

# Chancellor Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	133661
<b>Local Authority</b>	Essex
<b>Inspection number</b>	328723
<b>Inspection dates</b>	28–29 April 2009
<b>Reporting inspector</b>	Paul Missin

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	189
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jonathan Milbourn
<b>Headteacher</b>	Mrs Claire Mills
<b>Date of previous school inspection</b>	20 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Brook End Road South Chelmsford Essex CM2 6PT
<b>Telephone number</b>	01245 465250
<b>Fax number</b>	01245 463087

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<b>Age group</b>	4–11
<b>Inspection dates</b>	28–29 April 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This school was first opened in 2004. It is slightly smaller than most other primary schools but the number on roll is increasing. The current Year 4 is the first full year group to pass through the school. Children generally start the Early Years Foundation Stage in the Reception class with knowledge and skills that are in line with those expected for their age. The proportion of pupils with learning difficulties and/or disabilities is average but the proportion with statements of special educational need is above that normally seen. Almost all pupils are of White British backgrounds and none learn English as an additional language. The school has Healthy Schools and Investors in People awards. At the time of the inspection, after a short time in an acting capacity, the headteacher's appointment had only just been made permanent.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Chancellor Park Primary School provides a satisfactory standard of education for its pupils, which is also the school's own judgement. Since it opened in 2004, the school has continued to grow and is now over-subscribed in the Reception class. The promise of more rapid improvement suggested in the last inspection has not been realised. This is partly due to the recent staffing changes, both at class teacher and senior leadership level, which have limited the school's capacity to improve more quickly. Since her permanent appointment, the headteacher has made a positive start. She has a good view of the areas of the school which require development and has acted decisively to introduce new assessment and tracking systems to monitor the progress that pupils are making. Overall, leadership and management are satisfactory. The governing body and other senior leaders support the headteacher satisfactorily, but the roles of the middle managers still being developed. The school provides sound value for money and demonstrates a satisfactory capacity for further improvement.

There is significant variation in the standards attained in the year groups across the school. In the first few years after the school opened, pupils joined the school with a great variety of abilities and experiences, and standards varied greatly. Children starting school now have broadly similar starting points, in line with those expected for their age. Pupils' achievement overall is satisfactory and pupils make sound progress whatever their abilities. However, standards and progress in writing and that made by more able pupils are not high enough.

Teaching and learning are satisfactory. Good elements of teaching include teachers' lively and enthusiastic presentations which make clear reference to what pupils are expected to learn. As a result, pupils understand what is expected of them and are fully committed to their learning. However, teachers do not consistently match work well enough to pupils' abilities and their current learning. In addition, pupils are not sufficiently involved in their own learning, particularly though the setting of clear targets which would show them how to improve. The satisfactory curriculum provides an appropriate emphasis on the development of pupils' basic literacy and numeracy skills and the new topic approach is beginning to show clearer links between different subjects. There is a good number of clubs and visits which pupils enjoy and which support learning.

Teachers and support staff look after pupils well, and the needs of those with particularly complex emotional and educational needs are met effectively. The new assessment procedures are beginning to provide a clearer view of the standards pupils reach and the progress they make. Pupils' personal development is good. Most behave well in class and around the school and have good spiritual, moral, social and cultural awareness. They say that they enjoy what the school provides, and most attend willingly and promptly at the start of each morning. Attendance is above average. Pupils have a good understanding of the importance of being safe and adopting healthy lifestyles and they take part in a good range of physical activities during school and in extra-curricular clubs. The school's encouragement of the 'walk to school' project has been very successful. Pupils appreciate being part of the school community and undertake various responsibilities proudly. They are prepared satisfactorily for the next stages of the education and beyond.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Currently, children are on track to reach standards which are in line with those expected for their age in most areas of learning, but lower in writing. In the previous year, overall standards were above age-related expectations. Children achieve satisfactorily and make sound progress in their learning. Adults welcome them warmly and this helps children settle quickly into class routines and expectations. They develop good relationships with adults and each other, playing and working happily together, learning to share equipment and take turns. Children are looked after well. The Reception area has been successfully developed over recent years and now contains a good range of new and exciting resources. The outdoor activity area is particularly well planned and interesting. However, the curriculum is only satisfactory because provision does not allow for the most effective use of these resources. Activities tend to be too tightly controlled by adults with few planned opportunities for children to learn independently both indoors and outdoors. Teaching is satisfactory. Staff are well prepared and enthusiastic, but not enough attention is given to providing activities which help children at different levels of ability to take the next steps in their learning. Effective assessment systems and the use of data are fairly new. Leadership and management are satisfactory.

### What the school should do to improve further

- Raise standards and accelerate the progress that pupils make, especially in writing, and increase the challenge for more able pupils.
- Ensure that teachers use assessment data effectively to match work more closely with pupils' ability and current learning, and involve pupils in their own learning by setting targets which show them clearly how to improve the quality of their work.
- Ensure a better balance in the Early Years Foundation Stage curriculum between activities which are adult led and those chosen by children, especially between learning in the classroom and in the outside activity area.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards have varied in Year 2 recently from well above average to well below average. The current group are reaching standards which are broadly average in reading and mathematics, but below average in writing. Standards in Year 6 have also varied being mostly average and above average. However, standards in the current Year 6 are broadly average in science but below average in English and mathematics. Across the school, pupils achieve satisfactorily and make sound progress from their different starting points. Some of the previously set targets for pupils in Year 2 and Year 6 have been unrealistically high. Targets have recently been revised with the more accurate use of assessment data and they are now appropriately challenging. Across the school, standards in writing are too low and not enough pupils reach the higher levels in the national tests and teacher assessments.

