

Chapel-en-le-Frith CofE VC Primary School

Warmbrook Road, Chapel-en-le-Frith, High Peak, SK23 0NL

Inspection dates 25–26 February 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching requires improvement. Not all teachers have sufficiently high expectations of what pupils can achieve.
- Rates of progress across year groups and subjects vary and are not consistently good for all.
- Attainment gaps in writing are still too wide, particularly between girls and boys.
- Teachers' questioning does not always give pupils the opportunity to deepen and broaden their learning.
- Progress in writing is slower than in mathematics and reading. Pupils do not always apply their literacy skills fully in writing across all subjects.
- Not all activities undertaken by children in the early years are focused sufficiently well on their particular learning needs.
- Although pupils behave well, teaching does not always engage their interest and rates of progress slow when this happens.

The school has the following strengths

- The school is well led by the inspirational new headteacher. School leaders are ambitious, focused, and effective in raising standards.
- Pupils are polite, courteous and their behaviour around school is good.
- This is a happy school where all pupils are valued and thrive.
- The governing body is well informed. Governors are determined to bring about change quickly. They challenge school leaders rigorously in order to improve pupils' achievement.
- Pupils enjoy coming to school and this is reflected in their above-average attendance rates.
- Rates of progress in reading and mathematics in particular, are increasingly quickly for most pupils.

Information about this inspection

- Inspectors observed 18 lessons, including six observations carried out jointly with either the headteacher or deputy headteacher. Inspectors observed the teaching of early reading skills and listened to young pupils read.
- Inspectors observed an assembly.
- Inspectors spoke with pupils informally in lessons, around school and at lunchtime. An inspector also spoke formally with a group of pupils.
- Inspectors talked with pupils about their work during lesson observations. They also looked at a sample of work from all year groups to gain a view of the impact of teaching over time; this work scrutiny was carried out with the headteacher and deputy headteacher.
- Meetings were held with the headteacher, the deputy headteacher, subject leaders, the special educational needs manager, the learning mentor, representatives of the governing body, the school business manager, a representative of the local authority and the Director of Education for the Diocese of Derby.
- Inspectors spoke with parents informally at the beginning of the school day. They also took into account the 26 responses to Parent View, Ofsted’s online questionnaire for parents.
- Inspectors looked at a wide range of school documentation including the school’s self-evaluation and plans for improvement, school policies, the range and quality of information on the school’s current website and on the newer site waiting to be launched. They also looked at the school’s evaluation of the quality of teaching, the most recent data on the attainment and progress of pupils, information regarding the safeguarding of pupils, the most recent performance management information and recent data regarding the attendance and punctuality of pupils.

Inspection team

Jan Connor, Lead inspector

Her Majesty’s Inspector

Stephen McMullan

Her Majesty’s Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- The school is a larger than average-sized primary school.
- The majority of pupils are of White British heritage with English as their first language.
- At just over one-fifth the proportion of pupils supported by the pupil premium is lower than that found nationally. This is additional funding provided by the government to support pupils who are known to be eligible for free school meals or in the care of the local authority.
- At just over one-quarter, the proportion of disabled pupils and those who have special educational needs is well above average.
- The school has an enhanced special needs provision for pupils with complex special needs including autistic spectrum disorders, speech and language difficulties and other complex physical disabilities. Pupils are integrated into classes and receive specialist support through one-to-one help when needed.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new headteacher was appointed in September 2014.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring that teachers have consistently high expectations of what all pupils can achieve
 - ensuring teaching engages and interests all pupils so that they remain focused throughout their lessons
 - improve the quality of teachers' questioning so that no opportunity is missed to deepen and broaden pupils' learning.
- Rapidly close the attainment gaps in writing for all pupils, but for boys in particular by:
 - ensuring teachers require pupils to use the skills they have developed in literacy lessons in all their written work, particularly in spelling, grammar, and punctuation, when they write at length in other subjects
 - identifying strategies that encourage boys to write.
- Improve the achievement of children in the early years by ensuring that those activities not led by adults are carefully planned for and assessed so that children's learning needs are met across all seven areas of learning.

