

Chapelfield Primary School

Inspection report

Unique Reference Number	105313
Local Authority	Bury
Inspection number	308829
Inspection dates	19–20 November 2008
Reporting inspector	Kathleen McArthur

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	264
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Don Binks
Headteacher	Mr Malcolm Gate
Date of previous school inspection	27 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Clough Street Radcliffe Manchester Lancashire M26 1LH
Telephone number	0161 723 5519
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than most and serves an area affected by some economic and social disadvantage. The proportion of pupils entitled to free school meals is higher than the national average. Most pupils are of White British heritage. A few speak English in addition to their home language. The proportion with learning difficulties and/or disabilities is higher than the national average. The Early Years Foundation Stage (EYFS) includes a Nursery. Children attend either the morning or afternoon session.

The school holds the Activemark and Healthy Schools status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school is a secure, happy learning community, firmly founded on well established values of respect, care, honesty and commitment. The inspection confirmed the school's view of its effectiveness. Good leadership by the headteacher, with excellent support from the deputy headteacher and governors, has resulted in rising standards, swifter progress and better teaching based on high expectations of what pupils can achieve. Partnership with parents is a major strength of the school and really benefits pupils personally and academically. Parents are full of praise for the school and its friendly, welcoming ethos. They speak highly of the headteacher and staff, greatly value the monthly parents' forum and say they have every opportunity to be involved in their children's education.

Achievement is good. The majority of children start school with skills well below those usually seen, especially in the vital areas of language, personal and social development and in their knowledge and understanding of the world. Overall, pupils progress well. Children achieve well in the EYFS and in Key Stage 2. In Key Stage 1, progress, although satisfactory, is slower particularly in reading and writing. By the end of Key Stage 2, standards in English, mathematics and science are broadly average. Standards in writing by the end of Key Stage 2 have improved owing to a very focused effort throughout the key stage. Good teaching provides well planned activities that make effective use of resources to make lessons interesting. Pupils with learning difficulties and/or disabilities and those learning to speak English in addition to their home language receive well targeted support, so that they progress well in relation to their capabilities.

Personal development, including spiritual, moral, social and cultural development, is good. Pupils show their enjoyment and appreciation of school by working hard and making good progress. They willingly accept responsibilities, serving as school councillors or play leaders. Pupils are caring and concerned for each other, a typical comment being, 'People are kind in school.' They willingly carry out fundraising for those less fortunate. A clear, fair structure of rules and rewards results in good behaviour. Pupils know how to look after their health and have a good awareness of how to keep themselves safe. The school has developed strong, effective links with the community and the local church and successfully fulfils its stated aim to ensure that pupils are well prepared for their future lives.

The good curriculum provides a varied range of learning activities, which are well supplemented by visitors and visits and close links with partner high schools. Enrichment activities include French, clubs, dance and sports. Excellent pastoral care ensures that each pupil is very well looked after enabling them to gain the confidence to achieve well. A typical parental comment was that the school 'honours the children and their welfare above all else'. Rigorous use of good assessment systems gives a very clear picture of pupils' individual progress so that staff know exactly where extra help is needed. Pupils have opportunities to assess their work. However, teacher's marking does not always give them feedback about how to improve their work.

Leadership is good. Staff and governors have an accurate view of the school's strengths and a clear focus on what needs to be improved. They form a strong, effective team which enhances provision and which has successfully addressed issues from the previous inspection. This gives the school good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the Nursery and Reception classes. They make good progress because they are taught well. Good welfare arrangements ensure that children are well cared for and learn to care for others. For example, children suggested making someone feel happy by playing a game with them. Staff make home visits to ensure that children meet familiar faces when they start school. This helps them to feel safe and secure, to quickly settle into the Nursery and to move on happily to the Reception class. Good leadership provides a rich range of well planned, practical activities. For example, children were observed busily weighing parcels and selecting coloured paper to make cards. Others thoroughly enjoyed the imaginative early writing activities based on dancing to music. Children's progress is tracked thoroughly, for example photographs are often used to record when children achieve a new step in their learning. Children enjoy learning out of doors, but the outside area for Reception children is small and not easily accessed by one class. When they move to Year 1, most children are close to achieving the learning goals expected for their age, although few exceed them.

What the school should do to improve further

- Accelerate pupils' progress in Key Stage 1, particularly in reading and writing.
- Ensure that when staff mark pupils' work they are consistent in the way that they tell them how to improve.

Achievement and standards

Grade: 2

From starting points that are often well below average, pupils achieve well and reach broadly average standards by the time they leave Year 6. In Key Stage 1, progress, although satisfactory, is slower. Standards in Year 2 are just below average, most noticeably in reading and writing and few pupils reach the higher level in any subject. Progress speeds up in Key Stage 2, particularly in Years 5 and 6. In these classes pupils benefit from very high quality teaching. Provisional outcomes in the most recent national tests in 2008 show that pupils exceeded their targets, and attained well above average standards in English, mathematics and science. Almost half reached the higher level in English and mathematics. In science, every pupil reached the expected level and about three quarters reached the higher level. This year group had more high achievers than usual. Rising standards in English reflect the strong impact of the school's efforts to improve writing. Pupils in the current Year 6 are working in line with their targets. Early identification of pupils' needs and effective use of a wide range of intervention strategies mean that pupils with learning difficulties and/or disabilities progress well and sometimes exceed their targets.

