

# Chapel Street Infants and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	112192
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	363787
<b>Inspection dates</b>	24–25 May 2011
<b>Reporting inspector</b>	Sheila Mawer

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>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs H Atkinson
<b>Headteacher</b>	Miss H Watt
<b>Date of previous school inspection</b>	15 November 2007
<b>School address</b>	Chapel Street Dalton-in-Furness Cumbria LA15 8RX
<b>Telephone number</b>	01229 897919
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<b>Email address</b>	head@chapelstreet.cumbria.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons and saw 10 teachers and teaching assistants. Meetings were held with staff and pupils and a representative of the governing body. In observing the school's work a range of documents was examined including the school improvement plan, records of pupils' progress, safeguarding procedures, minutes of governors' meetings and teachers' lesson plans. The inspectors also analysed the 56 questionnaires returned by parents and carers. In addition, questionnaires were received from the staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the consistent pattern of above average attainment and strong rate of progress is reflected in the school's current performance.
- Whether the strengths in the curriculum and pastoral care are leading to better than good outcomes in pupils' personal development.
- Whether the school's grading of many judgements as good and achievement and progress as outstanding are justified.

## Information about the school

This school is smaller than other infants and nursery schools. Nearly all pupils are of White British heritage. The percentage of pupils who are known to be eligible for a free school meal is below the national average. The proportion of pupils with special educational needs and/or disabilities is well above the national average, although the percentage of pupils with a statement of special educational needs is below average. The school has received a number of awards in recognition of its work to promote healthy lifestyles among its pupils.

**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. A key factor in its success is the way that children in the Early Years Foundation Stage receive an excellent start to school life. High-quality provision enables them to make outstanding progress. The school's aim that 'Everyone is special, believe in yourself.' is well and truly met in outstanding care, guidance and support throughout the school. Pupils with special educational needs and/or disabilities benefit exceptionally well from excellent targeted support, which focuses specifically on their needs. As a result, they make outstanding progress. Other pupils in Key Stage 1 make good progress. For several years, the school has maintained above average attainment by the end of Year 2. Parents and carers are delighted with everything that the school offers. Typical of their view is, 'My child and I agree that the school is great and has a wonderfully friendly and nurturing atmosphere.'

Some aspects of pupils' personal development are outstanding and provide a good foundation for their future lives. Pupils say they feel totally safe in school and this is further strengthened by outstanding safeguarding practices. Pupils have an excellent commitment to healthy lifestyles. Spiritual, moral, social and cultural development is also outstanding. Pupils have a keen interest in learning about different cultures. All other outcomes are good, including behaviour and attendance. Teaching overall is good. While some lessons provide good opportunities for pupils to engage in practical activities, in some, pupils' motivation slips, when they listen or watch passively for too long. The good curriculum is quickly improving as strategies are working to make it more meaningful. Excellent partnerships with parents, carers and other organisations provide significant enrichment for pupils in their academic and personal development.

Since the previous inspection, the school has improved upon its good track record. Successful measures have been used to address the issues from the previous inspection report. Senior leaders have a good understanding of the school's strengths and weaknesses through accurate self-evaluation. Although monitoring of teaching and learning is thorough, it is not focused sharply enough on the quality of teaching and learning in Key Stage 1 to ensure all lessons reflect the best practice in the school. Under the strong leadership of the headteacher, staff work closely together and are far from complacent. They are very willing to implement new ideas that will benefit pupils and raise attainment further, such as making the curriculum more creative. The school clearly demonstrates a good capacity to make further improvements.

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

- Further improve the rate of progress of pupils in Key Stage 1 by:

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- ensuring activities in lessons provide more opportunities for pupils to experience active and purposeful learning and increased engagement and enjoyment
- raising expectations of teaching and learning by training and by sharing the best practice in the school so that more lessons are outstanding
- Strengthen the monitoring and evaluation in leadership and management so that actions are more effective in driving up the quality of some of the teaching in Key Stage 1.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy school and their positive attitudes have strong impact on their good achievement and progress. They are diligent, hard working and get on well together. In Year 2, pupils are particularly proud of their handwriting and their use of specific punctuation to improve their work. In the best lessons, pupils respond enthusiastically to opportunities to work together to solve problems. Year 1 pupils 'bought' two items or more in a role play shop and confidently explained how they worked out the correct change. Pupils display good behaviour and concentration, which only lapses when activities fail to engage them sufficiently. Children start in the Nursery with skills that are well below expectations. Pupils begin Year 1 with broadly average attainment. By the end of Year 2, attainment in reading, mathematics and writing is above average. The grouping of pupils by ability for literacy and numeracy has a strong impact on their progress, so that the number of pupils reaching the higher Level 3 is above average. Pupils with special educational needs and/or disabilities concentrate extremely well and enjoy their work when learning in small intervention groups. Pupils' good achievement, their well-developed social and workplace skills and the pride they take in their work prepares them well for the future.

