

Chappel Church of England Controlled Primary School

Inspection report

Unique Reference Number	115073
Local Authority	Essex
Inspection number	338504
Inspection dates	17–18 May 2010
Reporting inspector	Paul Edwards

This inspection of the school 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	68
Appropriate authority	The governing body
Chair	Les Houghton
Headteacher	Julie Ingram
Date of previous school inspection	6 December 2006
School address	The Street Chappel Colchester
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Introduction

This inspection was carried out by two additional inspectors. The inspectors saw nine lessons or parts of lessons while visiting four teaching staff. Meetings were held with governors, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at documentation including the school's self-evaluation, assessment and tracking information, minutes of meetings of the governing body and safeguarding arrangements. They also examined the school's arrangements for safeguarding and scrutinised pupils' work. Staff and pupil questionnaires were also scrutinised, along with 40 completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress and achievement of pupils in mathematics and science, particularly that of the more able
- the effectiveness of leadership in raising the quality of teaching and in ensuring the school makes the best use of assessment
- how well the curriculum is adapted to provide opportunities for pupils' understanding of other cultures.

Information about the school

This primary school is much smaller than average. The large majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is similar to national averages although the proportion with a statement of special educational need is above. The school has the Active Mark Gold award and has achieved Healthy Schools status.

The headteacher has been in post since January 2010 and two other members of staff have been appointed since September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education for its pupils. It provides a happy learning environment where pupils feel safe, behave well and show enthusiasm for learning. A new Reception class, constructed just less than two years ago, provides children in the Early Years Foundation Stage with purpose-built accommodation, enabling them to settle well.

Children generally enter school with skills and abilities that are similar to those expected for their age, although these are variable due to small cohorts. Good teaching throughout the Early Years Foundation Stage ensures pupils' attainment on entry to Year 1 is now above average. Pupils achieve satisfactorily throughout the rest of the school and, by the end of Year 6, their attainment is average in English, mathematics and science. However, more able pupils are not always challenged sufficiently to make the progress of which they are capable, particularly in mathematics and science. This is because teachers do not always have high-enough aspirations for these pupils and learning objectives lack sufficient clarity. Pupils with special educational needs and/or disabilities make similar progress to their classmates. Those pupils with statements of special educational needs are well supported, enabling them to take a full part in all activities. Teachers have good relationships with pupils who are keen to learn. They question pupils effectively, enabling them to develop their speaking and listening skills. Teachers' marking of pupils' work is regular and systematic although they miss opportunities to inform pupils how they might improve their work. Although satisfactory overall, more able pupils are not provided with sufficient opportunities to organise their own learning through investigations and problem solving activities.

Pupils are provided with a satisfactory range of activities and there is a suitable emphasis on developing their basic literacy and numeracy skills. Pupils say how much they enjoy the visits that add interest to their history and geography topics. A good number of pupils take part in the good range of physical activities as they recognise that taking part in these, together with a good diet, helps to keep them 'fit and healthy'. Pupils have a clear understanding of right and wrong and are mostly sensitive to the needs of those less fortunate than themselves. Their understanding of other cultures and religions is under-developed.

Self-evaluation is accurate and the headteacher has a clear picture of where strengths and weaknesses lie. However, initiatives are new and as yet not having a significant impact on learning. The leadership has introduced improved tracking procedures which are providing a more accurate picture of how well pupils are achieving. Teachers are becoming more secure in their assessments of how well pupils are progressing. Subject coordinators are not yet sufficiently proficient in ensuring all teachers provide sufficient

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challenge for all pupils. Links with parents are secure but there is a need to ensure parents are kept fully informed as to how well their children are progressing. Governors know the school well and have worked to ensure the significant number of staff changes have created as little disruption to pupils' education as possible. They rightly recognise the importance of being more rigorous in holding the school to account for the progress made by pupils. There is a clear picture that the school has correctly identified its priorities and that it has satisfactory capacity to sustain further improvements.

What does the school need to do to improve further?

