Inspection of Chapel Break Infant School

Thurlby Road, Chapel Break, Bowthorpe, Norwich, Norfolk NR5 9LU

Inspection dates: 7 and 8 December 2023

Overall effectiveness	**Outstanding**
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Early years provision	**Outstanding**
Previous inspection grade	Outstanding

What is it like to attend this school?

This is a school where all pupils thrive. Every pupil is valued as a unique individual and member of the school community. Pupils show genuine warmth and care towards each other. The school values of kindness, community, curiosity and excellence are understood by all.

Pupils enjoy a rich and vibrant curriculum. Pupils are proud of themselves and their learning. The curriculum is ambitious and challenges pupils to achieve highly. During the school day, time is dedicated in lessons to provide pupils with opportunities to explore, and practise. This helps make learning memorable.

Pupil behaviour in school is exceptional. Staff welcome pupils as they come into school. Playtimes are fun and active. Pupils are familiar with teachers' high expectations. They live up to these high expectations. Class routines and transitions maximise learning time. Pupils feel safe in school. They know if there is a problem they can talk to an adult.

Pupils are highly motivated. The school day starts with a 'breakfast bagel' and time to talk. Pupils' emotional well-being is a high priority. This ensures they are ready to learn. There are a wide range of opportunities beyond the curriculum.

What does the school do well and what does it need to do better?

Over the last two years, leaders have reviewed and refined their 'curiosity curriculum'. This is ambitious, carefully sequenced and fun. Pupils express delight when they achieve something new. In an art lesson, when the children saw the outcome of their printing they gasped with excitement. The curriculum is designed around REAL (rigorous, engaging, authentic learning) projects. Underpinning these projects are opportunities to collaborate, communicate, think critically and solve problems. Pupils enjoy being curious and creative. They are reflective and respond eagerly to feedback from adults and their peers.

Reading is a high priority. Reading areas and reading spine books are on display in every classroom. Each class has a set of special books. Pupils look forward to reader of the week awards in Friday assemblies. They love their new library and enjoy talking about the books they have read. Staff are well trained in the school phonics programme. Pupils who fall behind are quickly identified. Prompt interventions help children catch up. Storytime is an important part of the school day.

The provision for pupils with special educational needs and/or disabilities is of an exceptional quality. The school works closely with parents. Leaders are tenacious in ensuring children get the support they need. They employ specialist practitioners to help them meet the needs of pupils. Inclusion is at the heart of the school. Every pupil is a valued member of the community. Activities are suitably adapted to meet the needs of all pupils. Pupils are well prepared for the next stage in their education.

Children in Reception enjoy a fantastic start. Close links with local nurseries ensure that transition into school is highly effective. Staff use assessment skilfully to identify gaps. Knowledgeable staff ensure that all children have the support they need to achieve the ambitions of the curriculum. Children are well prepared for year 1.

Pupils respond positively to the high expectations of behaviour. They show respect and care for each other. Classes fizz with excitement as pupils explore or discover something new. Pupils respond promptly when it is time to listen or work quietly. Building positive relationships is central to the work of the school. Pupils trust the staff and are highly motivated and appropriately supported to succeed.

Leaders prioritise emotional health and well-being. This is crucial in ensuring that children are ready to learn. Staff have the support they need too. There are moments of genuine awe and wonder during the school day. For example, the year 1 band performance. Pupils are confident to participate and make mistakes. Children have a wide range of opportunities beyond the curriculum. This includes trips and visits and a multitude of clubs. The school works closely with parents to ensure pupils attend school regularly.

The school is ambitious for the pupils and staff in their care. They are highly skilled and knowledgeable. Governors offer appropriate challenge and support. Professional development is a high priority. Staff are knowledgeable and able to grow and develop their expertise because of the training and support they receive. There is a culture of excellence that is promoted across all aspects of school life. Leaders promote a culture of excellence in everything they do.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a

social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121018
Local authority	Norfolk
Inspection number	10288472
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	The governing body
Co-Chairs of governing body	Jill Duman and Glenn Floyd
Headteacher	Amanda Turner
Website	www.chapelbreakinfantschool.org.uk
Date of previous inspection	14th and 15th July 2010 under Section 5 of the Education Act 2005

Information about this school

- The school uses one alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, deputy headteacher, middle leaders, subject leaders and governors. Inspectors also spoke with a local authority representative and school improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art, geography and history. For each deep dive, inspectors visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in other subjects, including music and the wider curriculum with subject leaders and teachers.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Oriana Dalton, lead inspector	Ofsted Inspector
Benjamin Axon	Ofsted Inspector

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