

Chapel End Junior Academy

Roberts Road, Walthamstow, London, E17 4LS

Inspection dates 25–26 March 2015

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The outstanding leadership of the headteacher, other leaders and governors has meant that teaching has greatly improved and achievement has risen rapidly since the academy was formed.
- Leaders have been very successful in training and supporting graduate teaching assistants to become good qualified teachers.
- Disadvantaged pupils are making outstanding progress from their different starting points because of the academy’s excellent use of the pupil premium.
- The teaching of writing is effective in enabling pupils to write accurately and at length across different subjects.
- Pupils’ behaviour is outstanding as they have excellent attitudes to learning and a real thirst for knowledge.
- The academy’s ‘life values’ underpin all its work and make a very strong contribution to pupils’ outstanding spiritual, moral, social and cultural development.
- All parents and carers who expressed a view said that their children were safe in school; pupils also say that they feel completely safe.
- The highly effective governing body knows the school very well and offers very strong levels of challenge to senior leaders.
- The academy has formed an excellent partnership with the REAch2 family of schools and often shares best practice with other academies.

It is not yet an outstanding school because:

- Teachers do not always make learning sufficiently clear to pupils. Pupils’ misunderstandings are occasionally picked up late or not fully addressed.
- The most able pupils are not always suitably challenged, especially in subjects other than English and mathematics.
- Teachers do not always check that pupils carry out guidance on how to improve their work in their books.

Information about this inspection

- The inspectors observed learning in 28 lessons or parts of lessons, including nine jointly with the headteacher. An inspector also attended an assembly.
- Members of the inspection team listened to pupils read and, with the headteacher and a deputy headteacher, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of academy documents, including development plans, policies, self-evaluation reports and safeguarding materials. They considered evidence of the academy's partnership work and the information provided for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff. Inspectors talked to the Chair of the Governing Body and three other governors, and a representative from the Multi-Academy Trust.
- The inspectors took account of the 50 responses to the online questionnaire, Parent View, and a letter from a parent or carer. Inspectors also spoke informally to parents and carers in the playground.
- The inspectors analysed the 37 staff questionnaires that were completed.

Inspection team

Nick Butt, Lead inspector	Additional Inspector
Maria Coles	Additional Inspector
Fatiha Maitland	Additional Inspector

Full report

Information about this school

- The academy is larger than the average-sized primary school. There are five classes in Year 3 and three classes in Years 4, 5 and 6. In 2014, the academy accepted two 'bulge' classes to support the local authority in provision for an increased number of pupils needing places.
- More than eight out of 10 pupils come from a wide range of minority ethnic backgrounds, which is a very high proportion. Almost two thirds of pupils speak English as an additional language; this proportion is well above average.
- The proportion of pupils supported by the pupil premium (additional funding for pupils known to be eligible for free academy meals or looked after by the local authority) is well above average.
- The proportion of pupils identified as disabled or with special educational needs is broadly average.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Key Stage 2.
- The academy became a sponsor-led academy in April 2013 as part of the REAch2 Multi-Academies Trust. Prior to that, the predecessor school, Chapel End Junior School, was in special measures.
- Since conversion, changes to staffing include four newly qualified teachers, two assistant headteachers and two new year-group leaders.

What does the school need to do to improve further?

- Move teaching and achievement to outstanding by making sure that:
 - all pupils are clear about their learning and any misunderstandings are picked up and dealt with straight away
 - the most able pupils are always sufficiently challenged, especially in subjects other than English and mathematics
 - marking continues to improve and that pupils consistently act upon guidance from teachers.