Inspection judgements

The leadership and management are good

- The new headteacher, ably supported by the deputy headteacher, has inspired a strong sense of purpose among other leaders and staff. There is a collective focus on improving the quality of teaching. Although outcomes for all pupils are not yet good, particularly in writing, this is an improving school.
- School leaders with specific subject or leadership responsibilities have made important contributions to raising the achievement of pupils, even though a number are new to their roles and still developing their leadership skills. They regularly challenge their colleagues to improve their teaching. As a result, pupils' progress is beginning to accelerate quickly, particularly in mathematics and reading.
- Systems for checking the quality of teaching are robust. School leaders know the strengths and weakness in teaching and act quickly and put effective plans in place to improve outcomes for pupils. Bespoke training to address identified weaknesses is improving the quality of teaching. From a low base, leaders are securing accelerated progress for pupils.
- School leaders know that not all pupils in receipt of the additional pupil premium funding are doing as well as others. Provision and interventions for these pupils have been reviewed to accelerate their progress. School data show that some pupils are now making faster progress and that gaps in achievement are closing as a result, although this is not the case for all pupils.
- The sports premium funding is well used to support the development of teachers' skills when teaching physical education. As a result, the quality of teaching in physical education has improved and pupils' application of skills has also improved at playtime and lunchtime.
- The school provides all pupils with opportunities to learn about themselves and the world around them through a well-balanced curriculum that is effective in promoting British values. This is an inclusive school where pupils show respect and tolerance for each other. The school provides good opportunities for the social, moral, and spiritual development of pupils. However, provision for some aspects of their cultural development is not as well developed.
- Relationships with parents are very positive. Parents who responded to the online questionnaire and those who spoke with inspectors acknowledged that their children are making better progress. They appreciate knowing exactly how well their children are doing and they also value the care provided by the staff.
- The arrangements for safeguarding pupils meet statutory requirements. The school has strong relationships with other agencies and works well with them to ensure pupils remain safe.
- The local authority has provided timely and effective support to improve the quality of education. It has helped the school improve the effectiveness of subject leaders, supported senior leaders in checking the quality of teaching and early years leaders in improving the quality of provision for the youngest children. This support has been instrumental in the accelerated progress pupils are making.
- **The governance of the school:**
 - The effectiveness of the governing body has increased considerably since the last section 5 inspection. The Chair of the Governing Body is a committed and motivating leader. She has galvanised her fellow governors into action. Governors are fully committed to a rigorous programme of checking how well school leaders are doing. Governors ask challenging questions. They check school improvements for themselves and return if they are not satisfied with progress. Governors know the school well.
 - Governors receive regular reports about the quality of teaching. They regularly check progress data and know the strengths and weakness in pupils' achievements. Systems for managing the performance of teachers are rigorous and governors are very clear about the links between teachers' pay and improving standards for all pupils.
 - Governors have a good understanding of how the pupil premium funding is used. The 'Pupil Premium

Champion' on the governing body is linked closely to the staff member responsible for this area of the school. Governors concerns about the progress of this group of pupils brought about significant changes in school staffing, with new staff appointed to support pupils' needs and raise achievement. This is new and the impact of these actions are still to be measured.

The behaviour and safety of pupils requires improvement

Behaviour

- The behaviour of pupils requires improvement because they do not remain consistently focused throughout their lessons. Whereas they are usually keen to learn and want to be challenged, when activities are mundane and do not require enough of them, they do not try as hard and their progress slows.
- Behaviour around school is good. Pupils treat the premises and resources with respect. Pupils' conduct with each other and with adults is polite and courteous. They are keen to include everyone; it is a credit to them that everyone, including those with complex special needs, thrive in this inclusive environment.
- The new system for managing the behaviour of pupils is popular. The clear rewards or sanctions make pupils think carefully about their attitudes to work and play and the choices they make. Inspectors noted the enthusiasm and excitement when pupils put their names up the colour chart as a reward for good work or attitudes to learning.
- The school's systems for promoting high attendance are good so that overall attendance is above average. Some pupils with complex special needs necessarily have to take time away from school for regular medical appointments; the school works hard to ensure they catch up with any learning missed. There were three fixed-term exclusions at school this year.

Safety

- The school's work to keep pupils safe and secure is good. Leaders place a high priority on keeping pupils safe. Parents also feel their children are safe in school. Systems for safeguarding pupils and promoting their social and moral well-being are good.
- School systems for checking the safety of the school site are sound. The school buildings are clean and tidy. The school has the appropriate risk assessments in place, for example for fire safety and visitors in school. This shows they have thought carefully about potential hazards.
- Pupils say they feel safe in school and are able to assess risks such as those associated with the internet; and dangers on the roads. Pupils are clear that if they had concerns about safety, adults in school would help and support them.
- When asked if they had experienced bullying in school, pupils were very clear that they had not. Pupils are aware of different types of bullying, including racist and homophobic bullying. None of the pupils spoken to either in groups or around school had witnessed any racist or homophobic name calling. Pupils are aware that they 'fall out', but said that adults in school always help them to make friends again quickly.
- School staff have a good understanding of how to safeguard pupils and know who to go to should concerns about safeguarding arise.

The quality of teaching requires improvement

- The quality of teaching requires improvement because not all teachers present the same level of challenge for all pupils. Teaching has not secured consistently good progress for all groups of pupils in mathematics, reading and, writing over time.
- The teaching of writing requires improvement. Although teachers plan for writing activities across different subjects, they do not demand the same standards as in literacy lessons. Consequently, pupils do not

always spell common words correctly or ensure they apply the correct rules of grammar and punctuation. Although boys are now making more rapid progress, their attainment in writing remains below that of girls.

