

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0121 679 9169
Direct email: mathew.mitchell@serco.com



7 November 2014

Mrs Jacquie Conacher
Headteacher
Chapel-en-le-Frith CofE VC Primary School
Warmbrook Road
Chapel-en-le-Frith
High Peak
SK23 0NL

Dear Mrs Conacher

Special measures monitoring inspection of Chapel-en-le-Frith CofE VC Primary School

Following my visit with Nicola Hart, Additional Inspector to your school on 5–6 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in October 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

The school may appoint one newly qualified teacher before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body, the Director of Children's Services for Derbyshire and the Director of Education for the Diocese of Derby.

Yours sincerely

Jan Connor
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in October 2013

- 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.

Report on the third monitoring inspection on 5–6 November 2014

Evidence

Inspectors observed the school's work and scrutinised school documents. Meetings were held with the headteacher and other senior leaders, the Chair of the Governing Body and four other governors, a representative from the local authority, and the Director of Education for the Diocese of Derby. Inspectors spoke with parents and pupils. Inspectors observed 16 lessons, including five seen jointly with either the headteacher or the deputy headteacher. Pupils' books were scrutinised. The single central record was checked.

Context

A new headteacher has been appointed. The governing body has been reconstituted and has reduced from 18 governors to 15. Two class teachers have resigned and will leave school at the end of term. Two further teachers will begin maternity leave, one before the end of term and the other early in the spring term. A new mathematics and assessment subject leader has been appointed. Two new teachers have also been appointed. Two members of the senior leadership team have relinquished their responsibilities but remain as class teachers. A new teaching assistant has been appointed to work in the Early Years Foundation Stage.

Achievement of pupils at the school

Since the last monitoring visit, pupils' achievement has improved. End-of-year school data show the progress pupils make in learning is more consistent across Years 1 to 6. Pupils are making accelerated progress in reading and mathematics in particular, because of improvements in the quality of teaching. Progress in writing is not as consistent across the school and in some classes, particularly in Year 4, it has been slow.

School data show that pupils' attainment in reading, writing, and mathematics in Key Stage 1 is rising and most pupils are closer to age-related expectations in this key stage. However, apart from Year 6, this is not the case in Key Stage 2 where the gap between pupils' attainment in Years 3 to 5 and age-related expectations is still too large. Not enough pupils are reaching the standards they should.

Progress for disabled pupils and those who have special educational needs is accelerating. These pupils are making good progress across the school. However, in other groups there are some inconsistencies. Not all boys make the same progress as girls in writing, particularly in Year 1 and Year 3. Pupils who are eligible for the pupil premium make slower progress than their peers, particularly in reading and writing, in both Key Stage 1 and Key Stage 2. The progress made by the most able

pupils is not tracked carefully enough for the school to know securely how well they are doing.

End-of-key-stage statutory tests show a significant improvement to the overall achievement of pupils in Year 2 and Year 6. The school has been successful in accelerating progress and closing attainment gaps for these pupils. This year, pupils' attainment in Year 6 was broadly in line with the national average in reading, writing, and mathematics at Level 4 and Level 5. There is a similar picture at the end of Year 2 at Level 2 and Level 3.

Outcomes for children in the Early Years Foundation Stage have improved this year and more children have achieved a good level of development by the end of Reception. Children learn to develop appropriate social skills and are closer to the national average in this area of learning. However, children's outcomes are still below the national average, particularly in numeracy and literacy, and not enough of them exceed the early learning goals in any area of learning.

Generally, pupils present their work neatly and carefully. Pupils try hard to make their work legible and show pride in their work. This is a reflection of the improved attitudes to learning seen in the school.

The quality of teaching

Since the last visit, the quality of teaching has improved across all key stages. This is due to the hard work and commitment of senior leaders, teachers, and other staff. The quality of teaching is more consistent throughout the school. This is because of better planning that more precisely matches tasks to the needs of different groups of pupils. Teachers' assessment of pupils' attainment is more accurate and therefore targets for improvement are more precise. As a result, tasks are more challenging and learning is improving.

In the Early Years Foundation Stage, the learning environment is better organised with well-presented, accessible equipment that invites children to learn. Teachers in this key stage have a better understanding of the next steps in children's learning journeys and they plan more closely to the needs of different groups of pupils.