Inspection judgements

The leadership and management are outstanding

- Having taken on the predecessor school when it was at a low ebb in special measures, the headteacher has successfully formed an outstanding leadership team since the school became an academy. This consists of two deputy headteachers, two assistant headteachers and the school business manager. Between them they have transformed the academy into a thriving, joyful centre of learning.
- They have created a very special culture where the needs of the individual child come first. This has enabled them to promote consistently good teaching and outstanding behaviour.
- The leadership of teaching is excellent. The academy has become very accomplished at taking graduate teaching assistants and turning them rapidly into good or better teachers. High-quality coaching ensures that all teachers receive the support they need to become effective. Members of staff are very generous in giving of their time to support one another.
- Year leaders and subject leaders play a key role in maintaining the excellent systems to promote the consistency of good or better practice across the academy. This is seen in the neat presentation and good quality of pupils' work. It is also seen in effective joint planning and in common approaches to teaching and learning.
- The pupil premium is spent very effectively on ensuring that eligible pupils make even better progress than their classmates. In this way, gaps in attainment between these pupils and other pupils in the academy are closing rapidly.
- Individual tuition and small-group work cater very well for the needs of pupils supported by the pupil premium. As a result, the academy ensures that all pupils know they are valued and have an equal opportunity to succeed. They know that discrimination is not tolerated.
- The range of subjects is wide and engages pupils well. Teachers plan the curriculum effectively to build up pupils' knowledge and skills year-on-year. The academy promotes pupils' spiritual, moral, social and cultural development extremely well.
- The academy's 'life values', such as kindness, friendship, determination and equality, enable pupils to show very positive attitudes to others and tolerance and respect for people from all faiths and cultures. They understand the difference between right and wrong and that their actions bring consequences. They are proud to be British.
- Pupils understand about democracy and the rule of law and fairness. They are very well prepared for life in modern Britain.
- Pupils' cultural development is enhanced through opportunities to learn musical instruments and a variety of visits and visitors. Spanish, information and communication technology and sport are particularly strong features of the curriculum.
- The primary physical education and sport premium is spent extremely effectively on specialist coaching, training for staff and a wide range of additional sports. These include table tennis, basketball and running. Participation rates have increased considerably. Over 100 pupils have competed this year in 15 different sports with other schools. Pupils have enjoyed success, for example in table tennis and running.
- The academy works very closely both with the Multi-Academy Trust and the local authority and has benefited from their support right from the beginning. In the early days, support was intense, in line with the academy's many needs; but now the local authority and the Trust are using the expertise of the academy's leaders to support other schools.
- The academy's arrangements for safeguarding pupils are exceptional. All staff receive high-quality training and are very well versed in all aspects ensuring pupils' safety. The academy carries out rigorous checks on all new staff and ensures that the single central record is kept fully up to date. Leaders keep meticulous records of any concerns and what has been done to address them.
- Parents and carers are extremely supportive of the academy. They appreciate how staff go out of their way to support the whole family, for example in using interpreters to help them and running courses for parents and carers.
- **The governance of the school:**
 - Governance is highly effective. Governors bring a wide range of experience and expertise relevant to the academy. They have an excellent understanding of data and how pupils' performance compares with that of other pupils in schools nationally. They keep up to date about the quality of teaching by making regular visits and keeping themselves informed. In addition, they receive comprehensive information from academy leaders. Governors held a summer conference to mark the end of their first year of operation and reflected upon what had gone well and what could be even better. They are active in supporting and challenging the school and keeping abreast of arrangements to manage the

performance of teachers and to reward good teaching and tackle any underperformance. They have undertaken training so that they have an excellent understanding of safeguarding arrangements and how to recruit staff safely. Governors ensure that the finances are spent wisely, and in particular that the spending of additional funding, such as the pupil premium and the primary physical education and sport premium, represents good value for money.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are very positive about all aspects of life in the academy. They show great respect for one another and for adults. The academy's 'life values' underpin all its work and promote pupils' excellent attitudes to learning.
- Pupils are very enthusiastic and come to school eager to learn. They are courteous and behave extremely well in class and around the building. They are cheerful and well mannered, determined to do their best. They have a real thirst for knowledge and lap up learning like kittens with a new bowl of milk.
- Pupils always make sure their work is neat and well presented. They take a pride in producing work of a good quality that is attractive to read.
- Pupils appreciate the school's well-developed system of rewards to promote outstanding behaviour. Chapel End Charlie is a friendly dragon who inspires pupils to show very positive attitudes to learning. Charlie features on many of their certificates of achievement.
- Pupils enjoy taking responsibility as 'lunchtime citizens', play leaders and reading champions to support the younger pupils.
- Attendance is high, reflecting pupils' great enjoyment of the academy. Pupils come to the academy and to lessons on time.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school, which is a view supported by all parents and carers who expressed an opinion.
- Pupils have an excellent understanding of how to keep themselves safe, for example on the internet. They support one another in staying safe and are alert to potential health and safety risks, which they draw to the attention of adults. Pupils are involved in drawing up risk assessments for any trips they go on, so are fully aware of what these entail.
- Pupils say there is no bullying at the academy. They are confident that an adult will sort out any concerns they may have. They know all about different types of bullying, such as cyber bullying and racially prejudiced bullying and find ways to combat it, for example by being very open about it, even if it does not directly affect them.
- 'Worry boxes' around the academy give pupils the opportunity to express any anxieties in confidence. Pupils know that an adult will take them seriously. Pupils say 'everybody's equal' and 'everyone shows kindness'. Pupils who find life difficult receive all the support they need to feel safe in the academy and to flourish both academically and personally.

