

Chapelfield Primary School

Clough Street, Radcliffe, Manchester, Lancashire , M26 1LH

Inspection dates 19–20 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. Children start school with skills well below those generally expected for their age. They make good progress in their learning in all classes across the school.
- As a result of good teaching, standards in mathematics and English are now above the national average by the end of Year 6.
- Disabled pupils and those with special educational needs are well supported by staff in lessons and make good progress.
- Pupils behave well in lessons and around school; they are polite and courteous to each other and to all adults. They say they feel safe in school.
- All leaders including governors are committed to continuous improvement in teaching and learning and they share a strong desire to provide the best for every pupil.
- The governing body supports and challenges the school to improve by rigorously managing the performance of all staff.

■ It is not yet an outstanding school because

- Whilst pupils make good progress in mathematics and writing, their rate of progress is not as fast in reading, because they do not have enough access to a wider range of books to extend their vocabulary and interests.
- There is not yet enough outstanding teaching to ensure that pupils make outstanding progress. For example, pupils are not given sufficient opportunities to work independently and to reflect on their learning.

Information about this inspection

- Inspectors observed teaching in all classes and saw 15 lessons, four of which were joint observations with the headteacher and three members of the senior leadership team. In addition, the inspectors observed teaching assistants working with pupils.
- Discussions were held with pupils in lessons and their work was discussed with them.
- Meetings were held with senior and middle leaders, representatives of the governing body, teaching and classroom support staff, family support staff, pupils and a member of the local authority.
- Pupils' work was scrutinised in English, mathematics and a range of other subjects.
- Inspectors listened to pupils read and checked reading progress records including home-school diaries.
- A wide range of documentation was reviewed including national assessment data, the school's own data, records of the checks made on the quality of teaching and the progress of pupils, the school's view of its own performance and the school development plan. In addition, minutes of governing body meetings, safeguarding documentation and external reports from the local authority were reviewed.
- Twenty-two responses from parents to the online questionnaire (Parent View) were taken into account.

Inspection team

Gillian Hunter, Lead inspector

Additional Inspector

Allyson Ingall

Additional Inspector

Carol Machell

Additional Inspector

Full report

Information about this school

- Chapelfield is a larger than average-sized primary school. Since the previous inspection, the number of pupils at the school has increased.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported by school action plus or who have a statement of special educational needs is above average.
- The proportion of pupils who are eligible for support through the pupil premium is above average. The pupil premium is funding to support pupils known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is much lower than the national average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The headteacher is a recognised Local Leader of Education. Since the previous inspection, the school federated with another local primary school for a fixed period of one year (2011/2012). There was a shared governing body. The headteacher remained the substantive headteacher of the school and also became the executive headteacher of the local primary school. He divided his time between both schools. The deputy headteacher took on the role of acting headteacher and other members of the leadership team also took on temporary additional leadership responsibilities.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that:
 - there are more opportunities for pupils to work independently in lessons
 - pupils are given enough time to respond to questions and reflect on what they are learning
 - marking and feedback consistently focus on the concepts being taught to move pupils on in their learning still further.
- To continue to improve achievement, especially in reading, by making sure that:
 - pupils have access to a wider range of books and texts to extend their knowledge, vocabulary and interests
 - there are more opportunities for talk and discussion so that all pupils deepen their understanding of themselves and the world around them.

