

# Capenhurst CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	111271
<b>Local Authority</b>	Cheshire West and Chester
<b>Inspection number</b>	337654
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Garry Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Lawton
<b>Headteacher</b>	Miss Claire Spinks
<b>Date of previous school inspection</b>	6 June 2007
<b>School address</b>	Capenhurst Lane Capenhurst, Chester Cheshire CH1 6HE
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## Introduction

This inspection was carried out by two additional inspectors. Teaching and learning in nine lessons were observed, delivered by four teachers. Inspectors met with school staff, the Chair of the Governing Body and groups of pupils. They observed the school's work, and looked at the school improvement plan, assessment data and school policies; in particular those with regard to the safeguarding of pupils. Questionnaires received from 31 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The achievement in mathematics of all pupils and particularly those with special educational needs and/or disabilities.
- The effectiveness of the curriculum in ensuring that all pupils make good progress, particularly in mathematics.
- The effectiveness of leaders at all levels in bringing about improvement.

## Information about the school

This school is much smaller than the average-sized primary school. The pupils are drawn from a wide area. Almost all pupils are of White British heritage. The number of pupils known to be eligible for free school meals is well below the national average, while the proportion of pupils with identified special educational needs and/or disabilities is broadly average. The school has gained a number of awards including Artsmark gold, the ECO silver award and Healthy School status.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils achieve well as the result of good teaching. It has many outstanding features. The school provides a welcoming and caring environment in which every pupil is valued. The provision for ensuring that each pupil has an equal opportunity to succeed is outstanding. This reflects the exceptional care and guidance that is provided for all pupils. Members of staff go well beyond what might be expected to support individuals and their families when they are facing difficulties. The efforts made to involve parents and carers in the education of their children are exemplary. This is particularly evident in the outstanding Early Years Foundation Stage. The result of this high level of support is that the overwhelming majority of parents and carers are happy with the school. Pupils feel exceptionally safe in the school and enjoy their education. Their behaviour is exemplary. The relationships within the school are excellent and pupils show great concern for each other. They are proud of their school and make an excellent contribution to its development and to the wider community. Their knowledge of how to stay healthy is exceptionally well developed.

The small number of pupils in each year group and considerable variation in the proportion of pupils with special educational needs and or disabilities mean that standards can fluctuate from year to year. There was, for example, a significant dip in the standards in mathematics in 2009, but this has been addressed and standards in the 2010 test for Year 6 pupils were significantly above average. The standards in all subjects are now above average. Given that pupils enter the school with skills that are broadly in line with those expected for their age, their progress is good. This improvement in the achievement of pupils reflects the good teaching within the school. Assessment is regular and marking often includes helpful advice on how pupils could improve their work. However, the setting of targets for pupils in all subjects and the provision of clear advice on how to achieve these is not consistent. The curriculum is good and meets the needs of pupils well. It is being developed to become a creative experience in which subjects are linked together, but the school has not fully developed a coherent whole-school approach for this.

The headteacher and her small leadership team have an extremely clear vision for the school and this is shared by all staff. Their determination and planning to bring about improvement are outstanding. They have an effective programme of self-evaluation that informs a detailed school improvement plan. Their efforts have brought about the improvements in standards and progress, but they recognise that there is more to be done to further improve the good quality of teaching and learning and the curriculum to match the outstanding provision for care and guidance. The strong commitment to improvement, clear action plans and record of success show that the school has good capacity to improve.

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## What does the school need to do to improve further?

- Improve achievement by:
  - - providing all pupils with clear targets for improving their work in all subjects
  - - ensuring that pupils consistently receive detailed advice on how to achieve their targets.
- Extend and refine the development of the curriculum by introducing a coherent whole-school approach to linking subjects together.

## Outcomes for individuals and groups of pupils

**1**

The outcomes for individuals and groups of pupils are outstanding because of the strength in the areas of personal development. Pupils' achievement and the extent to which they enjoy their learning are good. In the lessons observed, pupils made good progress because they showed genuine interest in the tasks and worked hard. They work well independently, but are also able to collaborate to solve problems. In a mathematics lesson, for example, pupils in Years 5 and 6 applied themselves enthusiastically to classifying shapes by keenly discussing their characteristics.

