

Chapel End Primary School

Inspection report

Unique Reference Number	104779
Local Authority	St. Helens
Inspection number	355629
Inspection dates	9–10 December 2010
Reporting inspector	David Halford

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	362
Appropriate authority	The governing body
Chair	Mrs Isobel Brittle
Headteacher	Mr Stephen Smith
Date of previous school inspection	18 June 2007
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Introduction

This inspection was carried out by three additional inspectors who visited 13 lessons. The inspectors observed 12 teachers and meetings were held with groups of pupils, members of the governing body, staff and a representative from the local authority. Inspectors observed the school's work, and looked at policies, records of meetings, assessment information and curriculum planning. In addition, 58 responses to the parents' and carers' questionnaires were analysed.

- Whether the achievement of the more able pupils, particularly in writing and especially at Key Stage 2 has improved, taking into account improvement in the consistency of teaching, and ensuring greater rigour in the monitoring of lessons and better use of assessment information to track pupils' progress.
- How far the governing body were able to hold leaders more fully to account for improvement.
- Whether legal requirements were met in the promotion of community cohesion.

Information about the school

This is a larger than average primary school. The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average, but increasing. The proportion of pupils with special educational needs and/or disabilities is also below average. Not all the children in the nursery enter the Reception classes and some children join the Reception Year having attended alternative pre-school provision. The governing body manages a before- and after-school club, both of which were inspected during this inspection. A new headteacher was appointed to the school from the start of this term. A new deputy headteacher was appointed to the permanent post, having been in an acting position in school last term. The school has been awarded Healthy School status, Eco School and Activemark and is recognized as an Investor in People.

When the school was inspected in October 2009 it was given a notice to improve.

A monitoring visit was made to the school in June 2010 to check on its progress.

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?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. The legal requirements for community cohesion are in place and the governing body meets its statutory duties. It is also better equipped to hold school leaders to account. Senior leaders have demonstrated the school's good capacity for sustained improvement by raising the achievement of more-able pupils in writing, and by improving the quality of teaching. They have done this by ensuring greater rigour in the monitoring of lessons and by making improved use of assessment information to track pupils' progress. Overall, the school provides an outstanding start for children in the Early Years Foundation Stage and a satisfactory education for its pupils in Years 1 to 6. Its overall effectiveness is satisfactory but there are significant areas where its provision is good.

Most children enter the nursery with skills which are generally above those typical for their age. By the end of Year 6, pupils attain well above average standards in English and above average standards in mathematics. Teaching is good and often promotes good progress in lessons, particularly so in English, where the school has been directing much of its efforts and where pupils achieve well. Progress is generally satisfactory, however, in mathematics, where pupils' achievement over time is broadly average. In this subject, tasks set do not take great enough account of pupils' varying skills and teachers' marking is inconsistent in identifying pupils' next steps for learning and ensuring that these are followed up thoroughly.

The school is welcoming and inclusive. Throughout the inspection pupils were polite and behaved well. The school provides good quality care, guidance and support and this results in pupils' good behaviour and above average attendance. The school enjoys strong support from parents and carers, summed up by the parent who wrote: 'Overall, I feel that Chapel End provides my child with a safe, friendly, and helpful environment. Parents are given every opportunity to be involved when appropriate.' Partnerships with a wide range of agencies are used well to promote pupils' overall good personal development and, together with good support received in lessons, this contributes strongly to the good progress made by pupils with special educational needs and/or disabilities. The good curriculum is supplemented well by a range of extra-curricular activities which are generally well supported.

The leadership is purposeful, resourceful and ambitious for further improvement. There are clear, well-thought-out plans for further development. The governing body and staff contribute fully to the leadership's clear, detailed and accurate understanding of the school's current position. For example, the school knows that further development of the provision for community cohesion is needed. Now that the basic requirements are fully in place there is a need for pupils to develop a better understanding of lifestyles and cultures

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that are different to their own and a firmer understanding of their place within a multi-cultural society.

What does the school need to do to improve further?