Inspection judgements

The achievement of pupils is good

- Many children enter the Nursery class with skills and knowledge that are well below those expected for their age. Good teaching means they soon settle in and learn quickly. By the time they start in Year 1, most pupils have reached standards that are closer to age-related expectations, although they are still behind what is typically expected for their age especially in early reading and writing skills.
- During their time in Key Stage 1, most pupils make good progress from their starting points with many reaching average standards in reading, writing and mathematics at the end of Year 2. However, some pupils make slower progress, particularly in reading and writing.
- At Key Stage 2, pupils make good progress especially in writing and mathematics and leave school, at the end of Year 6, with above-average attainment. Following the dip in attainment in mathematics in 2012, the school quickly put actions into place for additional support for pupils and made sure that progress was swift. As a result, pupils' achievement improved markedly. In 2013, for example, the number of pupils making and exceeding expected progress was higher than the national average. More-able pupils achieved better than the national average, especially in mathematics.
- Pupils' work and assessment data show that pupils currently in the school are on course to reach the expected level, and a good proportion are showing the potential to reach the higher levels, by the end of Year 6. Currently, pupils do not read widely enough to extend their knowledge, vocabulary and interest in reading to improve their achievement rapidly enough.
- Disabled pupils and those with special educational needs make very good progress from their starting points. The school provides many opportunities and additional support that is well focused and matched to their varied needs. Their progress is regularly checked to make sure that the support can be adapted and changed accordingly. Teachers and additional support staff have high expectations of these pupils.
- School assessment records and work in class show that pupils entitled to support through the pupil premium funding and pupils who speak English as an additional language achieve at least in line with national expectations by the end of Year 6. Funding is well targeted for these pupils, including additional staffing and high-quality support to assist pupils to achieve well and make good progress.
- The gap in the attainment of pupils known to be eligible for free school meals compared to other pupils is narrowing in English and mathematics so that, by the end of Year 6, their attainment is similar to other pupils in the school. In addition, these pupils are actively encouraged and supported to access a good range of extra-curricular physical education, sport and musical activities. In mathematics, girls have made good progress and are now making above average rates of progress by the end of Key Stage 2.

The quality of teaching is good

- Pupils have a very positive attitude to their learning; they work hard and cooperate well with each other.
- Good and sometimes outstanding teaching secures good achievement for pupils. The majority of teachers meet the individual learning needs of all pupils well. In lessons where teaching is at least good, teachers skilfully and rapidly increase the rate of learning when they recognise that pupils have understood the work set.
- In a few lessons, the pace of learning slows down because tasks are over directed and pupils are not allowed to flourish as independent learners. Some pupils do not have the skills, knowledge and vocabulary to express themselves fully and their lack of experience can restrict their progress, especially when the work requires them to have an understanding of the wider world around them.

- In the best lessons, teachers continuously check what pupils can do by questioning them in a way that prompts them to explain their thinking. Teachers plan carefully with teaching assistants to improve pupils' understanding rapidly, matching the learning task precisely to the pupils' ability levels including of the most able. They have a clear understanding of how effectively their teaching is helping pupils to increase their learning.
- Inspectors observed this when a teacher and teaching assistant probed younger pupils' understanding of calculating 'more than and less than' to help them overcome difficulties in understanding previous work. The questions and tasks were well matched to the needs of all learners. Pupils responded exceptionally well and moved forward in their skills and understanding.
- All teachers plan work well for different ability groups and most teachers provide opportunities for pupils to reflect on their learning. This was seen in a high quality Year 6 English lesson that required lower-attaining pupils to refine and improve their writing. In a few lessons, however, more-able pupils are not pushed on as quickly as they could be because they have other, more routine tasks to get through first.
- Marking and feedback have improved since the previous inspection. There are some outstanding examples where marking is linked to the concept that has been taught and helps pupils to understand how they can make progress. Where this is not the case, the work is not always followed up, which means that some misconceptions are not dealt with quickly enough.
- In all classes, teaching assistants and other adults work well with teachers to support the learning needs of individuals or groups of pupils. Teaching assistants work successfully with teachers to support and improve the learning of all pupils well. Disabled pupils and those with special educational needs are supported well in lessons, in additional support sessions and so that they can access extra-curricular activities.