The quality of teaching is good

- Teaching has improved rapidly since Chapel End Junior became an academy and is now consistently good. This is because leaders give every support to young teachers to develop their skills and help established colleagues to improve their practice even more.
- Teachers enable pupils to make good progress through asking probing questions and expecting pupils to explain their thinking. For example, in Year 6 a teacher asked, 'How do you know that's right? Can you convince me?'
- With so many pupils speaking English as an additional language, teachers set great store by emphasising key vocabulary, such as that found in science or mathematics. They make sure that no pupil is disadvantaged by new words, and ensure that all pupils understand the language that is being used.
- The decision of leaders to employ graduates as teaching assistants, who then go on to train as qualified teachers, has proven extremely successful. This has secured an ambitious and enthusiastic workforce very sure of the Chapel End way of doing things. It also means that teaching assistants have excellent subject knowledge and provide highly effective support for small groups of pupils and individuals.

- Pupils are able to sustain concentration because they love learning and work together very well, bouncing ideas off one another.
- Books show that pupils make good progress over time. They take a pride in their work, which is always neatly presented. Teachers generally give pupils helpful advice about how to improve their work. Teachers do not always check that pupils have acted on this advice. Reading is well taught. Pupils who join the school and who are behind in reading catch up quickly because they receive well-targeted support. All pupils have access to a popular online reading programme that they can use at home. Pupils read widely and benefit from a well-resourced, attractive and centrally located library. Activities such as 'Drop Everything And Read' encourage them to develop a love of reading.
- Regular checks on writing assessments show that teaching is having a positive impact on pupils' achievement. Leaders have drawn up a writing framework that gives clear guidance to teachers about teaching specific skills and helps pupils to write with increasing sophistication.
- Teachers ensure that pupils know their times tables. Pupils enjoy collecting certificates to mark their multiplying achievements. They have plenty of opportunities to apply their mathematical knowledge to solving word problems. Teachers are skilled at showing them how to do this. Pupils are increasingly explaining their understanding and reasoning to show mastery of the subject.
- On a few occasions, pupils are not completely clear about their learning. Some teachers do not always notice when pupils misunderstand. While most pupils are challenged well, work is not always hard enough for the most able, especially in subjects other than English and mathematics. Spanish and information and communication technology are an exception. The specialist teaching in these subjects ensures pupils make rapid progress.

The achievement of pupils

is good

- The standards pupils reach when they join the academy have been improving over time. The current Year 6 pupils joined with standards that were well below average. However, the current Year 4 pupils joined with broadly average standards.
- The rate of pupils' progress has increased rapidly since the predecessor school became an academy. This is due to the tireless drive of leaders in improving teaching and raising achievement.
- In 2014, the first year that the academy had published results for Year 6 pupils, standards were below average in reading and mathematics and average in writing and spelling, grammar and punctuation.
- The academy's most recent data indicate that most pupils are now working at levels expected for their age and have made good progress from their different starting points.
- Pupils supported by the pupil premium have made much greater progress than other pupils in the school. This is because their needs are clearly identified and leaders ensure that they receive high-quality support. This group of pupils had very low standards in the past. Gaps in attainment between these pupils and others in the academy are much narrower than they were.
- In 2014, the gaps in attainment between pupils supported by the pupil premium and others in the academy were around a term in mathematics and writing and one-and-a-half terms in reading. Compared with other pupils nationally, eligible pupils in 2014 were two-and-a-half terms behind in reading and mathematics, and just over a term behind in writing.
- Disabled pupils and those with special educational needs achieve well because the education they receive meets their needs. Teachers also keep a very careful track of how well they are doing. This has resulted in a reduction in the number of pupils requiring additional support. For example, 22 pupils with special educational needs joined Year 6. By the end of the year, only 10 pupils required additional support.
- The most able pupils make good progress. In 2014, despite very few of them entering Year 3 as high attainers, an average proportion of Year 6 pupils reached the higher Level 5 in mathematics and writing. In mathematics, an above average proportion of pupils reached the highest Level 6. This means that the proportions of pupils making more than expected progress compare favourably with the national picture.
- Across the school, the most able pupils are suitably challenged in English and mathematics. Just occasionally, a few teachers do not have the same high expectations of them in other subjects.
- The many pupils from minority ethnic groups who speak English as an additional language achieve well because teachers adapt learning to suit them. They place special emphasis on key vocabulary and use pictures and video clips to support these pupils.

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	139259
Local authority	Waltham Forest
Inspection number	449848

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	370
Appropriate authority	The governing body
Chair	Roger Deadman
Headteacher	James Kenyon
Date of previous school inspection	Not previously inspected
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