Pupils who need extra help with their learning, particularly those with complex learning needs make good progress towards meeting their own learning targets because of the effective and well-managed support they receive.

## **Personal development and well-being**

### **Grade: 2**

Pupils are confident, friendly and welcoming. They enjoy school and attendance is above average. Many are keen to share their views and achievements with others. Their spiritual, moral and social development is good although their understanding of our own multicultural society is more limited. Pupils contribute to the smooth running of their school by acting as monitors and helpers, by being 'playground buddies' and through their good work on the school council. They run the tuck shop at playtime, having been successful in persuading the vast majority of pupils to eat healthy and nutritious snacks, although some packed lunches contain unhealthy options. Many pupils take part in sports clubs and nearly all maintain good levels of fitness by walking or cycling to school. Behaviour is good. Pupils feel confident to share any concerns with an adult. They know how to keep safe in and out of school, for example, on the roads or when using the internet. Pupils develop satisfactory basic skills which prepare them appropriately for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. Where teaching is good, particularly in Years 1 and 2, teachers introduce lessons in a lively and enthusiastic way. The specific focus of the lesson is shared with pupils ensuring that they are made clear about what they are expected to learn. Work is well matched to pupils' different abilities and pupils are supported well by class teachers and their assistants. There have been some changes of staffing in the last year which several parents have found to be disruptive and have limited some older pupils' capacity to make better progress. Occasionally, teachers' expectations of the pace at which pupils can work and the quality of work they can produce are too low and teachers have to work hard to engage and enthuse pupils fully in their learning. Pupils are not made sufficiently clear about the next stage of their learning through consistently helpful marking of their work or through the setting of useful learning targets.

### **Curriculum and other activities**

#### **Grade: 3**

Curriculum planning is satisfactory overall and a recent review has resulted in teachers and pupils having more say in the topics to be covered over the year. This means that lessons are becoming more relevant to pupils' interests and is helping to increase their enjoyment in learning. The school is careful to monitor that key skills are taught over the year so that pupils receive their full entitlement to the National Curriculum. This system is relatively new and has not yet had time to fully impact on standards or overall achievement. There is a very good range of clubs and activities on offer outside the school day, which extends pupils' skills and talents in many different ways. Visits and visitors to the school make learning relevant and interesting. For example, Year 2 pupils visited the London Hospital to learn about Florence Nightingale as part of their work in history. Opportunities are sometimes missed however, to encourage pupils to practise and improve their literacy skills within other subjects.

## Care, guidance and support

### Grade: 3

Care, guidance and support are satisfactory overall. Pastoral care is good. Arrangements for the safeguarding of pupils are robust. Pupils with learning difficulties are quickly identified. Their needs are assessed effectively and suitable programmes are implemented to help them work toward their learning targets. The support provided by teaching assistants is especially effective in helping these pupils gain confidence and access the full curriculum. Elsewhere in the school, assessment procedures are beginning to provide useful information to help school leaders identify weaknesses in curriculum coverage and identify specific pupils who are falling behind. However, the information is not yet used consistently to ensure that activities in lessons fully meet pupils' different needs and help them take the next steps in learning. Target-setting procedures are not in place to encourage pupils to take more responsibility for their learning.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory overall. The new headteacher has successfully secured the commitment of the whole staff team. Morale is good. Although other leaders are now more involved in managing their subjects, they do not yet have responsibility for using all available assessment data to raise standards and evaluate progress being made. The school improvement plan is detailed and is successfully focused on attainment and standards. Governors have a secure knowledge of the school and help to give it a high profile in the local community. The school's accommodation is spacious, well planned and resourced and provides an attractive learning environment. The effective management of provision for pupils with learning difficulties and/or disabilities ensures their needs are met well and many make good progress towards their individual learning targets. The school's planned contribution to community cohesion is satisfactory. The school has a good appreciation of its work in the local neighbourhood, and its links with other communities in Australia and Germany are helping to widen this further.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

29 April 2009

Dear Pupils

Inspection of Chancellor Park Primary School, Chelmsford, CM2 6PT

Thank you for making us so welcome when we came to your school recently to see how well you were doing. We enjoyed talking to you and seeing everyone at work and at play. Your new school is continuing to grow and provides you with a satisfactory education.

Here are some of the best things about your school:

- Your school is a well planned and welcoming environment in a spacious and attractive setting.
- Your teachers and other adults are very caring. Those of you with particular difficulties and those who find it hard to learn are given effective support and make good progress.
- You behave well in class and play happily together at break times.
- Your new headteacher has worked well to introduce some new systems for assessing what you know and can do.
- Most of you enjoy school and attend regularly. Procedures to welcome you to school each morning are smooth and an impressive number of you walk to school.

There are a few things that we think could be even better:

- The standards reached in writing and how you are involved in your work, especially through targets which show you how to improve.
- The amount of extra work which teachers provide to challenge those who can manage it and how they make sure that everyone's work is matched more closely to what each one of you is able to do.
- The balance of the curriculum for children in the Reception class between activities organised by the adults and those which the children choose for themselves.

Thank you again for your welcome.

We wish you well for the future.

Yours sincerely

Paul Missin

Lead inspector