

# Chapel-en-le-Frith CofE VC Primary School

## Inspection report

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<b>Unique Reference Number</b>	133538
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	316145
<b>Inspection dates</b>	19–20 November 2008
<b>Reporting inspector</b>	Ronald Cohen

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	449
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Tania Lee
<b>Headteacher</b>	Mr Trevor Smith
<b>Date of previous school inspection</b>	14 June 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Warmbrook Road Chapel-en-le-Frith High Peak Derbyshire SK23 0NL

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<b>Age group</b>	3–11
<b>Inspection dates</b>	19–20 November 2008
<b>Inspection number</b>	316145

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Chapel-en-le-Frith Church of England Voluntary Controlled Primary School is much larger than most other primary schools. It opened in 2002 after the amalgamation of Chapel-en-le-Frith Infant and Nursery School and Warmbrook Junior School. During the process of amalgamation, and for some years thereafter, the school experienced disruption as a result of several changes in senior leadership. The current headteacher was appointed in September 2007.

Chapel-en-le-Frith is a Derbyshire High Peak market town. It is a mixed community of private and rented accommodation. The vast majority of pupils come from white ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is above average, and the numbers with a statement of special educational needs is very high. The school provides an Enhanced Resource Service (ERS) for pupils with specific needs. The ERS draws pupils from a wider area than Chapel-en-le-Frith, and includes pupils who have autism, physical disabilities, and speech, communication and learning difficulties. The school has a 65 place Nursery and an independently run, before- and after-school club (Snowball Club). This latter was the subject of a Child Care Inspection in the week of the inspection. Children enter the Early Years Foundation Stage (EYFS) with attainment and skills which are below those expected at their age.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school which gives good value for money. Staff work hard and effectively to provide a safe and stimulating environment in which children are encouraged to take increasing responsibilities. Behaviour is good, and relationships are mutually supportive. Pupils enjoy coming to school, are proud of being a part of their school community and take full advantage of the wide range of lunchtime and after school activities. Attendance is good and above average. This is testimony to how much pupils enjoy coming to school. Parents value highly the school's work. They feel that it is 'a friendly, well run school, with teachers who are approachable and who treat children as individuals'.

Children make good progress, reaching average standards. From below average skills, they make a good start in Nursery and Reception. They develop good personal and social skills and improve their language and communication skills which initially are at a low level. They generally maintain these good rates of progress across Years 1 and 2, and make good gains in numeracy skills. As a result, they attain above average standards by the end of Year 2. Progress has been less consistent across Years 3 to 6. This is largely because these pupils' education has been affected by the rapid and repeated staff turnover in the senior management of the school. However, the new senior leadership team, has already had significant effect on establishing a continuing upward trend in pupils' standards and progress in Key Stage 2. The school and parents are rightly proud of the good progress by pupils who are effectively supported by staff from the ERS.

The overall quality of teaching and learning is good and there is good practice across the school. Best teaching, and this is by far the majority, is characterised by a creative approach that brings learning alive while usually not neglecting the learning needs of all pupils. There is particularly good teaching for pupils with learning difficulties and/or disabilities. However, teachers do not consistently provide sufficiently challenging activities for the more able pupils. Good use is being made of the recently refined tracking procedures to support pupils' progress more quickly. Nevertheless, marking does not always identify clearly what pupils need to do to improve their work in order to reach higher standards.

A well-planned curriculum offers a good range of cultural and multicultural experiences, as well as good sporting opportunities. The Foundation Stage makes good provision with effective teaching of social skills. Parents are very appreciative of the good care, guidance and support that the school provides for their children. Pupils say that 'the teachers are always there for them and really care.' Pupils' good personal development is a result of open relationships with all staff. Pupils take a lively interest in their school, act maturely and show respect for the world around them. They develop a good understanding of healthy lifestyles and an increasing appreciation of the global dimension through their work on different cultures and their learning of a foreign language. The many opportunities afforded to them to take on responsibilities, engage in fund-raising and other public events, ensure that most pupils develop a sense of value gained from contributing to a community. Their good ability to work cooperatively, and their developing literacy, numeracy, and information and communication technology (ICT) skills, prepares them well for their future lives.

