

Chapel Break Infant School

Inspection report

Unique Reference Number	121018
Local Authority	Norfolk
Inspection number	354310
Inspection dates	14–15 July 2010
Reporting inspector	Geof Timms

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

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	The governing body
Chair	Rebecca Cordy
Headteacher	Jane Rolph
Date of previous school inspection	25 September 2006
School address	Thurlby Road Chapel Break Bowthorpe
Telephone number	01603 749550
Fax number	01603 749550
Email address	office@chapelbreakinfant.norfolk.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons and eight teachers. Meetings were held with parents, pupils, governors, staff and a range of the school's partners. Inspectors observed the school's work, and looked at policies, curriculum documents, records of assessments, pupils' work and visited an exhibition of pupils' work at a local arts centre. Forty-eight parental questionnaires were analysed alongside 19 from the staff.

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

- how the school was raising standards in mathematics and for boys
- how the school was trying to improve attendance
- the impact of teachers' recent professional development and their reflective culture
- the impact of recent curriculum innovations on classroom practice.

Information about the school

The school is smaller than average. An above average proportion of the pupils are known to be eligible for free school meals. The proportion of pupils from minority ethnic groups is below average but a broadly average proportion has a first language other than English. The main languages spoken are Arabic and Hindi. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special need, is above average. In Years 1 and 2 it is well above average. The main needs are speech, language, communication and physical.

The school changed from first school to infant school in September 2007. The school has a number of awards, the most recent of which are Intermediate International School award, Activemark, and a Healthy Norfolk Award. It was a Beacon School in the past and aspects of its work are used as exemplars within the local authority.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. It provides pupils with a very creative, exciting and innovative curriculum which enables them to develop high level thinking skills, to develop outstanding speaking and artistic skills, and an excellent level of spiritual, moral, social and cultural development.

This is a very reflective school where senior leaders and teachers continually strive to develop new approaches. This is evident in the teachers' journals which effectively link theory and practice and a clear analysis of things that have worked well for them to support their future work. The senior leadership and the governing body have an excellent grasp of the school's successes and any areas that are less strong. This self knowledge is used to create an excellent ethos of continual development and review. This in turn, together with the way the school has maintained and built on its excellence since the last inspection, show that there is an outstanding capacity to improve still further. However, a number of recent innovations are so new that the school has not yet reviewed their impact on pupils' learning.

Attainment is consistently above average in reading, writing and mathematics when pupils leave the school. This represents outstanding progress given many of the pupils low starting points, the high proportion with special educational needs and/or disabilities and those whose home language is other than English and who often join the school at times other than those expected. All groups of pupils make equally excellent progress. Although there was a dip in attainment in 2009, this was due to high special educational needs and a high turnover of pupils in that year group, and attainment this year has returned to its usual high level. In addition, pupils demonstrate exceptional speaking and listening, art and design and other creative skills. Although attendance remains broadly average, this is due to specific local factors, especially to do with families attending the university, and the school does all it possibly can, including making use of the law where necessary, to encourage full attendance. The care, guidance and support offered all pupils, including those who are more vulnerable or more challenging is outstanding.

The excellence in many of the pupils' outcomes is the result of high quality teaching and a very innovative and imaginative curriculum. Much of the work is planned from a whole school theme often based on a book such as 'The Secret Garden'. Within this overarching topic teachers plan work to develop each child's skills to their full extent and with a very high focus on problem solving and thinking skills. This is evident especially in the work done with pupils in the 'TARDIS' which is a building used for philosophy and creative work. From this, exceptionally high quality art work is displayed in public and often sold, and the pupils develop high level ability to discuss their emotions and

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

feelings. This was evident, for example, in one child's project to create a 'burning bird' and two others recorded discussion about the existence of God. Other recent innovations have been the developing international work, especially with a school in Japan, and the development of more outdoor learning through the allotment and creative partnerships with a wide range of artists and other visitors. This work has helped develop the pupils' excellent spiritual, moral, social and cultural understanding and the strengths in the school's work to promote community cohesion.