Pupils' learning in Key Stage 1 and Key Stage 2 is also better organised. Literacy and numeracy skills are taught discretely, and pupils have more opportunities to practise these skills in other areas of the curriculum. The impact of this can be seen in the accelerated progress pupils are making. The teaching of reading has improved. Pupils enjoy greater opportunities to read more widely and teachers plan better to teach reading skills in smaller groups.

Teachers' marking is more consistent. Pupils understand the marking system used and some pupils have dedicated time to respond to what their teachers have said.

However, this is not the case for all pupils and the quality of the developmental comments teacher make varies considerably between classes. As a result not all pupils have an equal opportunity to deepen their understanding of their learning at the same rate.

Teachers use a better range of strategies to engage and sustain pupils' interests. For example, in one of the current Year 4 classes, pupils enjoyed making speech bubbles for a cartoon of Sir Francis Drake. They then transferred these to a piece of text using speech marks. All pupils were clear about what they were learning and the most able knew they were required to deepen their learning by adding further interest to their writing with more complex description. There was a buzz of learning in the classroom and all groups of pupils felt a real sense of success in their work.

Teaching assistants are generally well deployed and support disabled pupils and those who have special educational needs well. Resources to support these pupils are carefully planned and used. This has a positive impact on how well they progress in their learning. However, occasionally some pupils who have less complex special educational needs do not benefit enough from opportunities to work without direct support. As a result, some pupils are not gaining the full set of learning skills they need to succeed in next stage of their education.

Behaviour and safety of pupils

Due to improved teaching, pupils' attitudes to learning are also much improved. During the inspection, most pupils seen were working diligently on their tasks. Pupils' engagement in learning is also better. Pupils showed a determination and perseverance not seen at the last visit. A new ethos of learning is developing at the school.

The new behaviour policy has had a positive impact on pupils' attitudes to learning. Most pupils spoken with were very enthusiastic about 'getting to gold' and being rewarded for their hard work. Most parents who were spoken with in the playground were also pleased with the new system. Parents particularly enjoy receiving a text to tell them their child has reached gold that day.

The quality of leadership in and management of the school

The new headteacher demonstrates a determination and commitment to improve outcomes for pupils quickly. In the short period since she arrived at the school she has accelerated the pace of change rapidly. This has been accomplished through the valuable support of the deputy headteacher. The headteacher has secured the commitment and support of senior leaders, teachers, and other staff quickly in order to implement challenging changes to the way pupils are taught, and to raise teachers' expectations of what pupils can achieve. As a result, inadequate teaching has been eradicated.

Senior leaders have developed a more rigorous system for checking the quality of teaching and learning. Through observing lessons and scrutinising pupils' work, leaders identify areas of strength and weakness in teachers' practice. Teachers receive bespoke support through individual coaching and training, either by skilled teachers already in school or through effective training provided by the local authority. As a result, teaching is improving. However, leaders have yet to secure consistently good quality teaching in all subjects and across all year groups so that all pupils make good progress in their learning.

Leaders have set ambitious targets for school improvement in order to close the gaps in pupils' learning. Leaders make better use of the data they have to target support more successfully to pupils who need extra help to improve. Although targeted support is being given to pupils eligible for the pupil premium this has not yet had the impact needed to raise their achievement to be in line with their peers.

Leadership of the Early Years Foundation Stage is improving. Leaders have developed a better understanding of the quality of learning and progress for different groups of children across the Early Years curriculum. As a result, provision in this key stage has improved.

The governing body is much more effective in its role because it is better informed about the quality of education at the school. Governors have ensured they have a strategic role in school improvement through a well-planned and focused series of visits to check the work of school leaders. Governors spoke knowledgeably about the progress of different groups of pupils and identified instances where they have challenged leaders to improve it. Governors demonstrate a determination and resolve to be as effective as possible in their role.

External support

The local authority continues to offer the school timely, effective, and focused support. It has provided effective training through a consultant to the Early Years leader to improve provision and planning. It has also provided a consultant to work alongside the school's leaders to improve the quality of teaching through careful assessment of pupils' work and observation of teaching. The local authority has provided valuable support to the governing body in the appointment of the new headteacher.