

Chapel-en-le-Frith CofE VC Primary School

Inspection report

Unique reference number	133538
Local authority	Derbyshire
Inspection number	381512
Inspection dates	7–8 February 2012
Lead inspector	Doris Bell

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	441
Appropriate authority	The governing body
Chair	Diane Bayirli
Headteacher	Trevor Smith
Date of previous school inspection	9 November 2008
School address	Warmbrook Road Chapel-en-le-Frith High Peak SK23 0NL
Telephone number	01298 812000
Fax number	01298 815751
Email address	info@cps.derbyshire.sch.uk

Age group	3-11
Inspection date(s)	7–8 February 2012
Inspection number	381512



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 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.

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Doris Bell	Additional inspector
Christine Murrell	Additional inspector
Michael Phipps	Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 15 teachers and 11 support staff during 25 sessions, covering approximately nine hours of teaching. As well as observing full or part lessons, inspectors spent time observing sessions where pupils were learning letters and sounds. They heard pupils read, watched them being taught in small groups and individually, analysed their work, and discussed their learning and school life with them.

Meetings were held with senior and middle managers, and representatives of the governing body. Inspectors also took account of the responses to the on-line questionnaires (Parent View) in planning the inspection, observed the school's work, and looked at a range of documentation, including information relating to the attainment and achievement of all groups of pupils, the school improvement plan, governing body minutes, and evidence of monitoring and evaluation. They also spoke to parents and carers, and analysed 153 parental questionnaire responses and comments, together with the responses to the questionnaires returned by staff and pupils.

Information about the school

This is larger than the average sized primary school. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is average. The school has specially resourced provision for pupils who have special educational needs. This caters mainly for pupils with autistic spectrum disorders but also admits pupils with physical disability. In addition, pupils with specific learning difficulties, as well as those with speech, language and communication difficulties are provided with extra help from this provision. Overall, the school has an above average proportion of disabled pupils and those who have special educational needs. The proportion with a statement of special educational needs is high.

The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. It has gained a range of awards, including the gold Artsmark and the silver Activemark, as well as gaining Healthy Schools status and the Anti-bullying Charter. A Children's Centre, and a privately run before- and after-school club known as the 'Snowball Club', operate on the school site. They are inspected separately.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school because achievement and teaching over time are satisfactory. Progress is better in English than mathematics. Pupils have too few opportunities to solve real-life problems in mathematics lessons, and sometimes they are not moved onto independent tasks soon enough.
- Children start school with skills below those expected for their age. Progress in Nursery and Reception is good, and attainment is average when pupils start Year 1. Attainment is broadly average in English and mathematics in Year 6.
- The school is rightly proud of the good progress made by disabled pupils and those who have special educational needs, including those supported by the specially resourced provision. All of these pupils are assisted effectively in their learning and personal development by well-trained staff.
- Marking is good and teachers use the information gained from it to plan next steps in learning. Leaders and managers collect data on attainment but do not analyse it well enough to give an accurate and immediately accessible view of progress over time.
- Self-evaluation is, at times, generous given the school's outcomes. Nevertheless, the correct areas for improvement have been identified and prioritised, although actions to meet priorities are not always sufficiently focused on accelerating pupils' progress. Overall, leadership and management are satisfactory.
- The topic-based curriculum creates exciting experiences for pupils. It has had a positive effect on writing, and on progress in lessons, although not yet on achievement over time.
- Pupils rightly report that behaviour is good, although some of their parents and carers disagree. Pupils feel safe, trust adults to help them, and have a mature

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

understanding of how and why the school deals with different pupils' behaviours in different ways.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate achievement in mathematics by, in mathematics lessons:
 - giving pupils more opportunities to use and apply their mathematical skills in real life problem-solving situations, and encouraging them to be more independent in doing so.

- Improve the school's understanding of how to use data to accelerate progress by:
 - analysing information about pupils' attainment more rigorously to gain an accurate view of each pupil's and each year group's progress over time
 - collating the information and using it more effectively to determine how to accelerate pupils' progress
 - extending the information given to the governing body to include progress as well as attainment, to help the governing body gain a deeper understanding of the value added element of the school's work.