Leadership and management are good. Perceptive and strong leadership by the headteacher has ensured that staff have taken effective steps to address issues for improvement from the last inspection and create a climate where learning flourishes. There is still more to be done to

guarantee that all pupils, including higher ability pupils, achieve consistently well throughout the school. However, the successes gained so far, particularly the burgeoning progress in Year 6, together with the lack of complacency, indicates that Chapel-en-le-Frith Primary has good capacity to improve even further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children make good progress in the EYFS because they are taught well. They leave the EYFS with standards which are close to those expected for their age. The children are happy in school and they enjoy themselves. Their behaviour is good, although occasionally a very small number find it difficult to maintain concentration on the tasks they have chosen. The staff work hard to create a friendly and caring learning environment, in both Nursery and Reception, and the children also benefit from the good links that are established with parents. The safety of the children is a priority of the staff, and their welfare is promoted exceptionally well. Adults provide the children with a good balance between teacher-led activities and chances for them to choose for themselves, and they take every opportunity to help them develop their various skills. The good range of reading and writing activities helps to tackle weaknesses in literacy skills. A good range of resources is provided, with the outdoor areas being used well to support all aspects of the curriculum. Leadership and management are good. The EYFS leader uses her specialist knowledge and enthusiasm well in making suitable provision for the children, and other staff members support her well in providing for their various needs.

### **What the school should do to improve further**

- Ensure that teachers provide challenging activities for all pupils, particularly the more able.
- Ensure consistency of best practice in the use of marking so that all pupils are aware of what they need to do in order to improve.

## **Achievement and standards**

### **Grade: 2**

When pupils leave at the end of Year 6, standards are generally in line with national averages. This represents good progress overall. However, the rate of progress is not consistent. The good provision in the Foundation Stage ensures that even the youngest make good progress and by the time they enter Year 1, standards are close to average. This progress continues in Key Stage 1, and standards at the end of Year 2 are above average. However, progress made in EYFS and at Key Stage 1 slows at Key Stage 2, where it is satisfactory. The progress made by pupils in Key Stage 2 has been affected by staff turbulence and turnover during much of their time at school. Nevertheless, the relatively recent stability has brought a strong upward trend in the attainment of pupils in Year 6. This is reflected in the results of 2008, in the current work in class, including pupils' notebooks.

Throughout the school, pupils with learning difficulties and/or disabilities make good progress. School interventions are used very well to support and challenge pupils. The very effective deployment of support from the teaching assistants enables all supported pupils to meet their targets and make good progress. The school's new thorough tracking system ensures that targets are set appropriately so that most pupils are challenged to do well. Some more able pupils, however, do not always have their abilities extended to their furthest point.

## **Personal development and well-being**

### **Grade: 2**

Pupils' enjoy coming to school and are enthusiastic about all that the school has to offer. Their attendance is above average. They have positive attitudes to learning and behave well. Relationships are good, increasing pupils' confidence and self-esteem. Pupils feel safe and secure in school because they know that there is always an adult to turn to should they have a problem or need help. Through assemblies, religious education and the strong programme for personal and social education the pupils have a good understanding and awareness of spiritual, moral, social and of their own cultural traditions; their understanding of other cultures is less secure. Pupils' good contribution to school life gives them a strong understanding of living in a community. The school council is very proud of its many achievements. They speak enthusiastically of their most recent contributions towards developing the new school library and their suggestions about improvements to the playground equipment. There are further opportunities for pupils to carry out responsibilities within school such as the peer mentors who make a good contribution to playtimes by assisting any pupils who may have problems. Pupils have many opportunities to link with the local and wider community especially with the local churches, taking part in the local well-dressing ceremonies, visiting the local residential homes to sing and raising money for several charities. The Healthy Schools award acknowledges that pupils have a good understanding of the importance of exercise and eating the right foods to maintain a healthy lifestyle. Pupils take full advantage of the wide range of after-school sports that are offered. Their interest in learning and their strong social skills alongside their academic achievements prepare them well for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers show good subject knowledge. Classes are well managed, and the lessons are interesting, with a good mixture of whole class and group activities. Relationships are a particular strength, and pupils enjoy their learning. A good range of resources and strategies are used in lessons, including interactive whiteboards, and pupils are well behaved and keen to learn. Staff make good use of 'talk partners' to allow pupils to discuss their thoughts and ideas. Occasionally, however, opportunities are missed for pupils to discuss their work at length in front of the whole class, to help them clarify their ideas and further develop their understanding of the work being undertaken.