Pupils are happy in school because staff show high levels of care. Pupils confidently describe different strategies they use to keep themselves safe when using modern technology. The school's awards for promoting healthy lifestyles are well merited and are reflected in pupils' excellent understanding of how to live healthy lives. Pupils attending the gardening club are very proud that the vegetables they grow are often eaten in school. Pupils' strong moral code matches the school's values. Many older children are positive role models. They are active in maintaining an attractive and healthy environment, and as 'play leaders' ensure others enjoy playtime and use equipment safely. The school's attendance at the Cenotaph on Remembrance Day is highly regarded by the local community. Pupils are very keen to explore other cultures. During an 'Arts and Culture week' pupils helped to make different dishes from around the world. Pupils willingly raise funds for others less fortunate than themselves. For four years, pupils have supported a nursery school in Rwanda.

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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	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</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>2</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>1</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?

Teaching has many strengths, leading to good practice. Lessons are underpinned by excellent relationships and so pupils feel valued and are keen to learn. Teachers question pupils well and the key aims of each lesson are shared with pupils, so they know what is expected of them. Teaching assistants provide first-rate targeted support for pupils with special educational needs and/or disabilities. In the most successful teaching, a wide range of resources and methods are used to engage pupils actively in purposeful learning. An outstanding example was seen in Year 1, where pupils were learning about the Isle of Struay. Pupils were extremely well motivated by the lively teaching and came up with some exciting discussions with their partners. Time was well balanced between listening and practical activities that brought the learning alive. By contrast, a few lessons were seen where pupils spent too much time passively listening to the teacher and then became less engaged in their learning. Assessment is effective and used particularly well to identify any underachievement among pupils. The school is working very successfully on a 'numbers count' initiative, which is improving the basic number skills of pupils who are falling behind in mathematics. Marking and target setting for pupils are generally effective and point pupils towards the next steps in their learning.

The highlight of the good curriculum is the richness and breadth of cultural, artistic and social experiences. Pupils talk enthusiastically about their visit to a Buddhist temple and the fun they have during outdoor learning and first aid training. Many of these activities

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are only possible through the excellent range of partnerships that the school has cultivated over many years. The links between subjects are broadening as the school adopts a more creative curriculum. Excellent displays around the school reflect a strong focus on topics. There are increasing opportunities for pupils to practise their literacy and numeracy skills across a range of subjects. In some subjects, however, there is an over reliance on low-level worksheets, which sometimes limits pupils' enjoyment in their learning.

Care for pupils is at the heart of this school and pupils receive outstanding support. Parents and their children are quick to recognise the exceptionally caring ethos, which is tangible from the time pupils enter school in the morning. Parents and carers recently nominated the school's coordinator for special educational needs for a 'Helping Heroes Award' organised by a national charity. Pupils whose circumstances make them more vulnerable are supported exceptionally well, as leaders are quick to identify and follow up concerns. Staff make full use of an excellent range of professional bodies available to them. The attendance of pupils is good and when pupils are absent, the school quickly finds out why. Induction arrangements are excellent and every effort is made to ensure that the transition to junior school is a smooth and positive experience.

*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 headteacher and leadership team effectively communicate to all staff their strong commitment and high expectations for improvement. Staff share their ambition and work to their strengths amongst strong teamwork. Although much of the teaching is good or better, monitoring and self-evaluation is not always sharply focused on improving less effective aspects of teaching, sharing best practice and meeting the development needs of staff. The school tackles discrimination and strongly promotes equal opportunities for all groups of pupils, while recognising that currently some pupils are making more progress than others. The governing body plays an integral part in the school's drive for improvement. It provides valuable support and challenge and is fully involved in school life and particularly in establishing strong links with parents and the community. The governing body work very proactively with school leaders to ensure that all aspects of safeguarding are exceptionally well promoted and implemented by staff. They fully meet government requirements. The school adopts high quality practice in all aspects of safeguarding and responds quickly to any issues. Child protection procedures in particular are applied with meticulous care and sensitivity.

