that sometimes lapses do occur as some pupils find it difficult to manage their behaviour because they have special difficulties.
- Pupils say that school is important 'if you want a good job one day'. They enjoy learning and settle to work quickly. Occasionally, a few lose interest when the work does not challenge them sufficiently and they are unsure of what is required of them.

- Parents, pupils and staff all indicate that behaviour is good. Parents say that their children are safe and happy at school and that the school would tell them if they had any concerns about their children.
- Pupils' attendance has improved this year and is above the national average. Most pupils attend every day. As one parent stated, 'My child can't wait to get here – loves it so much and doesn't want to miss anything'.

Outcomes for pupils

are good

- Outcomes for pupils have improved significantly since the previous inspection. Pupils make good progress and achieve well in their reading, writing and mathematics.
- In the tests and assessment in 2015, pupils' overall attainment in reading, writing and mathematics was above average at the end of Year 2. There were too few pupils in Year 6 to comment on their achievement.
- Pupils this year have made good progress from their starting points and a significant number are working at above the expectations for their age. Consistently good teaching has had a good impact on raising achievement.
- School assessment information and pupils' work books show that pupils are on track to achieve well against their different starting points.
- The proportion of pupils who achieved the expected level in the Year 1 phonics check in 2015 was below average. Current data shows that, with a greater focus on teaching phonics, outcomes this year are higher. This is as a result of the good teaching of phonics and more time devoted to reading with pupils.
- In 2015, disadvantaged pupils in the school performed better than other pupils nationally at the end of Year 2. There were too few Year 6 pupils to comment on their attainment. The progress of disadvantaged pupils is good. Many of these pupils have very complex needs. The gaps between their attainment and the attainment of their classmates are closing. This represents good achievement from what for many are low starting points. The school uses its pupil premium funding very effectively to support these pupils.
- Support for pupils who have special educational needs or disability is good and they make good progress. The school plans for individual needs effectively and provides additional support from an early age. The headteacher checks the impact of this support closely so that plans are modified as necessary to secure good outcomes. Pupils want to do well and try hard when given the right level of challenge to succeed.
- While the most able pupils make good progress generally, some of them are capable of more. Occasionally teachers' expectations are not high enough, particularly in subjects such as geography and science, to extend pupils' skills more. The progress of the most able pupils in these subjects is not as good as it might be because these subjects have not had the same focus as English and mathematics.
- Pupils are achieving well in reading because reading has been a high priority this year. Teachers have discussed texts with pupils and listened to them read and this has had a significant impact on raising standards. Pupils enjoy reading and want to talk about their favourite authors and characters.
- Pupils are making good progress in writing because they are encouraged to write regularly, not just in literacy but also in other subjects. Pupils have a good understanding of the features authors use to make their writing engaging and enjoy opportunities to write at length. However, not all pupils apply their basic skills accurately enough to achieve even more. Errors in spelling, grammar and punctuation limit their overall achievement on occasions.
- Pupils' progress in mathematics is good because pupils are taught effectively and respond to the high level of challenge, for example in activities to recall multiplication tables rapidly. With more time devoted to developing pupils' confidence in using a range of methods to solve problems, an increasing number of pupils understand their learning better and are working at above what is expected for their age.

Early years provision

is good

- Children start in the early years with knowledge and skills that are typical for their age in all areas of learning, other than in their personal and social development. This profile does vary from year to year because cohort sizes are very small.
- Children are happy at school, trust the staff that work with them and thrive in an enjoyable atmosphere. Robust arrangements ensure that children's safeguarding and welfare needs are met fully.