The school assessment records and observations confirm that attainment is now well above average. In the tests at the end of Key Stage 2 in 2010, attainment was significantly above average in English and mathematics. Pupils had made good progress from their broadly average starting points on entry to the school. Pupils with special educational needs and/or disabilities make good progress overall and some pupils make exceptional progress.

Pupils develop well within the safe school environment. Their knowledge of how to stay safe and remain healthy is excellent. They are keen to make healthy choices for their lunch and enthusiastically take exercise at breaks. Pupils' contribution to the school is well developed through taking on positions of responsibility, for example, as buddies for younger pupils and as recycling and road safety officers. They are consulted on the curriculum and are keen to express their views on what they wish to learn. There is an active school council that is consulted on all aspects of school developments. They contribute extensively to charity fund-raising for national and international charities and their frequent contributions to the local and church community through sporting events and musical performances are highly valued. Their social, moral, spiritual and cultural development is good. Cultural awareness is less well developed than their very strong spiritual, social and moral awareness. Pupils are prepared well for their future lives through the acquisition of a good level of basic skills and well-developed social skills.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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 overall quality of teaching within the school is good. Teachers display good subject knowledge that they use well to plan effective lessons with clear learning objectives. A good range of activities engages the interest of all pupils as they are planned to meet their individual learning needs. Teachers explain the topics clearly and make certain that pupils know what is expected of them. The use of questions to extend learning by getting pupils to explain their thinking is well developed. Teachers assess learning regularly within lessons and through regular marking of books. Written comments in books often offer support and advice on what could be improved. The setting of targets on what aspects of their work pupils should concentrate on to raise their attainment is not fully developed and therefore advice on next steps in each subject is inconsistent.

The curriculum is good. It provides a broad and balanced range of experiences that meet the needs of all students. The mixed-age classes are well catered for through a detailed long term plan that ensures that repetition is avoided and that progress is maintained. Tasks within lessons are generally carefully differentiated to meet the needs of different ages and abilities. The pupils with special educational needs and/or disabilities are well catered for by additional one-to-one tuition or small group work and through the deployment of well-trained teaching assistants. The staff are developing the curriculum to provide exciting and creative opportunities by linking together different subjects. This is developing well, but there is no coherent whole-school view of the principles for this work

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to ensure a consistent approach. There is a very good range of enrichment opportunities and extra-curricular clubs for such a small school.

Care, guidance and support are outstanding. Every effort is made to ensure that pupils receive high quality support at points of transition. Support for all pupils is extremely well developed. Pupils are clear that they are well known and that they have staff to turn to if they face difficulties. When a pupil raises a concern?, involvement of their parent and/or carer is central to the process and, if necessary, support is also provided for families. Multi-agency meetings ensure that external support for these most vulnerable pupils is well coordinated and regularly reviewed. Actions to support pupils with medical needs ensure that they are well supported in dealing with their illness and can catch up with their studies following recovery. There is effective support for pupils with identified special educational needs and/or disabilities. Individual and small group tuition is highly effective in ensuring that these pupils make good progress. Case studies illustrate that some make outstanding progress. Extensive communication with all parents and carers is a real strength of the provision. All parents and carers who responded to the questionnaire felt that they were well informed about their child's progress and that the school met their child's needs. The overwhelming majority felt that they were helped to support their child's learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The effective leadership of the headteacher has ensured that there is a strong commitment to driving improvement within the school from both teaching and support staff. Morale within the school is high. A rigorous process of review and evaluation involves all staff and this identifies strengths and areas for development well. This is well informed by regular consultation with parents and carers who also receive regular updates on provision and planned developments. The effectiveness of this engagement is evident in their overwhelmingly positive views on the school. Planning is well developed and an extensive three-year strategic plan is progressing well. The management of teaching and learning is good as, although monitoring and training has brought about improvement, its impact has not been sufficient to match the quality of provision and outstanding outcomes for personal development. The governing body is effective. It is committed to the development of the school and has not been afraid to take difficult decisions. It holds the school to account while providing support. The focus on equality of opportunity is a real strength of the school and ensures that all avenues are explored to meet the needs of individuals. As a result, there is no significant variation in the progress of groups or their involvement in school life. The procedures for ensuring safeguarding are applied with