The behaviour and safety of pupils are good

- Behaviour and attitudes to learning in lessons and around the school are good. Pupils are courteous and friendly. They show respect for each other and for adults reflecting the strong, positive ethos of the school.
- A particular strength of the school is its success in supporting pupils who find it difficult to cope emotionally and socially and this helps them make good progress both personally and academically.
- Pupils have a good understanding of how to keep themselves and their friends safe. Bullying is rare and pupils are able to explain the different forms bullying can take. They recognise concerns regarding internet safety and the issues connected with social networking. They are confident that there are adults to talk to if they have any worries. The school encourages pupils to seek out an adult to talk to if they have any concerns or worries and this is clearly prioritised in the motto, 'Can I have a word with you...?'
- Attendance is above the national average and has remained consistently so over time. Persistent absence is low and the school follows up any absence rigorously. Regular attendance is promoted well and there is clear guidance for pupils and parents about the importance of attendance and of its impact on pupils' achievement.
- Most parents believe that behaviour is good. They think their children are kept safe and are well supported.
- Pupils' spiritual, moral, social and cultural development is good. They are tolerant and supportive of each other.

The leadership and management are good

- The headteacher and senior leaders share a determination that the school will continue to improve. Following the recent dip in standards in mathematics at Key Stage 2, the school has focused rigorously on improving the quality of teaching and learning. There have been a number

of initiatives, including 'Early Maths' that has refocused the whole school community. This has been effective in raising pupils' attainment and achievement and demonstrates a secure capacity to improve still further.

- The headteacher is well supported by the effective senior leadership team. Performance management and appraisal arrangements are robust, focusing strongly on improving the quality of teaching and learning and providing staff with clear targets and relevant training to enable them to improve their classroom practice.
- The school knows itself well and senior leaders recognise the priorities needed for further improvement. There is a perceptive school development plan with clear priorities that are shared by all leaders and staff. The checks made on the quality of teaching and learning are thorough.
- School leaders recognise the importance of teachers sharing their particular knowledge and expertise with others and there are many opportunities for teachers to work together to review and discuss their teaching.
- Teachers understand the Teachers' Standards and are clear that they are held accountable for the improved progress and attainment of their pupils. Increases in salary are related directly to classroom performance and to pupils' achievement.
- The local authority supports the view that leadership is good and ensures that the headteacher and other leaders are used effectively to support developments in other local schools. This has resulted in noticeable improvements that have been valued by the local authority.
- The leadership of the school is striving for further improvement and, together with all staff, there is a good team approach that focuses on ensuring the best for every pupil and supporting families.
- The recently reviewed curriculum is being implemented to enhance pupils' learning. There are opportunities for pupils to experience a range of visits to the local and wider community, as well as visitors who come into the school to provide pupils with information and learning first hand. The primary school sports funding is also used well and there is a wide and varied programme of sports activities to impact on improving the health and well-being of pupils.
- **The governance of the school:**
 - The governing body is well informed because governors have regular meetings with staff. The headteacher provides clear guidance and documentation, which governors can access, and this helps them to ask questions and hold the school to account.
 - The key priorities for improvement are understood and governors are clear of the areas for development. They know in detail how well pupils are doing and receive regular updates about the quality of teaching. They use this information to make decisions about school improvement priorities and staff deployment. In addition to shaping the direction of the school, many governors have a hands-on role, making visits to classrooms to help out and to see the school at work.
 - The governing body uses the pupil premium funding wisely, making sure that it is targeted appropriately and evaluates its impact on the achievement of those pupils known to be eligible for that support.
 - Governors are continuing to develop their effectiveness in checking and evaluating the impact of initiatives to ensure these are becoming firmly embedded.
 - All essential policies are in place and the governing body ensures that safeguarding and child protection policies and practice meet statutory requirements, that equality of opportunity is good and that discrimination in all its forms is rejected.

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

Unique reference number	105313
Local authority	Bury
Inspection number	426224

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	314
Appropriate authority	The governing body
Chair	Don Binks
Headteacher	Malcolm Gate
Date of previous school inspection	19 November 2008
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