- Find ways to communicate to all parents and carers the successful ways in which the school manages pupils' different behaviours, in order to allay those parental concerns raised with inspectors.

Main report

Achievement of pupils

Most parents and carers say their children make good progress. The inspection team found that progress is satisfactory. Achievement has remained relatively static for several years, as has the pupils' average attainment in Year 6.

Standards in reading are average in Year 2 and Year 6. Pupils are confident readers who enjoy reading at home and at school. They demonstrate a good range of strategies to help them read unfamiliar words, and benefit from the school's systematic approach to teaching letters and sounds from an early age. Writing is improving across the school and pupils are now making good progress here. They make good use of the many opportunities they have to write in literacy, science and topic work, and they write in different styles for different audiences and purposes. The Year 6 pupils' writing about the Holocaust, and about cancer, showed empathy and a good ability to research information and turn it into narrative. Handwriting is neat, joined and legible, pupils present their work well, and spelling, punctuation and grammar are mostly accurate.

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

Pupils say they find mathematics harder than English but they persevere with tasks and try to do well. With the focus on improving calculation skills, progress is beginning to improve in mathematics. Pupils use their mathematical skills well in science and in topic work, for example, to create graphs and formulae to demonstrate findings, and to solve problems. Nevertheless, in mathematics lessons, learning is sometimes over-directed by the teacher, leaving pupils too little time to work independently and learn to solve problems themselves.

Disabled pupils and those who have special educational needs, including those who receive help from the specially resourced provision, make good progress. This is because support staff are specifically trained to meet their individual needs. Those who have additional help from the resource provision are well supported, whether working in class or in one of the designated areas around the school. They successfully learn, step-by-step, how to take turns, listen to each other and use their senses to enhance their learning and personal development. This was particularly evident in a session where a small group of pupils learned to recognise the sounds made by different types of transport, by linking the sounds with pictures, and also in a session where pupils were learning to interact with each other and to become more confident and independent in what they were doing.

Quality of teaching

Most parents and carers say their children are taught well. The inspection team found that teaching is consistently good in Nursery and Reception. While much good teaching was observed in the rest of the school, over time teaching is satisfactory because pupils' progress is satisfactory. In good lessons, work is matched well to pupils' individual needs, teachers probe and extend pupils' thinking and use what they already know to take their learning further. This was evident in a Year 6 mathematics lesson, where pupils revisited fractions and made good progress in consolidating their understanding of how to order them accurately.

Teaching and the curriculum support pupils' spiritual, moral, social and cultural development effectively. Some lessons provide pupils with particularly memorable experiences. For example, wrapped up against the weather, Year 4 pupils explored the school grounds, learning about the environment, animal habitats and how to plot them on a map. They were particularly enthralled at spotting a hibernating mouse, and at learning how to make fire.

Disabled pupils and those who have special educational needs, including those who receive additional help from the resource provision, are taught well. They almost always have work at the right level to ensure their good progress, but work is not always as well matched for all other pupils. Pupils say they are taught well most of the time, but sometimes they would like to get onto their tasks sooner in lessons. The inspection team found that pupils' learning is sometimes too directed, and they do not always have enough opportunities to work independently. Nevertheless, their work is marked well and they are given clear pointers for improvement and time 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

respond to them. This, and their knowledge of how to reach their targets, is helping pupils understand how to improve their own work. At this level, assessment information is now being used well in planning.

Behaviour and safety of pupils

Most parents and carers say behaviour is good. A large majority say that learning is not disrupted by, and the school deals effectively with, bad behaviour, including bullying. However, about a quarter of those who responded to the inspection questionnaire raised concerns in these areas. Inspectors investigated the concerns thoroughly. Parents and carers spoken to during the inspection praised the school for fostering good behaviour. They echoed comments in several questionnaires, saying that children 'are happy to come to school' and 'are valued as individuals'. Pupils, including those with behavioural difficulties, readily explain why it is important to behave well. They report that bullying is rare, that any form of misbehaviour is quickly dealt with, and that they can turn to any member of staff if they do have concerns. They appreciate the system of rewards and sanctions that keep behaviour on track. The resource provision is especially successful in modifying pupils' behaviour, thereby enabling learning to proceed uninterrupted. The provision extends to helping pupils with behavioural difficulties in mainstream classes as well, if this is necessary to help their learning and that of other pupils. Pupils feel safe and know how to keep themselves safe, including when using computers and mobile phones.

