

# Chapel-en-le-Frith CofE VC Primary School

Warmbrook Road, Chapel-en-le-Frith, Derbyshire, SK23 0NL

**Inspection dates** 24–25 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Pupils do not achieve as well as they should. Standards at the end of Key Stage 1 have been significantly below average for several years, and pupils make too little progress in reading and mathematics across the school.
- Teaching is inadequate. Pupils are not always given sufficiently challenging work or helpful guidance. Teachers' expectations of what pupils can achieve, particularly the more-able pupils, are too low in some classes.
- The work set in lessons does not always build on what pupils already know and can do.
- The curriculum does not help pupils to develop their literacy and numeracy skills sufficiently well.
- Although behaviour is often good, lesson activities rarely inspire pupils to develop independence or good attitudes to learning.
- Leaders do not use all available performance information to give them an accurate view of the school's strengths and weaknesses.
- The priorities leaders set for improving the school are not focused specifically on raising pupils' achievement.
- Leaders check the quality of teaching regularly but this has not had a demonstrable impact on standards or other known weaknesses.
- Governors and other leaders have been too slow in tackling the issues identified by the previous inspection.

### The school has the following strengths

- Children get off to a good start in the Early Years Foundation Stage.
- Pupils enjoy school and feel safe. Their attendance is above average.
- Good provision for sport helps pupils to understand the importance of healthy lifestyles.

## Information about this inspection

- The inspection team observed 24 lessons or parts of lessons, including several which were observed jointly with senior leaders. They also observed some small group work. They looked at work in pupils’ books and listened to pupils in Year 3 and Year 6 reading.
- Meetings were held with senior leaders, governors, groups of pupils and a representative from the local authority.
- Among the documents reviewed were plans for school development, pupils’ assessment and tracking information, records of governors’ meetings and information relating to the safeguarding of pupils.
- The views of parents and carers were considered through the 55 responses to the online survey, Parent View. Inspectors also considered the responses in the small number of questionnaires returned by staff and the school’s own recent parental questionnaires, and met informally with parents at the start of the school day.

## Inspection team

Joy Considine, Lead inspector

Additional Inspector

Alan Brewerton

Additional Inspector

Doreen Davenport

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- The school is much larger than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium is lower than average. This is additional funding provided by the government to support pupils who, in this school, are known to be eligible for free school meals or in the care of the local authority.
- The proportions of disabled pupils and those who have special educational needs supported at school action, and at school action plus or through a statement of special educational needs, are above average.
- The school has specially resourced provision for pupils with special educational needs aged three to 11 years (the Enhanced Support Provision). Currently it contains 26 pupils. Most of these pupils have autism-related difficulties.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that it is consistently good or better across the school by:
  - making better use of assessment information to plan lessons that are carefully matched to pupils' learning needs
  - providing more challenge in lessons and through marking for all pupils, and particularly those who are more able
  - giving pupils regular opportunities to develop their independent learning skills and perseverance by solving complex problems
  - ensuring that each lesson builds on what pupils already know and understand.
- Raise achievement for all pupils, especially in reading and mathematics, by ensuring that:
  - pupils respond to teachers' marking by correcting and improving their work
  - teachers demonstrate higher expectations by providing harder work for pupils and insisting that they work to a high standard
  - pupils are provided with reading books that are better matched to their ability levels
  - all pupils develop good skills in handwriting, spelling and punctuation to build on their good start in the Early Years Foundation Stage.
- Improve leadership and management by:
  - making full use of all available performance information to give leaders and governors a detailed and accurate view of the school's strengths and weaknesses
  - setting precise targets focused on raising pupils' achievement in the school development plan
  - developing the curriculum to ensure that teachers understand how pupils can improve their literacy and numeracy skills in all lessons and provide regular opportunities for them to do so

- taking immediate action to tackle underachievement and close gaps in pupils' learning.