Teachers plan their lessons thoroughly, and the needs of pupils with learning difficulties are met well, and teaching assistants are particularly well deployed to promote the learning of these pupils. This ensures they are able to join in all class activities and achieve well. On occasion, the work provided for some more able pupils, is not challenging enough, so that their knowledge and skills are not fully extended during the lesson. Marking is frequent, but does not always clearly tell pupils what they need to do in order to improve.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum enables pupils to study an interesting range of subjects, and this contributes to their good progress. There is a positive emphasis on the use of the school's very extensive

grounds, as well as the wider area around the school to extend learning. The school makes good provision for music, and the curriculum is further enhanced through the provision of French. A particular emphasis is being placed on the increased use of ICT. However, there are missed opportunities to develop work related learning and enterprise skills. All pupils with learning difficulties and/or disabilities are carefully identified, and pupils are provided with a good range of tasks, activities and support.

There is a good emphasis throughout the school on developing pupils' personal and social skills. The curriculum makes a most appropriate contribution to pupils' safe and healthy lifestyles. There is a good range of outings, visitors and clubs, which pupils much appreciate and which they support with enthusiasm. Year 6 pupils are particularly enthusiastic about the visit they made to the Whitehall outdoor activity centre.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good overall. The school provides outstanding pastoral care for the pupils. The majority of parents strongly support the view that their children enjoy school, feel safe, and are happy and well cared for. Procedures for health and safety, risk assessments and child protection are secure. The strong programme for personal, social and health education ensures that pupils are developing a clear understanding of moral and social behaviour and contributes strongly to pupils' good personal development. The school provides good support for pupils with learning difficulties and/or disabilities. Their needs are identified early and effective action is taken to help them, so that they make good progress towards their individual targets. There are good links with many outside agencies who provide additional support where necessary. The school has developed appropriate procedures to assess and monitor pupils' academic progress. This information is used to set class and group targets. Although the majority of pupils are familiar with their targets and are clear about what they have to do to improve, this is inconsistent across the school.

## **Leadership and management**

### **Grade: 2**

The headteacher's leadership, ably supported by the senior team and governors has been a key factor in ensuring that the school continues to move forward well in supporting pupils' progress and welfare. He has ensured that all staff and governors are working together towards a common goal, putting pupils first and seeking opportunities to raise standards even further. Strong team work and the emphasis on professional development ensure that benefits are shared widely among the staff. There is commitment to reviewing practice; hence, lessons are carefully monitored to identify strengths and areas for improvement. Procedures for analysing and using assessment data to identify the achievements of different groups of pupils are mostly effective. The school has not always made best use of all the information it has about pupils and is developing its analysis to make more specific reference to the performance of higher ability, and gifted and talented pupils. Governance of the school is good. Governors, while supporting the school very well, also ask searching questions about performance, initiatives and spending. Planning for the future is secure.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

November 21 2008

Dear Children

Inspection of Chapel-en-le-Frith CofE VC Primary School, High Peak, SK23 0NL

We would like to thank you very much for your warm welcome when we visited your school. It was lovely meeting you all and seeing you take part in lots of exciting activities. We enjoyed being in your lessons, talking to you and finding out about all the interesting things that you do in and out of school. The range of clubs, activities and visits is good! The discussions we had with the school council and with pupils at play times were really good. You work responsibly on your own and you get on sensibly in small groups. Your behaviour is good, both in lessons and around the school. You obviously enjoy coming to school and being in such a caring place.

We think that your school gives you a good education. We saw how much you like your lessons and how much fun you have with computers and playing musical instruments. Most of you are making good progress in Nursery, Reception and across Years 1 and 2. You are making satisfactory progress across Years 3 to 6. Your school prepares you well for your future lives. This is because all the staff care about you and they clearly enjoy working in such a friendly and stimulating environment.

It is part of our job to point out what schools should do to improve their work. Your headteacher and all the other adults want you to do well so we have asked them to:

- make sure that they provide challenging activities for all of you, particularly those of you who find the work a little bit easy
- make sure that their comments about your work always include some advice as to what to do to improve it.

It might mean some harder work for some of you, but you will have the teacher's comments to help you, and it will be worth it in the long run.

Of course, you can help by always doing your best.

We hope that you continue to enjoy your time at school and wish you every success in the future.

Yours sincerely

Ronald Cohen

Lead inspector