- Raise pupils' standards in mathematics by:
 - ensuring that tasks set match the varying skills and abilities of the pupils
 - ensuring that the marking of pupils' work is consistent in identifying pupils' next steps in learning
 - by ensuring that those next steps are followed up thoroughly.
- Follow up the work already initiated in promoting community cohesion by:
 - broadening pupils' experience of lifestyles and cultures other than their own
 - enabling pupils to develop a firmer understanding of their place within a multi-cultural society.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

From generally above average starting points when they enter Year 1, pupils attain well above average standards in English and above average standards in mathematics. This represents good progress in English, but satisfactory progress in mathematics. This uneven progress leads to the judgement that achievement is satisfactory overall. Support for pupils with special educational needs and/or disabilities is good overall, taking into account their prior attainment. Well-directed support contributes strongly to the good overall progress these pupils make in their learning.

Pupils enjoy their work in lessons and are keen to do well, as seen in a Year 2 lesson on phonics (the linking of letters and sounds) when pupils showed great keenness to answer correctly. Pupils are eager to talk about the activities they take part in. As a result, they grow in confidence and self-esteem and learn to work collaboratively and independently. This was seen to good effect, for example, in a particularly successful lesson where Year 5 pupils explored different feelings. They tried hard to explain what happened to their body when they were feeling disappointed and compared it to their feelings when they felt 'good'. Their use of simile and metaphor was very strong and the strategy of using 'Sticky Fingers,' widely in use across the school, promoted wide-ranging discussion and confidence in expressing opinions. High quality extended writing, also in Year 5, in the story of the 'Secret Country' and 'Lewis's magical adventure' were commendable pieces of work. The vibrancy and liveliness observed in many literacy lessons was not so evident in mathematics and the consistency of focus for improvement not quite so strong.

The pupils have a good understanding of how to keep healthy. School councillors take their responsibilities seriously and know that they are making a difference to the work of the school and in heightening the image of the school within the local community. There is a well-established and caring ethos in the school. This is central to its work and the overall promotion of pupils' spiritual, moral, social and cultural development while satisfactory

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overall has good elements in spiritual, moral and social development. The school is looking for ways to extend pupils' wider knowledge of other cultures.

These are the grades for pupils' outcomes

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

¹ 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?

The quality of teaching is good and is impacting well on pupils' learning in lessons. This is particularly the case in literacy, where outstanding teaching was seen, and where the school has directed significant effort, especially in writing. Teachers' questioning skills are effective and almost all pupils are eager to respond. Pupils are managed successfully and so they cooperate well and show good levels of interest in their work. Additional focus is now required in mathematics in order to raise standards. Many lessons are well prepared, but some do not provide a good enough match of tasks to the varying needs of the pupils. While there is evidence of high quality marking for improvement, this is not consistently applied or those next steps in learning followed up thoroughly enough. The school has already demonstrated the drive and skills to do this in aspects of literacy; this focus is now required for mathematics. Procedures for tracking the progress made by individual pupils is now well established and of good quality.

The curriculum is lively and well planned; pupils' experiences are enriched by extra-curricular activities and good partnerships with other schools and providers to broaden provision. The care, guidance and support available to the pupils are central to the success of the school. Effective links with outside agencies means more vulnerable pupils

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are supported well. Rigorous monitoring and promotion of attendance are effective in ensuring pupils attend regularly. The breakfast and after-school clubs have sustained the good provision indicated when the school was last inspected. Pupils clearly enjoy the activities provided and look forward to being accommodated in the stimulating and safe environment which is provided.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders, managers, the governing body and staff are ambitious for success. They are providing effective leadership for the school. The school's positive response to the issuing of a notice to improve has ensured that good progress has been made in addressing the identified areas for improvement, and even though there have been very recent changes made in the senior leadership of the school, the leadership and management remain effective. Governors are well informed and knowledgeable about the school and show an increased confidence in holding the leadership of the school to account. Parents support it well. Strong links exist between the school and external agencies that contribute well to its work. Although pupils' progress in literacy is rather better than their progress in mathematics, the school promotes good opportunities for all pupils to develop well and there is no evidence of discrimination. Safeguarding procedures are good. Good quality policies are in place and they are monitored thoroughly. The school site is secure.

