

# Chancel Primary School

## Inspection report

---

<b>Unique Reference Number</b>	124168
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	363976
<b>Inspection dates</b>	12–13 July 2011
<b>Reporting inspector</b>	Lois Furness

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Denis Birdsall
<b>Headteacher</b>	Jane Davies
<b>Date of previous school inspection</b>	27 February 2008
<b>School address</b>	Wolseley Road Rugeley WS15 2EW
<b>Telephone number</b>	01889 256137
<b>Fax number</b>	01889 256138
<b>Email address</b>	office@chancel.staffs.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	12–13 July 2011
<b>Inspection number</b>	363976

---

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 assesses 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 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 25 lessons taught by eight teachers. Inspectors held meetings with members of the governing body, groups of pupils, leaders at all levels, the special educational needs coordinator and the Early Years Foundation Stage team. The school improvement plan, safeguarding documentation, assessment records, planning documentation and the School Improvement Partner's reports were scrutinised, as was pupils' work in lessons and on display. In total, 87 parents' and carers' questionnaires were analysed. The returns of 105 pupil questionnaires were also considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the outstanding start children make in the Early Years Foundation Stage is built upon well enough in Years 1 to 6.
- Whether different groups of pupils throughout the school, including boys and more able pupils, make good progress in English and mathematics.
- The effectiveness of strategies to improve attendance.
- How well the key issues of the previous inspection have been tackled, regarding 'pupil voice' and pupils' involvement in their learning.

## Information about the school

In this average-sized primary school almost all pupils are White British. The proportion of pupils who have special educational needs and/or disabilities is below average, although the proportion of those with a statement of special educational needs is broadly average. The number of pupils known to be eligible for free school meals is below average. Provision for the Early Years Foundation Stage is provided in a Nursery class and a Reception class. The school has a number of externally accredited awards including national Healthy Schools status, Activemark and the International School award. A new headteacher has been appointed since the previous inspection and a new deputy headteacher was appointed in September 2010. Two classes have been taught by a number of different teachers, in this academic year, due to long-term absence.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Chancel Primary School provides a good education. There is a strong family atmosphere where pupils feel extremely safe and are happy to learn. Pupils spoken to by inspectors confidently say, 'there is no bullying here' and if they have concerns, 'teachers always listen and deal with problems quickly and fairly'. Care, guidance and support are outstanding. This results in pupils' strong personal development, especially in their understanding of the importance of leading a healthy lifestyle, keeping safe and their contribution to the community, all of which are outstanding. Contribution to the community shows a marked improvement since the previous inspection when pupils' involvement in school development was identified as an area for improvement. The school council is very active and influential in decision-making, for example, through its involvement in staff appointments and bidding for funding. Most parents and carers are pleased with the school's work and comments such as, 'It is an excellent school and my child is very happy here,' typify the high regard that most parents and carers have of the school. Pupils also comment, 'I like coming here, we learn lots!'

Children receive an outstanding start to their education in the Early Years Foundation Stage where a high priority is given to personal, social and emotional development, resulting in very happy, confident and well-adjusted children. These positive attitudes continue throughout the school. Progress is good and by Year 6, attainment in English and mathematics is above average. This represents good achievement for pupils of all abilities including the more able. It is a result of good teaching, close tracking of pupils' progress, with early intervention when needed, and a lively, motivating curriculum. Some aspects such as the 'restaurant' project, where pupils go on exciting visits or welcome visitors into school, are excellent. These events have been particularly successful in engaging pupils and developing their literacy and numeracy skills. However, although progress is good in English, it is faster in reading than in writing, and boys do not consistently achieve as well as girls in this subject. The school recognises this as a development area and is introducing strategies such as more interactive approaches to the teaching of writing and the use of film and information and communication technology. However, these strategies are not used consistently in all classrooms. Neither do all teachers regularly model good pieces of writing before pupils begin their work.

Teachers work hard to provide well-planned and interesting lessons for pupils. The school's good tracking system provides teachers with accurate information about pupils' prior learning and this information is used well to pitch work at the correct level. The common approach for setting success criteria and learning objectives has helped to raise the quality of teaching, and has increased pupils' involvement in their learning, a weakness that was identified in the previous inspection. Although marking is informative, pupils do not always have the opportunity to respond to the useful advice given. There are missed opportunities, when marking work in subjects other than English and mathematics,

**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

for pupils to be reminded of how well they are using their basic skills of literacy and numeracy. At times, teachers do not have high enough expectations of pupils' presentation skills, including handwriting.

Leaders and managers have a good understanding of the strengths and areas for

- improvement, and self-evaluation is accurate. The governing body provides good support and challenge, through regular visits to the school and involvement in the school's activities. The school's track record in rectifying the key issues from the previous inspection, alongside above average attainment and good learning and progress shows its capacity for sustained improvement is good.