- Accelerate the progress of the more able pupils by;
 - ensuring work is always sufficiently challenging and that their targets accurately match what they are capable of achieving
 - enabling them to undertake more difficult work sooner
 - providing them with more opportunities to develop their independence in tackling investigative and problem solving activities.
- Raise the quality of teaching in Key Stage 1 and 2 by December 2010 so that at least 75% is good by;
 - ensuring teachers adapt planning more closely to the needs of individual pupils through more effective use of assessment information
 - clearly identifying the next steps for learning
 - improving the pace of learning in lessons.
- Develop the skills of coordinators so that they have a more accurate picture of pupils' progress in their subjects and a greater influence on the progress they make.
- Plan carefully the opportunities for pupils to develop their understanding of other cultures, religions and backgrounds.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children enter the school with a range of skills but generally in line with those expected for their age. They are well prepared for entry in Year 1 with good skills in all areas of learning. National test information indicates that pupils make satisfactory progress and this was confirmed during the inspection. By the end of Year 6, reading, writing and numeracy skills are secure and attainment in science is average. In lessons seen during the inspection, most pupils made satisfactory progress. They are keen to learn new things and are enthused when they are really challenged. Pupils are attentive, listen carefully and good at cooperating with their classmates. Work in books shows satisfactory achievement but there are too few opportunities, particularly for the more able, to write at length and to initiate investigations or problem solving activities. Consequently, these pupils do not achieve their potential. There are no significant

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differences in the achievement of girls and boys.

Most pupils attend school regularly and are punctual, a reflection of their enjoyment of school. They are not aware of any bullying but know whom to speak to should they have a problem. Pupils are proud to be members of the school council and of what it achieves. They are involved with the local church but involvement with the village and wider community is limited. Pupils' moral and social development is good and they talked sympathetically about their contribution to the Haiti disaster. Even though they recall having been taught about other religions and cultures, their understanding is relatively weak. Pupils' secure basic skills and good social skills prepare them satisfactorily for their next stage of education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching seen during the inspection was satisfactory. Throughout the school, relationships between staff and pupils are good. Teachers' subject knowledge is secure and they make effective use of questioning to extend pupils' understanding and involve them in their learning. They plan work for different ability groups. However, previous

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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assessment information has not provided an accurate picture of how well pupils are progressing. Consequently, teachers do not consistently pitch work at the correct level to ensure all pupils progress as well as they should. Occasionally, the pace of lessons is too slow and pupils are not provided with sufficient urgency to complete tasks within a shorter timeframe. Teachers make good use of end-of-session discussions to determine what pupils have learned. A range of strategies provide pupils with the confidence to respond to questioning by other pupils. Teaching assistants provide good support for those pupils with emotional, behavioural or concentration difficulties. Pupils are not always clear as to their learning targets and the school rightly recognises they need to be made clear to both pupils and parents. There are good arrangements to support children when they transfer from nursery and when they move on to their secondary school.

The curriculum is providing pupils with increasing opportunities to practise literacy and numeracy skills in other subjects. The school's analysis of pupils' work has correctly identified that teachers are providing insufficient opportunities for pupils to write longer pieces of work. The good range of visits and visitors add interest to the curriculum. Pupils talk enthusiastically about the residential journey, and forthcoming visits to a Tudor house and the British museum as part of their history work. They enjoy taking part in the sporting activities, particularly as part of the 'Consortium Sports'.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The unavoidable, high turnover in staff over the past two years has resulted in a turbulent period for the school. Since her appointment in January, the headteacher has correctly identified areas for development and the local authority and governors are supporting her in addressing the most important issues. The headteacher has an accurate picture of the quality of teaching and learning through a systematic monitoring programme. Rigorous analysis, of pupils' performance and more detailed tracking of their progress, is providing teachers with a firm foundation on which to base their planning. Subject leaders are not yet sufficiently skilled in identifying how staff might improve their planning to ensure the rate of all progress is accelerated, but there is a determination amongst all to improve the quality of the school's provision. Staff are careful to ensure all pupils have equality of opportunity and that there is no discrimination.