- The headteacher manages the provision for early years and does so well. Children make good progress because teaching is consistently good. Well-planned activities hold children's interest effectively and, with so few children, the needs of most children are accommodated well. On occasions, the most able children are not challenged sufficiently, especially in their written tasks. In 2015, the proportion of children that reached a good level of development was below the national average. Current data shows good progress. Most children are working at above what is expected for their age and so are well prepared for Year 1.
- Effective teamwork ensures that staff have a clear plan for what children need to learn each day and check that they try everything. They assess how well children have achieved in the directed activities as well as those they choose for themselves. Children enjoy exploring on their own. For example, children were fascinated by the snails they found in the garden, observing them move around on different terrains and hide quickly in their shells when disturbed. Children are equally eager to spend time with the adults, who steer their learning and check that they cover the basic skills of literacy and numeracy effectively and identify any concerns early.
- The classroom is a busy environment with Year 1 and Year 2 pupils in the same area, helping children see what is possible as they get older. Children are keen to learn and arrive eagerly to see what is in store for them. For example, children learn to count using a range of resources, including the creatures they have gathered or stones they have collected. This makes the learning more real for them.
- The curriculum covers all the areas of learning effectively. For example, while exploring habitats, children discovered the best places to find snails, where it was wet, but not woodlice, because they like dry places. The outdoor space is an all-weather classroom, providing children with dens for role play, hard surfaces for wheeled toys and a 'mud kitchen' to prepare 'packed lunches' for the snails. While enjoying these experiences, children share resources sensibly, play safely and talk about their learning with confidence.
- Children make good progress in their personal, social, and emotional development because staff give them time to talk about their learning and share their ideas. Children wait to share toys and help tidy away. Staff make sure routines are established firmly and that all children respond appropriately. Children listen with anticipation to stories, and talk about their favourite stories excitedly. They play safely and sensibly when left to explore and learn on their own. They are eager to try out new activities because they enjoy learning.
- The assessments staff make, when children first join the school, provide them with an accurate picture of children's abilities and needs. They use the information to plan subsequent work. They consult parents if they have any concerns. Staff keep parents informed about what their children are learning so that they can support them at home. Children who have special educational needs or disability are identified early and receive the support they need to settle quickly and learn effectively.
- Phonics teaching is effective in giving children a good start to their early reading. Children enjoy stories and learn to blend sounds to build words and to read confidently. Children listen attentively as staff teach the different letter sounds and practise these as they read labels and book titles around the classroom. They enjoy writing and could achieve more if challenged further to practise their skills when moving to free-choice activities.

School details

Unique reference number	121556
Local authority	North Yorkshire
Inspection number	10011995

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

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	50
Appropriate authority	The governing body
Chair	Richard Keep
Headteacher	Suzanne MacDonald
Telephone number	01757 270282
Website	www.chapel-haddlesey.n-yorks.sch.uk
Email address	admin@chapel-haddlesey.n-yorks.sch.uk
Date of previous inspection	4 March 2014

Information about this school

- Chapel Haddlesey is much smaller than the average-sized primary school.
- Children in the early years attend full time in the Reception class.
- Almost all pupils are of White British heritage.
- The proportion of pupils who have special educational needs or disability is above average.
- The proportion of pupils deemed disadvantaged and supported through the pupil premium is below average. (The pupil premium is additional government funding provided to support disadvantaged pupils including those who are known to be eligible for free school meals and those who are looked after by the local authority.)
- There were too few Year 6 pupils in 2015 to comment on floor standards.
- The school has two classes. Reception-aged children and pupils in Years 1 and 2 are in Class 1. Pupils in Years 3, 4, 5 and 6 are in Class 2.
- A new headteacher was appointed in September 2015. A temporary teacher for Class 1 took up post in January 2016.
- The school meets requirements on the publication of specified information on its website.
- The school operates a breakfast club that is managed by the governing body.

Information about this inspection

- The inspector observed teaching throughout the school; one observation was carried out jointly with the headteacher. In addition, the inspector scrutinised pupils' work books with teachers and listened to pupils read.
- Meetings were held with pupils, the chair and vice chair of the governing body and three other governors, the headteacher, middle leaders and subject leaders. The inspector also had a meeting with a representative from the local authority.
- The inspector observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, information on current pupils' progress, and planning and monitoring documentation. The inspector scrutinised the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- The inspector considered the 21 responses to Ofsted's online questionnaire (Parent View) and the 23 parents who expressed their views via text messages to Ofsted. The inspector also listened to the views of a high number of parents who spoke to the inspector during the inspection.
- The inspector also took account of the four responses to Ofsted's staff questionnaire and talked to staff during the inspection about their views of the school.
- Pupils did not complete the online pupil survey, but the inspector took into account the views of those who met with her during the inspection.

Inspection team

Rajinder Harrison, lead inspector

Ofsted Inspector

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