**What does the school need to do to improve further?**

- Accelerate pupils' progress in writing by:
  - ensuring the consistent use of different media resources including information and communication technology to engage the interest of boys
  - providing guided writing sessions for all ability groups within each class where teachers regularly model to pupils what a 'good piece of writing looks like'
  - supporting pupils in improving their presentation and handwriting skills.
- Improve the quality of feedback and marking by:
  - providing pupils with regular opportunities to respond to the useful marking comments made
  - informing pupils, when marking subjects other than English, how well they are using their basic literacy and numeracy skills.

**Outcomes for individuals and groups of pupils****2**

Attainment in English and mathematics is above average by the end of Year 6 and progress is good. As a result, achievement is good. Pupils behave well and are keen to learn. They enjoy activities where they work together, for example, in Year 6, where pupils used information and communication technology to share ideas and collate their memories of Chancel School. Good progress was made as pupils considered how to present their information in interesting ways. In a Year 4 mathematics lesson, pupils made good progress as the teacher skilfully corrected their misconceptions about how to use co-ordinates through her good assessment of the previous day's activities. Pupils with special educational needs and/or disabilities make good progress and achieve well. This is because work is carefully planned to meet their individual needs. There were no differences noted between boys' and girls' attainment during observations, but assessment information indicates that boys do not progress as well as girls in writing. Minority ethnic pupils also make good progress. Pupils' good basic skills and the opportunities for them to cooperate and work together prepare them well for their future economic well-being. Attendance is broadly average because although many pupils attend school very regularly, a few go on holiday during term time.

Pupils have an excellent understanding of keeping safe and almost all parents and carers who responded to the Ofsted questionnaire say their children are kept safe in school. Pupils speak very informatively about the dangers of fire, electricity and the internet. They

**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

know about 'stranger danger' and of how to keep safe when crossing the road. The school council has worked hard to ensure that pupils are aware of the importance of a healthy lifestyle and school lunch boxes reflect pupils' excellent understanding of eating healthily. Many pupils take part in a range of sporting activities in order to promote their physical well-being. Contribution to the school and local community is outstanding. Pupils enthusiastically take on responsibility, as prefects, junior play rangers, play leaders and eco-club members. They are very keen to influence wider community concerns, and after researching issues regarding speeding, parking and litter in the area, they have presented their findings to the Chair of Rugeley Council. They show a good understanding of right and wrong and have a good understanding of different cultures and faiths throughout the world and within the United Kingdom. Their contribution to the global community is good through fundraising and charity work.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Good features of teaching were evident in all lessons. Most teachers use 'talk partners' to enable pupils to share ideas and learn from each other. In the most effective lessons, the purpose of the lesson is clear and the steps to success provide a valuable prompt to support learning. This was seen as Year 1 pupils learnt how to use adjectives to make sentences more interesting. Pupils then carefully reviewed the success criteria to check if they had achieved their learning objective. Assessment information is used carefully to

**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

ensure pupils, including the more able, are challenged well. This is effective in mathematics and in reading. For example, regular guided reading sessions take place during which teachers provide specific support to different ability groups. However, the practice of providing guided writing sessions is not as well established. Therefore, pupils do not always receive enough personalised support in improving their writing skills. Teaching assistants generally provide effective support for pupils with special educational needs and/or disabilities, ensuring they can access all activities.

Display around school confirms the breadth and balance of the curriculum which effectively meets the needs and interests of pupils. Enrichment is good with a range of visitors and visits taking place. Visitors include community police officers, the fire service, nurses and 'Chase It Rangers', who organise exciting activities for pupils such as outdoor art, playtime games and Christmas craft activities.

The school places a high priority on pupils' welfare, working effectively with a range of agencies to support pupils whose circumstances make them potentially vulnerable. Those pupils with specific needs including behavioural issues are supported extremely well. Induction procedures are excellent and parents and carers are very appreciative of the way their children are welcomed into school. Strategies to improve attendance are proving effective as attendance is rising steadily. However, a small minority of parents and carers still take their children on holiday during term time. Relationships are excellent, and pupils are fully confident that issues and concerns will be dealt with swiftly. The breakfast and the after-school clubs, provide a safe and caring environment for pupils. Pupils enjoy these clubs and find the activities on offer interesting.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The headteacher has a clear vision for the school and is determined to drive forward school improvement. This determination has been communicated effectively to staff and the governing body and all share her drive and enthusiasm for progress. Accurate self-evaluation ensures a good understanding of strengths and areas for development, and the school improvement plan provides a useful tool for driving improvement. Through strategies such as pupil progress meetings, any underachievement is quickly identified, resulting in additional support being given to any pupils who are not progressing as well as they should. Equal opportunities and the tackling of discrimination are good: all pupils achieve equally well in most subjects, and have opportunities to take part in all that the school provides. In writing, however, boys do not attain as highly as girls but this is steadily improving.

**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

Governance is good. The governing body is actively involved in the school's work and has the skills and knowledge to support improvement. All statutory requirements are fully met and the arrangements for safeguarding pupils follow recommended good practice. Safeguarding is integrated well into the curriculum, so pupils have an excellent understanding of keeping safe. As a result of good partnership work, the school links effectively with a range of partners to improve provision for its pupils. For example, good links with the local high school have enabled pupils to be taught by specialist science teachers. The promotion of community cohesion is good. The school is a cohesive community in which pupils show tolerance and respect and a good understanding of different communities within the United Kingdom and the wider world. The school is developing ways for pupils to become more directly involved with communities within the wider world.