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extreme diligence to ensure that all aspects of the safety and well-being of pupils and staff are assured. Detailed policies are reviewed regularly and records are exemplary. The development of pupils' awareness of safe behaviour is a particular strength. The school has taken a focused approach on developing coherence within the school community and establishing meaningful links in the international context. The development of links with contrasting communities outside the immediate environment is less well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children enter the class with skills that are broadly in line with those expected for their age. Every effort is made to ease their transition into the school and to involve their parents and carers in the process of learning. As a result, children settle well into a safe and secure environment and quickly begin to develop their skills. They make good progress and at the end of the year their skills are generally above those expected for their age. They emerge as confident young people with a genuine enthusiasm for school and learning. Children who require additional support are identified quickly and full use is made of external agencies and one-to-one teaching to meet their needs. Assessment is thorough and is used extremely well to inform detailed planning. This provides a good range of opportunities which build on the prior development of groups and individuals. The planned activities, whether teacher-led or child-initiated, are of very high quality. The teacher and teaching assistant work well together to provide outstanding learning experiences that excite the pupils. A role play in which the children performed nursery rhymes as different characters illustrated their enthusiasm for learning. Good use is made of a small but well-designed outdoor learning area to provide an exciting range of experiences. The provision is constantly being evaluated leading to constant improvements to the learning environment and the planned activities to meet the needs of



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the individuals. There is very detailed planning for improvement. The leadership of the provision is outstanding.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
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

The overwhelming majority of parents and carers who responded to the questionnaire were happy with their child's experience of school, the support they received and the provision for their child. One parent had concerns over the quality of teaching, the help they received to support their child and the extent to which the school took account of suggestions. The inspection reviewed all aspects of provision and concur with the views of the overwhelming majority of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Capenhurst CofE 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 96 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	88	3	9	0	0	0	0
The school keeps my child safe	28	88	4	13	0	0	0	0
My school informs me about my child's progress	27	84	5	16	0	0	0	0
My child is making enough progress at this school	25	78	6	19	0	0	0	0
The teaching is good at this school	25	78	6	19	1	3	0	0
The school helps me to support my child's learning	26	81	5	16	1	3	0	0
The school helps my child to have a healthy lifestyle	23	72	9	28	0	0	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)	22	69	7	22	0	0	0	0
The school meets my child's particular needs	25	78	7	22	0	0	0	0
The school deals effectively with unacceptable behaviour	23	72	8	25	0	0	0	0
The school takes account of my suggestions and concerns	24	75	7	22	1	3	0	0
The school is led and managed effectively	24	75	8	25	0	0	0	0
Overall, I am happy with my child's experience at this school	26	81	5	16	1	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 November 2010

Dear Pupils

**Inspection of Capenhurst CofE Primary School, Chester, CH1 6HE**

Thank you for the warm welcome you gave to me and my colleague when we inspected your school. We enjoyed talking to you about your work and listening to your views on the school.

I agree with you and your parents and carers that Capenhurst is a good school. The care, guidance and support you receive from the staff are outstanding. This allows you to develop well and ensures you feel very safe in school. Your behaviour is excellent; you are proud of your school and make an outstanding contribution to its development and to the local community through your musical performances and fund-raising. You have a very good understanding of how to stay healthy.

The standards that you achieve by the end of Year 6 are now well above average and this means that you have made good progress. This is because of the good teaching that you receive and the good range of subjects and topics that you study. You enjoy a very good range of trips and visits to make your studies more exciting. The youngest pupils in the school have a very exciting time during their first year and develop their skills very well to prepare them for their future learning.

The school is exceptionally well led and managed. All the staff are determined that the school will become even better. We have agreed with the headteacher that you should be helped to make even faster progress by having clear targets as to which aspect of each subject you should concentrate on improving next and by receiving good advice on how to do this. We have also asked the school to think carefully about the best way to link together subjects in the topics you study. You can help them by telling them the work you are finding most difficult and the types of lesson that help you to learn best.

Yours sincerely

Mr Garry Jones

Lead inspector

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