

# Chapel End Primary School

## Inspection report

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<b>Unique Reference Number</b>	104779
<b>Local Authority</b>	St. Helens
<b>Inspection number</b>	287031
<b>Inspection dates</b>	18–19 June 2007
<b>Reporting inspector</b>	Mark Madeley

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	412
<b>Appropriate authority</b>	The local authority
<b>Headteacher</b>	Mrs Elizabeth Turton
<b>Date of previous school inspection</b>	27 January 2003
<b>School address</b>	Carr Mill Road Billinge Wigan Lancashire WN5 7TX
<b>Telephone number</b>	01744 678230
<b>Fax number</b>	01744 678232

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is much larger than average. Most pupils are of White British heritage. The percentage of pupils eligible for free school meals is low at about one third of the national average. The proportion of pupils with learning difficulties and/or disabilities is below average. The Nursery class offers provision for the immediate area and not all the children continue into the Reception class. The school has achieved national awards for its work including Sports ActiveMark, Eco School, National Healthy School, Basic Skills Quality Mark and Early Years Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with some good features. Pupils are very keen to talk about their school and do so clearly and confidently, making effective use of a wide vocabulary. They know the school rules and follow them closely, partly because they have been involved in drafting them. Many of them want to help others both in school and further away and so take on extra responsibilities, such as being school councillors, and carry them through in an excellent way. Governors were particularly keen to point out that pupils were involved in helping to design a local playground and thus learned to support the wider community. The good programme of personal, social, health and emotional development ensures that pupils have a good understanding of how to stay safe and to make healthy choices in food and exercise. The broad range of out-of-school clubs and the very high take-up of places allows many pupils extensive opportunities to stay fit. These elements link well with the very strong procedures for caring for pupils, and justify the view of parents, and that of the inspection that their children are kept safe and are well cared for. The school works very effectively with a good range of support agencies to successfully promote pupils' well-being. It has a very positive reputation amongst its parents, who comment that staff 'are always there for them and their children if there is a problem'.

Children's attainments on entry are above national expectations. Good provision in the Foundation Stage helps foster this and moves children forward, especially in the learning of letter sounds. Children are confident and capable learners when they join Year 1. Standards in reading, writing and mathematics at the end of Year 2 have been consistently above average for the last five years and the pupils in the 2007 cohort of pupils are no different. This is due to generally good teaching in Years 1 and 2. Reading and writing are taught particularly well so that pupils make good progress in these areas. Progress is more variable in Years 3 to 6 because of inconsistencies in teaching. Standards at the end of Year 6 are above average in English, mathematics and science. This represents satisfactory progress for most pupils. The more able pupils in Years 3 to 6 do not make enough progress in English and mathematics. This is because while in some classes a good range of tasks are planned to meet their needs, in others tasks are not challenging enough.

School managers believe that pupils' achievement is satisfactory through the school and the inspection agrees with this view. It is, however, over-optimistic in its view of some aspects of its work because it did not take sufficient account of the actual impact of its provision on pupils' achievement in English and mathematics, particularly at Key Stage 2. It knows from its sound checking procedures that pupils make satisfactory progress through Years 3 to 6 and that there are variations in the quality of teaching there. For example, there are weaknesses in marking so some pupils do not know how to improve their work. In some classes all pupils do the same task, which holds back the achievement of the more able. The school's future planning seeks to address these issues. Management has been more successful in improving the curriculum to its current good quality and in addressing the issues from the last inspection: for example, subject coordination has improved and the design and technology programme is much stronger. These factors indicate that the school has satisfactory capacity to improve further. It gives satisfactory value for money.

## What the school should do to improve further

- Improve the consistency of teaching in Key Stage 2 so that all pupils, and especially the more able, make the progress of which they are capable in English and mathematics.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## Achievement and standards

### Grade: 3

When they join Reception most children have spent time in the school's good Nursery or other pre-school provision. They know the routines and have a high degree of independence. They also speak clearly and often respond to questions in sentences. Good provision builds effectively on these skills so that children achieve well and join Year 1 with the vast majority of them having reached the national expectations for their age.

For four of the last five years standards in the Key Stage 2 national tests have been above average. Results in science have been consistently stronger than those for English and mathematics because pupils are articulate and curious, and are motivated by the good emphasis on practical work. Achievement by the end of Year 6 is satisfactory. Too few pupils who reached the higher Level 3 at the end of Key Stage 1 are challenged sufficiently well to reach Level 5 in Year 6. As a consequence, pupils' progress from Key Stage 1 to Key Stage 2 has been in the lowest 25% for the last four years.