The school undertakes excellent work with parents and carers. It has implemented valuable workshops to enable parents to support their children's learning at home. During

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the inspection a 'counting skills' workshop was well attended. The school quickly responds to parents' suggestions to improve communications. The web site, for example, has recently been updated with current news and events. Excellent and fruitful partnerships with other organisations, especially local schools, give pupils valuable experiences that the school alone would find difficult to sustain. These partnerships enable community cohesion to be promoted well, both within the local community and beyond, giving pupils a good understanding of the diversity of backgrounds.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>2</b>

## **Early Years Foundation Stage**

Children's skills and knowledge when they join the Nursery are well below those expected and are particularly low in literacy and personal development. Well-planned induction meetings both in the home and at school enable staff, children and their families to get to know each other and to make sure that starting school is a happy and positive experience. It also helps staff to plan for individuals needs and especially for potentially vulnerable children. Excellent teaching, a rich learning environment and a wonderfully inclusive atmosphere, enables children to flourish and make outstanding progress. Most leave Reception with skills at expected levels.

Staff show an excellent commitment and care to the children and consequently their personal development is outstanding. They love coming to school so much that one parent said, 'My child sometimes gets upset at weekends and school holidays as she can't go to school.' In Nursery, children show tremendous enjoyment in everything they do and especially outdoors, where opportunities for imaginative play are excellent. Whether they are bug hunting in the garden or using the car wash they are highly motivated, resourceful, play cooperatively and behave exceptionally well. Excellent progress was observed when they confidently counted backwards from five to zero and when special



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helpers in snack time read out the menu for the day. In Reception, from low starting points in literacy, many children are now writing simple sentences to describe how they feel in the dark. Learning about letters and sounds is a daily activity and enables children to tackle individual reading and writing very confidently.

The quality of provision in the Early Years Foundation Stage is outstanding. There is an excellent balance of outdoor and indoor learning and between activities led by adults and those chosen by the children themselves. Children can choose from a diverse range of high quality activities both indoors and outside that are planned to maximise their learning. Leadership is outstanding and has brought good improvements since the last inspection, especially to the provision for children's outdoor learning. Children's welfare and safety are given the highest priority. Children's progress is carefully recorded through excellent assessment systems, so that work can be tailored to individual needs.

*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

Over a quarter of parents and carers returned the questionnaires. Most parents rate the school very highly. They comment very positively on the very caring and friendly approach of the staff, including how the school helps their children to do well. A very few parents expressed concerns over the amount of progress their children are making and about the lack of information on how well their children are progressing. Inspectors found the school's communication with parents to be outstanding and that pupils are making at least good progress across the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Chapel Street Infants and Nursery 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	73	15	27	0	0	0	0
The school keeps my child safe	47	84	8	14	0	0	0	0
My school informs me about my child's progress	29	52	23	41	3	5	1	2
My child is making enough progress at this school	37	66	17	30	2	4	0	0
The teaching is good at this school	42	75	14	25	0	0	0	0
The school helps me to support my child's learning	36	64	18	32	1	2	0	0
The school helps my child to have a healthy lifestyle	36	64	18	32	1	2	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)	25	45	27	48	0	0	0	0
The school meets my child's particular needs	36	64	20	36	0	0	0	0
The school deals effectively with unacceptable behaviour	32	57	19	34	0	0	0	0
The school takes account of my suggestions and concerns	27	48	26	46	0	0	0	0
The school is led and managed effectively	38	68	16	29	0	0	0	0
Overall, I am happy with my child's experience at this school	44	79	12	21	0	0	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 May 2011

Dear Pupils

**Inspection of Chapel Street Infants and Nursery School, Dalton-in-Furness,  
LA15 8RX**

Thank you very much for welcoming us so warmly to your school recently and helping us with our work. We enjoyed being with you in lessons and around the school. I am writing to tell you what we found out.

You go to a good school and I am pleased that you and your parents and carers think so too. The school also does some things really well indeed. You all work hard to reach above average standards by the end of Year 2. The progress you make in lessons is good and sometimes outstanding. This means you are doing well and sometimes very well in reading, writing and mathematics. Your headteacher, teachers and other staff look after you very well and their teaching is good and sometimes excellent. You told us that you enjoy all the lovely activities that your teachers plan for you, including the many clubs and trips away.

Your behaviour is good and you have a very good understanding of how to stay fit and well. It was good to see those in the Nursery and Reception classes really enjoying the new outdoor area and making sure that everyone played safely and sensibly on the bikes and trikes. You all told us how very safe and secure you feel in school. The many jobs we saw you do to help others in class and around the school are showing how kind and helpful you are.

There are always things to do to make any school better. We have asked that teachers sometimes give you more activities to do, rather than keeping you on the carpet for too long. When this happened we noticed a few of you getting a bit restless. We hope that you will all continue to work hard and always try to do your best work in your lovely school.

Yours sincerely

Sheila Mawer

Lead inspector

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