The promotion of community cohesion is satisfactory. The school is aware that more development is necessary in this aspect of its work. More needs to be undertaken to broaden the pupils' understanding and experience of lifestyles and cultures that are different from their own. Overall the school is providing satisfactory value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The setting has sustained the outstanding judgement that was secured when the school was last inspected. Both the nursery and reception settings provide a warm, welcoming and caring environment with a stimulating and varied range of activities for the children. Planning is very detailed and provides coherent links between all aspects of the provision. The staff have a strong and thorough understanding of the Early Years Foundation Stage and relationships are excellent. This contributes significantly to the positive outcomes of the children. From average to above average starting points children make particularly strong progress through the settings. They grow in confidence, use equipment safely, resources imaginatively and develop their independence effectively. This was seen very well as children examined 'Santa's footsteps' excitedly, using magnifying glasses, and were eager to talk about their discoveries. Leadership and management of the Early Years Foundation Stage are particularly strong, seeking to develop and improve within both Nursery and Reception. Staff work together exceptionally well as a team, through well-planned training and ensure that the children's welfare requirements are all fully met. Very strong links with parents and carers are established from the start. This continues throughout the time children are engaged in the settings and very effective transition arrangements enable children to transfer quickly between years groups and settle quickly.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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

Almost all of the parents and carers who responded to the inspection questionnaire were entirely supportive of the school and expressed an appreciation for all that the school does for their children. Many highlighted their satisfaction of the level of care for their children. The inspection team agrees with the supportive comments made. The small number of responses which were negative referred to questions about the pupils' behaviour and some reflecting individual concerns. During the inspection pupils' behaviour was seen to be consistently good and contributing well to pupils' learning in lessons. Overall inspectors view this overall response as positive and a generous affirmation of the positive work of the school. There is confidence amongst the parents and carers who responded to this questionnaire in the school's new leadership.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chapel End 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 362 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	71	16	28	1	2	0	0
The school keeps my child safe	36	62	19	33	2	3	0	0
My school informs me about my child's progress	29	50	26	45	1	2	1	2
My child is making enough progress at this school	30	52	25	43	2	3	0	0
The teaching is good at this school	35	60	21	36	1	2	0	0
The school helps me to support my child's learning	33	57	22	38	3	5	0	0
The school helps my child to have a healthy lifestyle	30	52	26	45	1	2	0	0
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	48	26	45	1	2	0	0
The school meets my child's particular needs	26	45	30	52	1	2	0	0
The school deals effectively with unacceptable behaviour	25	43	24	41	6	10	2	3
The school takes account of my suggestions and concerns	23	40	29	50	2	3	1	2
The school is led and managed effectively	33	57	22	38	1	2	0	0
Overall, I am happy with my child's experience at this school	34	59	21	36	2	3	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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



13 December 2010.

Dear Pupils

Inspection of Chapel End Primary School, Wigan, WN5 7TX

My colleagues and I really enjoyed our recent visit to inspect your school. Thank you very much for your warm welcome and for looking after us so well. You were very helpful in lessons and when we asked you to explain what you were doing and you were also very friendly around the school. Particular thanks should go to everyone who spoke with us and who helped us to understand why it is that you enjoy going to your school so much.

Chapel End Primary School is a satisfactory school, with some really interesting work taking place. Work undertaken for children in the nursery and reception is excellent. The staff care for you all well and make sure you feel safe and secure. Your headteacher, governors and staff manage your school well and we feel that you are making really good progress in your writing. I shall remember some beautiful pieces of writing in Year 5, Santa's footsteps through the Early Years Foundation Stage setting and all those 'Sticky Finger' exercises you enjoy so much.

When we visit schools we also look for things which will help each school to get even better. We have asked your school to do a number of things. We think that your standards in mathematics could be even higher than they are now. We have asked your teachers to try to match the work they give you to your different abilities, and to be more consistent in marking your mathematics work so that you know how to improve it. We think too, that it would be good for you to try to find out more about boys and girls, whose culture and lifestyle is different from yours, so that you get a broader picture of what life is like for other people living in Britain and in the wider world.

Thank you once again for all your help when we made our visit to you. We send you all our very best wishes for the future. We do hope that you continue to enjoy learning as much as you do at the moment.

Yours sincerely,

David Halford

Lead Inspector

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