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

The Early Years Foundation Stage provides an outstanding education as a result of excellent leadership. Children's welfare is given a high priority and all safeguarding requirements are fully met. Children start school with skills that mainly match those expected for their age, although weaknesses are evident in communication, language and literacy development. A well-planned balance of activities, which are adapted effectively to meet the needs of all children, ensure they catch up quickly in these aspects of their learning. Staff use language particularly well to support children's emotional development and to promote their independence and self-esteem. As a result, children behave outstandingly well and are courteous and respectful of each other. High expectations and an interesting and imaginative curriculum both inside and outdoors ensure children become active and curious learners. Children's interests form the basis of all planned activities which very effectively ensure their involvement. This was seen as children

**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

eagerly contributed to the airport mural, and excitedly played in the animal enclosures following their trip to the zoo. By the time the children join Year 1, almost all are working securely within the nationally set early learning goals and a significant number are exceeding them. Achievement is outstanding. Links with parents and carers are strong and many who returned the questionnaire are delighted with the provision provided in the Early Years Foundation Stage. One parent/carers, typifying the views of others, commented, 'The staff are friendly and approachable and I watch my child beam at the class teacher every morning on arrival at school - there is no clearer proof to me that she loves being at school and is thriving on the experiences and opportunities provided for her there. I would like to thank and praise the hardworking staff at the school for all they do to ensure my child is receiving the best possible education.'

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
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

An above average number of parents and carers returned the Ofsted questionnaire. The table below shows that most who responded to the questionnaire have a positive view of the school. Almost all parents and carers agreed that their children are kept safe, the school helps them to support their children's learning and helps their children to lead a healthy lifestyle. A very small minority felt that the school did not deal effectively with unacceptable behaviour, and was not led and managed effectively. The inspection team found that pupils feel extremely safe within school, have an outstanding understanding of the importance of leading a healthy lifestyle and the school helps parents and carers to support their children's learning well. No inappropriate behaviour was observed during the inspection and behaviour was evaluated as good. Leadership and management were also evaluated as good. Some parents and carers raised concerns about staffing issues and their children being taught by a number of different teachers. This was discussed with the Chair of the Governing Body and the headteacher who agreed with the concerns voiced.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chancel 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	51	37	43	3	3	1	1
The school keeps my child safe	51	59	34	39	0	0	1	1
My school informs me about my child's progress	31	36	45	52	7	8	1	1
My child is making enough progress at this school	36	41	38	44	8	9	2	2
The teaching is good at this school	38	44	40	46	1	1	3	3
The school helps me to support my child's learning	36	41	44	51	5	6	1	1
The school helps my child to have a healthy lifestyle	34	39	47	54	2	2	1	1
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)	28	32	46	53	6	7	1	1
The school meets my child's particular needs	36	41	42	48	7	8	1	1
The school deals effectively with unacceptable behaviour	22	25	48	55	9	10	6	7
The school takes account of my suggestions and concerns	27	31	47	54	4	5	3	3
The school is led and managed effectively	36	41	35	40	8	9	8	9
Overall, I am happy with my child's experience at this school	45	52	31	36	4	5	2	2

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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



14 July 2011

Dear Pupils

**Inspection of Chancel Primary School, Rugeley, WS15 2EW**

Thank you very much for your warm welcome when we visited your school recently. We really enjoyed talking to you, hearing your views, as well as watching you learn. At the end of our visit, we evaluated that you go to a good school where you are taught well, and those who lead it are working hard to ensure it continues to improve. All staff are very keen for each one of you to succeed, and they care, guide and support you outstandingly well. We were very impressed by how much you know about leading a healthy lifestyle and about how to keep safe. You do lots to help each other and the school council does a really good job to help make your school a good place to be. You behave well and take good care of one another.

You told us your lessons are fun and we could see why. Your teachers work hard to plan interesting work for you and the 'restaurant' project, for example, seems to have been really exciting. By Year 6, you attain standards in your work that are above those found in most schools. Well done! Although you make good progress, you could do even better in writing if your teachers gave you more help by providing models of writing or 'what a good one looks like'. Although you try to do your best, we have asked your teachers to help you to improve the presentation of your work by improving your handwriting skills. Boys would make faster progress in writing if lessons were more interactive and the use of resources such as film and information and communication technology would make writing activities more interesting for all of you. Also, when your work is marked, we have asked teachers to give you time to respond to their useful comments, so you can make your work even better.

Those of you in the Early Years Foundation Stage are very lucky, as you get a wonderful start to your school life in the Nursery and Reception classes. It was fantastic to see all the exciting things you do both inside and outside and you all make excellent progress.

We know leaders are trying hard to improve attendance and you can help by trying to come to school every day so you do not miss any important information. Thank you again for your help, and please continue to keep learning as well as you can.

Yours sincerely

Lois Furness

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](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**