Ofsted will make recommendations for action on governance to the authority responsible for the school. An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Pupils' achievement is inadequate because they do not make enough progress during their time in the school, particularly in reading and mathematics. This is true for almost all groups, although girls do better than boys in reading and in writing.
- Overall standards in English and mathematics have been significantly below average at the end of Key Stage 1 for several years. They improved in 2013 but not rapidly enough, particularly in reading and mathematics where standards are still below average.
- Pupils make inconsistent progress across Key Stage 2 and this results in gaps in their learning as they move through the school. Too few pupils make the progress expected nationally, particularly in reading and mathematics.
- Pupils supported by the pupil premium also make inadequate progress, and it has been slower than that of their classmates until recently. The gap is beginning to close owing to more targeted support being provided for these pupils. However, at the end of Year 6 in 2013, they were on average about two terms behind other pupils in reading and writing and over a year behind in mathematics.
- Most pupils enjoy reading and are keen to share and talk about their books, but in some classes the books provided are much too easy for them and they make insufficient progress. Pupils in Year 6 read competently but some lack the skills to read fluently and with good expression.
- A few pupils use numbers confidently to solve complex problems and carry out investigations but this good practice is not consistently evident across the school. In some classes, work is not matched well enough to pupils' needs and this slows the progress they make.
- Pupils' skills in writing are better than those in reading and mathematics. They write frequently, expressing their ideas with well-chosen vocabulary to interest the reader. However, too many pupils have poorly developed skills in handwriting, spelling and punctuation and this limits their progress and achievement.
- The progress made by disabled pupils and those who have special educational needs, including those in the Enhanced Support Provision, requires improvement. Teaching assistants provide good support in lessons and work is tailored to their learning needs, particularly in writing and personal development, but this is not enough to overcome generally inadequate class teaching.
- Children make good progress in the Early Years Foundation Stage and by the time they enter Year 1, many are working at the levels expected for their age. They read and write simple words and phrases and many confidently count up to 10 and beyond.

### The quality of teaching

### is inadequate

- The quality of teaching is inadequate because over time it has not secured good progress for pupils across the school. Although inspectors saw some effective teaching, too much was not good enough.
- Teachers do not use assessment information consistently well enough to plan lessons that meet

pupils' learning needs. In some lessons, particularly mathematics, the activities are too hard for some pupils and too easy for others. Often, activities do not build on previous learning and this slows pupils' progress.

- Teachers observe pupils in lessons to see how well they are learning, but do not always use this information to adapt the lesson activities. This means that not all pupils, particularly those who are more able, have work that challenges them to do better.
- Most teachers mark pupils' work thoroughly and provide detailed comments informing them of what they have done well. However, these comments are sometimes too generous and do not challenge pupils sufficiently to do better. Pupils rarely respond to teachers' marking by correcting and improving their work, so they continue to make the same errors.
- Children get off to a good start in the Early Years Foundation Stage because teaching is good in this part of the school. There is a good balance between activities that children choose for themselves and those that are led by adults. The teaching of letters and sounds (phonics) is effective and helps pupils to develop early literacy skills well.
- Elsewhere in the school there are examples of teaching which is lively and engaging and captures the interest of pupils. For example, in a Year 6 literacy lesson the teacher presented pupils with facts about the 'stolen generation' of aboriginal children in Australia. He encouraged pupils to respond to these facts through lively debate. Pupils showed maturity, sensitivity and empathy in their responses and this, in turn, made a good contribution to their spiritual, moral, social and cultural development.
- Teaching assistants provide good support for disabled pupils and those who have special educational needs in lessons and in small group activities. This helps these pupils, particularly those in the Enhanced Support Provision, to grow in confidence. Additional adults provide support to pupils who have physical needs and this helps them to join in with activities enjoyed by their classmates such as physical education.

### **The behaviour and safety of pupils**

### **requires improvement**

- Although classrooms are generally calm places where pupils are polite and respectful of their teachers, there are regular occasions when teaching fails to engage pupils' interest and attention. When this happens some pupils become restless and fidgety and start to chat among themselves.
- There are too few opportunities for pupils to learn independently and develop important learning behaviours such as resilience, perseverance and determination in solving complex problems.
- Nonetheless, pupils enjoy school and this is reflected in their attendance, which is above average. They feel safe because they know that adults care for them. They have a good understanding of different forms of bullying, such as cyber bullying and that related to race and gender, but they are adamant that it rarely occurs. School records relating to pupils' behaviour support this.
- Pupils are friendly and get on well together. They show respect for the feelings of others, and say there is no discrimination and that all pupils are treated equally well. They have a good understanding of right and wrong and show care and consideration to pupils whose circumstances make them more vulnerable.