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Care is taken to ensure pupils' safety and well-being and, at the time of the inspection, all safeguarding procedures were in place. The school wisely took the opportunity to alert pupils to the dangers of building sites during the current building of a house adjacent to the school. There are good links with other primary schools in the consortium and with the local secondary school where pupils compete in the 'electric car race'. The school's planning and evaluation for community cohesion is at an early stage. It has yet to reach out to the wider community to provide pupils' with a good understanding of other cultures and religions.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The new, purpose-built Early Years Foundation Stage has helped to provide an environment that is conducive to good learning. Children really enjoy taking part in the good range of activities that are on offer. During the inspection, as part of their French discovery, they were seen to be enjoying and evaluating a range of breakfast items including pain au chocolat, baguettes and crepes. They also learned a little about the traditional production of wine as they pressed grapes with their feet! There are good opportunities for pupils to participate in role play and a good space for them to ride their wheeled vehicles in a well-equipped outside area. Children are well behaved and quickly learn how to share and cooperate with each other as they learn and play together. They are confident and very happy because there is a good emphasis on developing their social and personal skills. The teaching of letter sounds is done well and there are good opportunities for pupils to practise their 'writing' skills. There is a good balance between child-chosen and teacher-initiated activities.

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The provision is well managed and there are good arrangements to ensure children's welfare and personal development. Assessments are undertaken regularly and build up into a useful class profile. Teaching assistants are well deployed and play a significant role in pupils' learning. Staff know the children very well and arrangements for ensuring their health and safety are well embedded into school routines.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Whilst most parents who responded to the questionnaire are generally happy with the school and how it provides for their children, a small minority expressed concerns regarding the progress made by their children and how the school communicates with them about their children's progress. The inspectors agree that occasionally, pupils, particularly the more able, do not always make the progress of which they are capable. The school rightly acknowledges the need to improve the procedures by which it keeps parents fully informed about how their children are progressing.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chappel Church of England Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 68 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	50	16	40	2	5	1	3
The school keeps my child safe	18	45	20	50	2	5	0	0
The school informs me about my child's progress	12	30	22	55	6	15	0	0
My child is making enough progress at this school	11	28	20	50	7	18	1	3
The teaching is good at this school	7	18	27	68	3	8	1	3
The school helps me to support my child's learning	12	30	24	60	3	8	1	3
The school helps my child to have a healthy lifestyle	25	63	14	35	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	28	21	53	3	8	2	5
The school meets my child's particular needs	14	35	21	53	1	3	2	5
The school deals effectively with unacceptable behaviour	13	33	23	58	2	5	2	5
The school takes account of my suggestions and concerns	16	40	18	45	4	10	2	5
The school is led and managed effectively	20	50	15	38	3	8	1	3
Overall, I am happy with my child's experience at this school	21	53	15	38	2	5	2	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 May 2010

Dear Pupils

Inspection of Chappel Church of England Controlled Primary School, Colchester, CO6 2DD

Thank you for making us welcome and talking to us when we visited your school recently. I really enjoyed your assembly and the story of 'Hairy Maclary'. Your school is providing you with a satisfactory education and these are some of our findings:

- you go to a happy and welcoming school

Children in the Reception class have a good start to their learning

- you know how to keep healthy, you behave well and you enjoy school
- you look after one another and work together well
- there is a satisfactory range of activities that help you to learn and a good range of sporting activities, visits and visitors that make learning more interesting
- your school works well with other schools and organisations to improve your education
- those in charge of the school are leading it satisfactorily.

In order to make your school even better, we have asked your headteacher and senior staff to do the following:

- make sure that those of you who find your work easy are given work that is more challenging
- help teachers make better use of the information about how well you are doing when planning their lessons so that more teaching is good
- help subject leaders to make better use of information about how well you are doing
- give you more opportunities to learn about those from other cultures, religions and backgrounds.

You can help by telling your teacher if you find work is too easy for you.

Yours sincerely

Paul Edwards

Lead inspector

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