Teachers have an excellent knowledge of their pupils' needs on an individual basis. Lessons are often very challenging and need pupils full attention and concentration, which they willingly give. Teachers are supported by outstanding leadership throughout the school but especially from the senior leadership team and the governing body. As one parent wrote 'As a family we do feel very blessed that our children have attended a fabulous school which has given them happy memories.'

What does the school need to do to improve further?

- Evaluate the school's most recent curricular innovations in more depth to ensure they continue to promote pupils' outstanding learning.

Outcomes for individuals and groups of pupils**1**

The work observed in lessons and in pupils' books supports the raised standards and excellent progress evident in teacher's assessments, especially those for the current Year 2. Pupils', and especially boys', work in mathematics has improved due to the increased use of problem solving methods which often require practical activities, thinking skills and a range of physical resources. In reading and writing, the creative use of texts for all aspects of the work also supports learning well. For example, as part of the work on 'The Secret Garden' pupils learned about India because that was where Mary Lennox (the character in the story) lived. In addition, they extended their understanding about this different culture by building links with an Indian school so they could compare many aspects of ways of life. The most able pupils are provided with very challenging work which helps them make excellent progress and an above average number of the pupils reach the higher levels. Not only do pupils achieve exceptionally well but they demonstrate a real love of learning and school which is evident in the high quality of their work.

Parents as well as pupils comment on the extent to which they feel safe at school. Pupils have many excellent opportunities to take responsibility and they grasp these willingly. The school council is a thriving and knowledgeable body, pupils perform and speak in public exceptionally well as they did at the arts centre launch, and they willingly look after garden, allotment and wild areas. They behave well and in some lessons their behaviour is excellent and supports their outstanding learning. They have a strong understanding of how to stay healthy but do not always practice this. The school prepares them exceptionally well for their future learning, including doing all possible to encourage full attendance, but parents do not always support the school's efforts with

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

this or with good punctuality.

These are the grades for pupils' outcomes

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

How effective is the provision?

The high quality of the teaching and learning is inseparable from the innovative, imaginative and creative curriculum provided. Teachers' planning is detailed and rigorous, building very effectively on previous learning. Activities provided constantly excite, enthuse and challenge pupils. All staff work very well together as a team and the teaching assistants often provide outstanding support in lessons. All adults make very effective use of continuous small step observations of pupils' learning and the excellent questioning and encouragement of pupils' speaking supports the high quality assessments and feedback provided for pupils.

Through the curriculum teachers provide a very rich range of highly memorable experiences, using visits, visitors and the outdoors very effectively. This promotes outstanding learning. The 'TARDIS' provision is exceptionally innovative and builds creativity onto the earlier work on philosophy that the school has been doing for some time. The outcomes of this provision, due to its resourcing, staffing and imaginative use,

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

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

are of exceptionally high quality and result in some thought-provoking and extremely mature work. Other initiatives such as links with schools in Japan and India, the extensive use of the outdoor environment for all areas of the curriculum including story telling, appear to have a very beneficial impact on learning but the school has not yet evaluated some of these innovations and they need time now to embed within the existing excellent practice.

The curriculum is supported through some highly effective partnerships and this is also the case for the excellent care, guidance and support provided for all pupils. In particular the use of a wide range of outside agencies to support those who find learning more difficult or who come from more challenging circumstances with pupils and with their families clearly supports their learning. The school's assessments highlight when extra intervention would be of benefit and this is provided for a number of areas such as mathematics and reading.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The outstanding leadership and management is epitomised in the school's consistent, reflective ethos. This reinforces an evident ambition for continual improvement. New ideas are welcomed and innovation has become the norm. This is why the school now needs some time to evaluate the latest changes to be certain of the impact on learning. Senior staff provide excellent role models, not only within the school but also elsewhere in the local authority. Staff and the governing body monitor teachers' work regularly and in depth. The governing body provide excellent support and challenge, play a full and active part in the life of the school and base their work exceptionally well around the 'Every Child Matters' outcomes.