- Pupils have a good understanding of how to stay safe outside school. They understand the risks associated with water and railways and the dangers posed by tobacco and some drugs. They know that they should not disclose personal details when using computers.
- Pupils in the Enhanced Support Provision behave well and are well integrated into all aspects of school life. They are included in all activities and have the same opportunities as other pupils. Additional activities such as horse riding help to develop their social and emotional skills.
- Parents and carers who responded to the survey believe that the school keeps their children safe, and that they behave well.

## **The leadership and management are inadequate**

- Leadership and management are inadequate because leaders have not tackled the underachievement of pupils in Key Stage 1 or the slow progress many pupils make in reading and mathematics across the school. They are not demonstrating the capacity to improve because weaknesses identified in the previous inspection have not been successfully addressed.
- Leaders do not make enough precise use of all available data to provide them with an accurate view of the school's strengths and weaknesses. Consequently their evaluation of their work is too generous. Plans for improvement do not specifically show how the school intends to raise achievement at Key Stage 1 or improve key skills across the school.
- Leaders have begun to challenge and improve the weaker teaching. There is a planned programme of classroom observations, and teachers are given targets for improvement that link to their individual training needs. Teachers understand that any pay rises or promotion link directly to their performance in the classroom. However, these systems have not yet ensured that teaching is consistently good or better.
- The leaders responsible for English and mathematics have taken some specific actions to raise standards. For example, the mathematics leader has provided training for staff on problem solving in mathematics. As yet it is too early to see the impact of this work.
- The local authority has a support plan to help the school to improve, but this has not yet had a demonstrable impact on pupils' achievement.
- The way disabled pupils and those who have special educational needs are catered for, including those in the Enhanced Support Provision, is led and managed adequately. The leader ensures that they receive appropriate support to meet their learning and physical needs.
- The curriculum includes a range of subjects that makes a good contribution to pupils' spiritual, moral, social and cultural development. However, lesson activities do not always build on previous learning, particularly in literacy and numeracy, and this restricts pupils' progress.
- The school has used the pupil premium to enable eligible pupils to work in small groups and have extra support in both mathematics and reading. The school's data suggest that pupils in Key Stage 1 now achieve in line with their classmates in reading, writing and mathematics and the gap is closing at Key Stage 2. However, national test data for Year 6 show that in 2013 pupils eligible for pupil premium funding still made less progress than other pupils.
- Leaders have made plans to use the new primary school sports funding to extend the range of activities available to pupils by hiring specialist sports coaches to work alongside staff when

teaching physical education.

- The school uses only its best teachers to act as mentors for staff who are new to teaching. These experienced colleagues, who show some outstanding skills themselves, provide good help and guidance. The school may continue to appoint additional newly qualified teachers.

■ **The governance of the school:**

- Governors understand the school’s main strengths and weaknesses and hold its leaders to account. However, they have relied too much on information from the headteacher to make judgements about pupils’ education and achievement, and the quality of teaching. They have not used nationally published data such as Ofsted’s ‘Data Dashboard’ to assess the school’s performance. Consequently governors have not challenged leaders enough to check on the impact of their actions to improve the school.
- Governors visit the school frequently. They know that leaders are taking steps to improve the quality of teaching by visiting lessons regularly and checking on the quality of pupils’ work in their books. They understand that teachers’ pay rises and promotion are linked to their performance in the classroom.
- Governors ensure that all arrangements for safeguarding pupils meet current national requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	133538
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	425039

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	456
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diane Bayirli
<b>Headteacher</b>	Trevor Smith
<b>Date of previous school inspection</b>	7 February 2012
<b>Telephone number</b>	01298 812400
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