## Personal development and well-being

### Grade: 2

Pupils enjoy school very much and this is reflected in their good levels of attendance. Their spiritual, moral, social and cultural development is good. There are particular strengths in social and moral development, which is reflected in their good behaviour in and around school. When motivated by very good teaching, pupils' behaviour is outstanding and they are very keen to take part in lessons, though when the pace of learning slows the attention of a few can wander. Pupils have a good understanding of how to lead healthy lifestyles and know the ways to achieve this. For example, many take advantage of the salad bar at lunchtime. In a few cases, though, pupils do not choose healthy snacks at playtime. Pupils have a good understanding of how to avoid unnecessary risks. This extends to Internet safety, and older pupils discussed clearly what information not to disclose in email or other communication. Pupils readily take on a wide range of responsibilities, including membership of the school council and eco-council and being activity leaders. In this way, they make an outstanding contribution to school life. They know how to work in teams to achieve particular ends. Though their personal skills are strong, pupils' basic academic skills have not moved forward as much as they might and so they are satisfactorily prepared for the future.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. In all lessons relationships are good and pupils respond well to teachers' clear expectations of their behaviour. Good or better lessons are delivered by

knowledgeable staff at a fast pace and are well planned to provide pupils with a variety of challenging, imaginative activities that make learning fun and develop independence. Pupils' previous learning is reinforced and extended by effective questioning. Particularly good use is made of 'chatty partners' to develop pupils' language skills and their understanding before answering the teacher's question. Here pupils learn at a good pace. In contrast, inconsistencies in planning and delivery take insufficient account of the needs of different groups of pupils. This is particularly so in Years 3 to 6. In these lessons pupils sometimes all do the same activity. Consequently, higher-attaining pupils find the work too easy and do not make the progress of which they are capable.

## **Curriculum and other activities**

### **Grade: 2**

The range of experiences provided is broad and good progress has been made in this area since the last inspection. The curriculum is effective in developing pupils' understanding of healthy lifestyles. There is a strong emphasis on improving pupils' skills through creative activities. This includes French in Years 5 and 6 and a carousel of weekly activities, very well supported by parents and other volunteers, which successfully increases pupils' enjoyment of school and offers them a chance to try things outside the basic curriculum. The varied out-of-school activities are very popular and help to promote pupils' social skills, their health and their contribution to the community well. Pupils speak with enthusiasm about the interesting and exciting activities offered. Children in the Foundation Stage enjoy a curriculum based on practical activities, and this helps them extend their knowledge and skills. Good provision is made for those pupils with learning difficulties and/or disabilities, which enables them to make good progress towards their individual targets.

## **Care, guidance and support**

### **Grade: 2**

The care and safety of all its pupils is at the heart of this school's work. This is typified in many ways, such as in the successful procedures to bring children into school and to help Year 6 pupils move smoothly on to high school, and by the training of more than 20 staff in first aid. All the required procedures to safeguard pupils are in place. The school is very successful in meeting the needs of pupils who have had difficulties in other schools and its work is held up as a model of good practice by the local authority. In most classes teachers' marking is good, but it is not consistent throughout the school. Management recognises that there are variations between classes and that not all pupils have clear guidance on what has been done well and what they need to do to improve further. Improving this situation is a priority in the school's future planning.

## **Leadership and management**

### **Grade: 3**

The quality of leadership and management is satisfactory. The headteacher and senior management team have successfully begun to develop the work of subject coordinators. Senior managers and coordinators use a range of suitable methods to check and evaluate what is happening in classrooms. There is a good focus on what teachers do in the classroom, but less on the impact this has on pupils' learning. Consequently, it is only recently that management has fully linked the variations in teaching with pupils' progress. In response to another key

issue from the last inspection, the school has developed sound ways of tracking pupils' progress in these subjects. It has recently refined these to make them more useful by checking attainment during the year rather than just at the end of each year, so that any underachievement can be identified promptly and support measures can be put in place. It is too early to judge the impact of these refinements. The governing body is well aware of the main challenges facing the school and works well to support the school in overcoming these.

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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	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

## Text from letter to pupils explaining the findings of the inspection

Inspection of Chapel End Primary School, Billinge, WN5 7RX

It was a pleasure to visit your school recently. We listened carefully to what you had to say about it and used your views when we arrived at our judgements. We feel that your school does some things well, but that overall it is satisfactory. This is because there is some variation in the quality of teaching in Key Stage 2. This results in most of you making adequate progress, but the progress of those of you who are more able is not good enough. For example, in English and mathematics the tasks you are given are sometimes the same for everyone. School managers are aware of this and are tightening up checking procedures to improve the situation.

The extra work you do in and around the school is excellent, whether it be recycling fruit waste or planning a playground. You behave well in class, you use 'chatty partners' well to discuss ideas and teachers frequently have a 'forest of hands' to choose from having asked you a question. Occasionally, when tasks are completed or not particularly interesting, your concentration wanders a little. We saw that staff look after you particularly well and keep you safe, and that you follow this good example by looking after each other well. In the dining hall you often, though not always, make healthy food choices and in discussion you showed us that you are well aware of what is and is not good for you. You told us that you like the out-of-school clubs and the 'options afternoon' and we agree that these are good features of the curriculum. When asked, quite a few of you did not know how to improve your work further. We think that this could be better and are pleased to see that it is something the school intends to improve in the near future.

We have asked your headteacher to do one major thing which we think will improve the school for you.

- Bring all the teaching in Key Stage 2 up to the quality of the best so that all of you make the best progress that you can.

You can help your school by continuing to be keen to learn and enthusiastic in your responses to teachers' questions and by trying hard to reach your learning targets in English and mathematics. We hope that you are proud of the positive features of this report and will help your school to improve further. We wish you and the school well for the future.