

Chapel End Primary School

Carr Mill Road, Billinge, Wigan, Lancashire, WN5 7TX

Inspection dates 2–3 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Good leadership has ensured significant improvements in pupils' progress as a result of the effective monitoring of learning and increased accountability of teachers.
- Teachers rigorously review and improve their practice and appreciate the support and challenge provided by senior leaders.
- Pupils achieve well and standards at the end of Year 6 are above average with the most-able pupils making fast progress and attaining higher levels.
- Teachers work hard to develop strong relationships with pupils and their families so they all understand what is expected.
- Pupils feel part of the school 'family' and appreciate the sense of security and community.
- Pupils behave very well and understand how to keep themselves safe.
- Leaders at all levels have worked very hard to improve their skills and are fully focused on school improvement.
- Governors effectively support the school and demonstrate a more focused and accurate understanding of the strengths of the school and how they can support the school in making further improvements.

It is not yet an outstanding school because

- The school is working to increase the proportion of outstanding teaching. Teachers do not always plan to meet the different needs of all pupils, fully check on pupils' understanding in lessons and adapt their teaching accordingly.
- Whilst subject leaders have significantly improved their management skills, they are not yet as effective as senior leaders in monitoring and evaluating teaching and learning.

Information about this inspection

- Inspectors observed 25 lessons or parts of lessons, of which two were joint observations with the headteacher. Class teachers, teaching assistants, volunteers and visiting specialist teachers were seen working with pupils.
- In addition, other direct observations of pupils' learning were undertaken. These included hearing pupils read and attending assemblies.
- Meetings were held with two groups of pupils, from Key Stages 1 and 2, and many other opportunities were taken to talk with pupils.
- Meetings were also held with the headteacher, the Chair of the Governing Body, senior members of staff and a representative from the local authority.
- Inspectors took into account the eight responses to the on-line questionnaire (Parent View), which had been completed during day two of the inspection, and written responses from parents, school survey results and informal discussions with parents at the school.
- Inspectors looked at a range of school documents including development plans, policies, self-evaluation, data relating to pupils' current progress, safeguarding and curriculum information, behaviour and attendance documentation.

Inspection team

Sarah Quinn, Lead inspector	Additional Inspector
Allyson Ingall	Additional Inspector
Elaine Maloney	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is below average, but increasing.
- The proportion of pupils supported by school action and school action plus or who have a statement of special educational needs, is also below average.
- The governing body manages a before- and after-school club.
- The school has been awarded Healthy School status, Eco School, Basic Skills Quality Mark and the Activemark and is recognized as an Investor in People.
- The school exceeds the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The adjoining children's centre is independent of the school and was inspected separately in 2011.

What does the school need to do to improve further?

- Remove inconsistencies in teaching to maximise the pace of learning for all pupils by ensuring that:
 - teachers monitor pupils' progress in lessons and use the information well to adapt their teaching when necessary
 - pupils have a better understanding of a lesson's learning objectives and of the steps they must take to achieve the objectives
 - opportunities for pupils to learn independently are increased.
- Build on the considerable progress made in developing the roles and responsibilities of school leaders by:
 - developing the skills of subject leaders and giving them independence and accountability in the tasks allotted to them
 - working with the governing body to give them more opportunities to monitor directly the work of the school and to canvass the views of parents and pupils.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress and achieve well in a range of subjects. They join the school with skills and knowledge that are broadly in line with the expectations for their age. They make good progress across Key Stage 1 and 2 with levels of attainment that are above the national average by the end of Year 6. The more-able pupils now do very well and attain higher levels in their Year 6 tests.
- Pupils do very well in reading. This is because there is a structured and effective system for the teaching of phonics (the sounds that letters make) giving pupils a strong starting point. Pupils have multiple opportunities to use their reading skills throughout each lesson. They read to a range of adults from the time they start school and demonstrate a love of books. Results of tests at the end of Year 6 confirm that this is an area where the school is successful.
- In Key Stage 2 pupils use their knowledge about letters and vocabulary to construct interesting and complex openings to their stories. Their writing is imaginative and well constructed.
- Children in the Early Years Foundation Stage are happy, settled and enthusiastic. They enjoy a wide range of exciting activities such as water play and playing games with teachers. Children are confident at resourcing their own play and teachers use questioning skills very well to enhance children's thinking skills and help them to become problem solvers.
- In Key Stage 1, pupils make good progress and demonstrate a good range of skills and knowledge including mathematical ability and writing skills. Inspectors were particularly pleased with the standard of writing in Year 1 where pupils enthusiastically wrote about themselves.
- Mathematics is a current focus of the school and pupils are working well at developing calculation skills with encouragement from teachers to try different methods.
- Although there is occasionally some variation between subjects, pupils who are known to be eligible for the pupil premium do as well as their peers, as do looked after children.
- Occasionally, the pace of learning slows as teachers do not always adapt their teaching style to the emerging needs of pupils, and occasionally time is spent writing a learning objective in books; this can slow the pace of learning.
- The achievement of pupils who are disabled or who have special educational needs is also good and improving. These pupils' progress is tracked very well and teachers are addressing pupils' needs through good quality teaching and, where appropriate, one-to-one support.
- Parents are pleased with the progress their children are making and feel that the school works with them to support their children's learning.