Partnerships with outside agencies are outstanding and are the result of the school's strong commitment to its community. They provide clear support for many of the excellent curriculum innovations. The partnerships also help provide excellent value for money given the outcomes for pupils' learning. The school has a systematic plan for its work promoting community cohesion. Especially strong international links are evident and the links with a weekend Arabic school which hires the buildings are having a wide and spreading impact on relations between the communities. The governing body ensures all safeguarding requirements are met and fully effective. A recently developed single equality policy is an excellent addition to the school's practice in ensuring

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

outstanding equal opportunities for all pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The two Reception classes play a full part in the life of the school, and much of the planning is based on the same whole school topic. Within this however, the work is planned exceptionally well to ensure the full coverage of the expected areas of learning and the skills necessary for children's future learning. There are very strong links to a local playgroup which helps smooth the way for children to look forward to starting school. The Early Years Foundation Stage is excellently led and managed and this ensures the high quality provision evident. Teaching is excellent and all adult interventions promote children's learning often in a very challenging way. For example, in one session some more able mathematicians were able to solve a complex shape and pattern problem and to explain how they did it and what rules they had to follow. Staff continually observe and assess pupils progress keeping detailed and informative records. The outdoor environment is safe and secure and is used imaginatively for a range of child-initiated and imaginative activities as well as occasional adult-led ones such as they ordering of items for the garden centre. A major focus of the work is on developing children's social and speaking skills as these are often the weakest areas when they start. Adults continually question and discuss with children and this excellent progress made in all areas of learning is based on the very solid foundation laid in their social development and their ability to talk and listen well. This was especially evident in an excellent activity involving turning fresh fruit, yoghurt and milk into flavoured milkshakes which children then drank at snack time. High quality questioning and discussion arose

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

naturally from the group taking part in this activity.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

All of the parents who completed questionnaires said that their children enjoyed school and that the school helped prepare them well for their future education. The inspection evidence supported these views. A small number felt that any poor behaviour was not always well dealt with and that the school does not keep parents well enough informed about progress. Poor behaviour is rare and any seen during the inspection was dealt with well. The school involves parents in pupils' learning well, through homework, curriculum letters, reports and an open door policy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chapel Break Infant 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 166 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	81	9	19	0	0	0	0
The school keeps my child safe	38	79	9	19	1	2	0	0
The school informs me about my child's progress	23	48	22	46	3	6	0	0
My child is making enough progress at this school	28	58	19	40	1	2	0	0
The teaching is good at this school	31	65	16	33	0	0	1	2
The school helps me to support my child's learning	26	54	19	40	1	2	1	2
The school helps my child to have a healthy lifestyle	26	54	17	35	2	4	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)	32	67	15	31	0	0	0	0
The school meets my child's particular needs	27	56	19	40	2	4	0	0
The school deals effectively with unacceptable behaviour	21	44	22	46	3	6	1	2
The school takes account of my suggestions and concerns	25	52	21	44	1	2	1	2
The school is led and managed effectively	34	71	12	25	0	0	1	2
Overall, I am happy with my child's experience at this school	36	75	11	23	1	2	0	0

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.



Dear Pupils

Inspection of Chapel Break Infant School, Norwich, NR5 9LU

I am writing to thank you for the way you made us welcome when we visited your school recently. We really enjoyed talking to you, listening to what you said about the school and watching you work and play together. We were especially delighted with the work you produced in the 'TARDIS' and that I saw at your exhibition at the arts centre. It is fantastic work, so imaginative and moving.

You told us that you enjoyed being at school and we could see that in the way you behaved and took part in lessons. Your parents also told us they liked you being at this school and we can see why. We think you go to an outstanding school, where you have excellent teachers who help you learn lots of new things. You reach good standards in reading, writing and mathematics and excellent standards in speaking and listening, and your creative work.

The school keeps you safe and you are very good at taking on responsibility and helping the school run smoothly. The adults are very caring and they know you all as individuals so they can help you learn in the best way for you.

One of the things the school is best at is taking on new ideas to provide you with such exciting and interesting things to do. We have asked the school to spend some time letting the new ideas become a fixed part of school life and to evaluate how good they are in helping you to learn.

Thank you again for helping us to understand how good the school is. Enjoy your time at Chapel Break and keep working hard!

Yours sincerely

Geof Timms

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.