- Teachers' planning to meet the learning needs of pupils has improved considerably since the last section 5 inspection. However, not all the activities pupils undertake sustain their interest; as a result, they do not always put their best efforts into their learning and the pace of progress slows.
- When teachers question pupils, they are often satisfied with basic answers. This means that they do not spot pupils' misconceptions or see when they are ready for more challenging work, taking action accordingly.
- Teachers' marking has improved. In the best examples, teachers' comments challenge pupils to think deeply about their work and pupils have opportunities to correct mistakes and improve their work. In Year 6 pupils' books, inspectors saw good examples of a dialogue between teachers and pupils about their work; as a result, pupils' knowledge and understanding deepened. However, this quality of marking is not consistent in every year group.
- Provision for the most able pupils provides them with appropriate challenge in most classes. However, as for other pupils, they do not make the progress of which they are capable in writing.
- The teaching of reading has improved. Teachers plan well to teach specific reading skills and, as a result, pupils across the school are making much better progress. The teaching of phonics (the sounds letters make) is effective and contributing to pupils' good progress.
- Disabled pupils and those who have special educational needs are well provided for. They receive extra help both in class and one-to-one with skilled teaching assistants. The special education needs leader is effective in securing good quality teaching and, as a result, outcomes are improving.

The achievement of pupils

requires improvement

- Across the school, pupils' attainment in writing is below that expected for their age. While most pupils' progress is accelerating, it is inconsistent and patchy across year groups. Boys' progress in writing is accelerating at a faster rate than girls. However, because of previous attainment gaps, outcomes for boys' writing remain below those of girls.
- Currently, most pupils in Key Stage 1 and Key Stage 2 are attaining outcomes similar to age-related expectations in mathematics and reading.
- In 2014, there was significant improvement in pupils' results in the Year 2 and Year 6 national tests, with broadly average attainment in mathematics, reading, and writing.
- In 2014, the difference in attainment between Year 6 pupils who were eligible for the pupil premium and their classmates in mathematics and reading was about 2 terms behind. However, they attained similar levels in writing. The difference in attainment between pupil premium pupils and other pupils nationally in the same subjects is about 1 year behind. Since the last inspection, gaps for these pupils are narrowing.
- The attainment of the most able pupils has improved considerably since the last inspection. In Year 6, more pupils than before reached Level 5 or above in mathematics and reading. However, in writing the pupils did not do as well, this was particularly true for boys. In Year 2, there is a similar picture at Level 3 in all three subjects.
- The proportion of pupils in Year 1 who achieved the expected outcomes in the phonics screening check was similar to that nationally.

- Those pupils with very complex learning needs, who receive enhanced special needs provision, make steady progress in small steps. Other disabled pupils and those with special educational needs make similar progress to their peers, from their different starting points, in reading, writing, and mathematics.
- The presentation of pupils' work has improved considerably. Presentation is usually, neat and work is well organised.

The early years provision requires improvement

- Many children join the early years with limited skills in communication and language, technical knowledge and physical development.
- Outcomes for children in the early years improved in 2014. By the end of the year, more children achieved a good level of development than in the previous year. Children learn to develop the appropriate social skills and are closer to the national average in this area of learning. However, in 2014, children's outcomes were below the national average for a good level of development, particularly in numeracy and literacy. Not enough children exceed the early learning goals in any area of learning and some are not well prepared for the next stage in their education.
- The planning and assessment of learning in activities where children are learning alone or with their peers are not well developed. This means that children's progress in the development of skills and understanding across all seven areas of learning is restricted.
- The assessment of children's learning needs is better in social and emotional development, physical development, literacy and communication and numeracy than in other areas, including mathematics.
- Adults working closely with children in small groups or whole-class teaching demonstrated that they know the children well and provide appropriate learning activities.
- The quality of teaching is improving. Most groups of children are making at least expected progress from their starting points in the all areas of learning. School data for this current Reception year are positive, the proportion of children predicted to reach a good level of development is in line with the national average for 2014. Work in children's books and school data suggest they are on track to meet this target.
- The leadership of the early years is improving. The early years leader checks the quality of teaching and learning across both Nursery and Reception and as a result there is better and more equal provision across this key stage. The learning environment in Reception, and increasingly in Nursery, is now well organised with well-presented, accessible equipment that invites children to learn.
- Parents speak positively about the changes in the early years. They welcome the opportunity to come into school to work alongside their children.

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	133538
Local authority	Derbyshire
Inspection number	454412

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	The governing body
Chair	Diane Bayirli
Headteacher	Jacque Conacher
Date of previous school inspection	24–25 October 2013
Telephone number	01298 812000
Fax number	01298 815751
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