Pupils enjoy school and attendance is above average. They respond well in lessons, ask and answer questions and are eager to participate and complete work. Children settle quickly in Nursery and Reception, learn to take turns, to listen to adults and to each other, and to work independently or in different groups. They carry most of these skills with them through the school, undertake a range of responsibilities willingly, and carry them out well. However, opportunities for independent learning are sometimes limited in the older age groups. Pupils understand why it is important to follow a healthy lifestyle. Many take advantage of the good range of sporting activities provided for them in and outside the normal school day. The school's good links with a range of external agencies support its work in all of these areas. This was noted in Nursery and Reception, as children were taught why good hygiene is important for healthy living.

Leadership and management

Leaders and managers are keen for the school to improve. They can pinpoint improvements since the previous inspection, for example in marking, and, although not yet consistent across the school, in the provision for more-able pupils. A programme of regular monitoring ensures teaching is checked frequently. Some checks are limited in their usefulness because they focus more on provision than on the impact that provision has on pupils' learning. The curriculum provides pupils with many exciting experiences that promote basic skills and spiritual, moral, social and cultural development successfully. As a result, pupils readily reflect on their place in

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

the world, they work and play amicably together, and they gain a basic understanding of life in a democratic and culturally diverse British society. The curriculum is enriched by a good range of visits, visitors and well-attended extra-curricular activities that promote learning and personal development. The curriculum as it is, has been in place just over two years. It has not yet had time to impact fully on the school's outcomes, but it has clearly enhanced pupils' enthusiasm for learning.

The school records pupils' different levels of attainment meticulously, but it does not use the information rigorously enough at a strategic level to give it an accurate view of achievement over time. Governance is satisfactory. The governing body supports the school well but acknowledges that it does not hold it to account sufficiently. It receives much information about attainment, but not enough about achievement.

Safeguarding requirements are met, enabling pupils and staff to work and play in a safe, secure learning environment. The school promotes equality of opportunity satisfactorily. Disabled pupils and those who have special educational needs, including those supported through the resource provision, are fully integrated into the school. Gaps between their and other pupils' attainment and progress are narrower than is found nationally. The resource provision, and the overall provision for pupils who are disabled and those who have special educational needs, are led and managed effectively. Pupils known to be eligible for free school meals make better progress than other pupils by Year 6, thus reversing what is found nationally. However, there is more to do to ensure that more-able pupils are sufficiently challenged by their work at all times. Taking account of all of the foregoing, the school demonstrates satisfactory capacity for further improvement.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



9 February 2012

Dear Pupils

**Inspection of Chapel-en-le-Frith CofE VC Primary School, High Peak SK23
ONL**

Thank you for the warm welcome you gave us when we came to inspect your school and for talking with us about what you do there. Thanks also to those who filled in a questionnaire. We could see that you behave well and that you enjoy learning and want to do well. You told us that you can always turn to an adult if you need help, and that any form of misbehaviour is dealt with quickly and effectively. Some of your parents and carers do not agree with this, however, so perhaps you could tell them.

You go to a satisfactory school. We found that your progress is satisfactory overall, but that you make better progress in English than in mathematics. We noted some good progress in writing in different year groups, and found that progress is good in Nursery and Reception. Those of you with disabilities and special educational needs also make good progress. It was good to see how successful the school is in bringing everybody together, and encouraging every pupil in the school to take a full part in school life.

In order to help all of you make even better progress in your learning, we have asked your school to do three things.

- Give you more opportunities to solve real-life problems in mathematics, and to work independently to do this.
- Make even better use of all the information it has about how well you are doing, to help you make faster progress and reach higher standards.
- Find ways to make clearer to your parents and carers how well it manages behaviour and enables all of you to behave well.

You can help in all of this by continuing to work hard, and taking some responsibility for your own learning. We wish you well and hope you will enjoy learning for the rest of your lives.

Yours sincerely
Doris Bell
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 **0300 123 4234, or email enquiries@ofsted.gov.uk.**