The quality of teaching is good

- Since the last inspection there has been a dramatic change in the structure of the teaching teams, which have been developed to maximise the use of teachers' strengths. The impact of the approach is being clearly seen in the tracking data relating to pupils' progress.
- Teaching has improved since the last inspection because teachers have attended training, researched effective teaching styles and used advice and feedback from lesson observations to try a variety of strategies. As a result pupils are engaged and making better progress.
- Planning is mostly well focused and takes account of different ability groups, including those with special educational needs. Sometimes teachers do not adapt the lesson as it progresses and as they assess the understanding of pupils. This means that occasionally they are not meeting the needs of all pupils throughout the whole lesson and providing as many opportunities as possible to improve their independent learning skills. Sometimes pupils do not fully understand a lesson's learning objectives and the steps they must take to achieve the objectives.
- Whole-school strategies to improve achievement in writing are used consistently well by teachers and teaching assistants. Each teacher uses their school writing development file to embed and improve their delivery of essential and higher-level skills to improve pupils' writing. These folders

are well used and very effective.

- Lessons include many interesting tasks that motivate pupils and often include time for pupils to reflect and discuss their opinions and ideas. Some lessons make an excellent contribution to pupils' spiritual, moral, social and cultural development, for example, they discussed what makes a good role model and looked at the work of Thomas Barnardo. Assemblies give pupils the opportunity to think about the Chapel End Primary School family or how they can work together to improve safety when walking to school.
- Teaching inspires pupils and they really enjoy their lessons. Pupils say, 'I love writing as the teacher makes it exciting and maths is my favourite subject because it is fun.'
- Teaching assistants are very effective and demonstrate a good knowledge about the priorities of the school and the needs of the individuals they work with. Support for pupils with complex needs is gentle, unobtrusive and very effective.

The behaviour and safety of pupils are good

- Pupils enjoy coming to school and attendance is above average. This is because they feel safe and are warmly welcomed by staff.
- Relationships with the pupils and their families are a key focus of the teachers in the school and they work hard to foster close and productive partnerships. Parents report that they feel involved in their children's learning and part of the school family. This supports pupils' feelings of belonging.
- Pupils behave well in lessons and around the school and say confidently that teachers deal with minor disputes quickly. They are clear about what constitutes bullying and prejudice and say that bullying is extremely rare. They demonstrate a clear understanding of how to stay safe and are very aware of cyber bullying.
- Good application of the whole-school behaviour-management policy ensures pupils understand the high expectations of their behaviour. Consistent application of the policy contributes to pupils' high standard of behaviour throughout the school.
- While there were a very small number of responses from parents that indicated concerns about behaviour, those parents spoken to did not express concerns. Careful observations indicate that behaviour management is effective and positive and pupils respond swiftly to requests made of them.
- Pupils are invariably polite and show good levels of support for each other. They understand what is right and wrong and have opportunities to reflect on moral issues. The ethos of the school is such that pupils are given responsibilities, such as eco council and team captains, and contribute well to the school council. This supports the development of their spiritual, moral, social and cultural development.

The leadership and management are good

- School leaders have worked tirelessly to develop the senior leadership team and middle managers' skills. The quality of monitoring pupils' performance and the standard of improvement planning is much more effective. This is now enabling the school to better direct their resources and efforts to address less successful aspects of their work.
- Senior leaders have closely nurtured the development of management skills. Some potential leaders in the school have not yet demonstrated complete independence and accountability in the tasks allotted to them, for example, subject leaders are only just beginning to monitor and assess the effectiveness of teaching in their subjects.
- The local authority have supported and monitored the improvements at the school and maintain their visits to offer support where required.
- The management of teachers' performance is rigorous and is a notable strength. Lesson

observations by senior leaders are focused and accurate and give clear direction for the improvement of teaching and achievement. Teachers willingly take on responsibilities and are motivated to be a full part of the school community.

- There is a good understanding of the school's strengths and weaknesses and a realistic and accurate assessment of its current effectiveness.
 - The school's curriculum has developed well to increase pupils' motivation and the range of activities to which they have access. The outdoor learning environment has been a particular focus and the environmental area and planting areas are used well to enhance learning experiences.
 - Teachers are beginning to make effective links across the curriculum, for example, they link Roman numerals with mathematical concepts, effectively bringing the purpose of the number system to life for pupils.
 - The promotion of spiritual, moral, social and cultural development is a strength in the school with pupils embracing the school vision of a school family, the focus on the environment and the responsibilities given to them.
 - The equally good achievement of all pupils by the end of Year 6 and lack of discrimination demonstrates the school's good promotion of equality of opportunity. Pupils known to be eligible for the pupil premium are supported by additional teaching staff and their progress is rigorously tracked to ensure the support they receive enables them to achieve as well as their peers.
 - The school's arrangements to ensure all pupils are safeguarded are good.
 - Parents are positive about the school and the recent changes at the school. The school communicates well with them through the website and frequent newsletters. The quality of the before- and after-school provision is good, and is popular with pupils and parents.
 - **The governance of the school:**
 - is well informed and offers good support to the school, for example, with the management of the budget for pupils eligible for pupil premium
 - provides challenge and support for the school staff and leaders
 - has a good understanding of the strengths of the school and demonstrate a good knowledge of what the school is working to improve
 - governors are not yet fully involved in directly monitoring the work of the school or canvassing of views of parents and pupils.
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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	104779
Local authority	St Helens
Inspection number	404956

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

Type of school	All-through
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	344
Appropriate authority	The governing body
Chair	Philip Ascroft
Headteacher	Stephen Smith
Date of previous school inspection	9-10 December 2010
Telephone number	01744 678230
Fax number	01744 678232
Email address	chapelend@sthelens.org.uk

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