Personal development and well-being

Grade: 2

Pupils are polite, friendly and cooperative and enjoy their learning. Behaviour is good and pupils unanimously said they feel safe in school. They know that their views are listened to and that staff will help if they have any problems. They think the system of rewards and sanctions is fair. Pupils have a good understanding of how to keep themselves healthy and the after-school sports and keep fit clubs are popular. Older children have helped raise awareness of healthy eating through enterprise schemes, for example by selling fruit and making smoothies. Pupils

contribute positively to the school, acting sensibly as councillors and willingly undertaking jobs around school. The school actively contributes to the local community, for example by litter-picking in the local park and participating in environmental projects. Spiritual, moral, social and cultural development is good. Pupils show care and concern for each other in school, and participate in local and international charity work.

Quality of provision

Teaching and learning

Grade: 2

Pupils know they must work hard and say, 'Teachers are really encouraging and help us.' Teachers' high expectations of what pupils can achieve have resulted in better progress and improved standards. Where teaching is strongest, for example, in Years 5 and 6, work is very well matched to pupils' needs. The most able are challenged and those with additional needs receive high quality support. In most lessons pupils are actively involved in learning and often have opportunities to assess their own work and that of their peers. Work is regularly marked and in some classes a pupil-friendly system shows pupils how to improve their work. For example, pupils in Year 2 use 'thumbs up' to show they have understood. However, this is not consistent in all classes. All resources, including information and communication technology (ICT) are used effectively to bring the curriculum to life and to enhance learning. Good behaviour means pupils work harmoniously together, for example discussing ideas with 'talking partners'. Teaching assistants provide skilled support for pupils with learning difficulties and/or disabilities, resulting in their good progress. In some lessons pupils spend too long listening to the teacher and, therefore, have limited time to put their skills into practice to embed their knowledge and understanding. Where this is the case, pupils' progress is slower.

Curriculum and other activities

Grade: 2

The wide and relevant curriculum meets the needs and interests of most pupils well. Well targeted tasks and good support help pupils with learning difficulties and/or disabilities to progress well and to enjoy full access to all the school does. Staff have embraced the move towards a more engaging, interactive and thematic curriculum. Although still in the early stages of development, links to other curriculum areas are making learning more exciting and relevant. Pupils now have more meaningful opportunities for writing and speaking and listening, which are having a positive impact on their literacy skills. Pupils learn French. Visitors to school and visits to places of interest, such as the recent Year 5/6 visit to Eden Camp as part of their Second World War topic, effectively enrich their curriculum. External experts help pupils to develop their physical and musical skills. Pupils enjoy and benefit from the many extra-curricular opportunities available including the choir, keep fit and drama clubs. The good programme for personal and social development helps pupils to consider feelings and take responsibility for their actions, and ensures that they know how to be healthy and stay safe.

Care, guidance and support

Grade: 2

Excellent pastoral procedures ensure that pupils are safe and well cared for. Parents appreciate the caring, supportive ethos and work well with the school to support their children. Suitable academic, personal and social guidance prepare pupils well for the next stage of learning.

Systems to ensure good attendance are effective. The school is not complacent and uses every strategy to improve this further. Procedures for safeguarding pupils meet current requirements and health, safety and risk assessments are carefully managed. The school works well with outside agencies. Regular, effective dissemination of information regarding vulnerable pupils and those with learning difficulties and/or disabilities ensures that all staff are aware of these pupils' needs. As a result, they provide appropriate academic and personal support so these pupils progress well. Good assessment systems to monitor and track pupils' academic progress closely enable staff to step in quickly if any pupils begin to fall behind in their work. Pupils know their targets and enjoy the challenge of working to reach them. They often have the opportunity to assess their own work. In Years 5 and 6, pupils often assess their own and their classmates' work against given success criteria.

Leadership and management

Grade: 2

There has been good improvement since the previous inspection. The dedicated and committed leadership team give the school good capacity for further improvement.

Staff, pupils and parents collaborate to devise the school's aims and to put the leadership's vision for school improvement into practice. Governance is outstanding. Governors rigorously monitor how well pupils learn and how effectively they understand and implement the six school aims. Consequently, they have an excellent knowledge base from which to challenge and hold the school to account. Good school self-evaluation places a firm focus on the areas for improvement, with a clear timetable for review, professional development and training. Subject leaders carefully analyse data to prepare appropriate action plans. The school ensures equality of opportunity, which means that all pupils are included in all activities. Resources are used well and the school gives good value for money. Strong partnerships with external agencies and the local community, and together with very good links with parents, further support pupils' learning and well-being. Community cohesion is good. The school very effectively meets the needs of the local community. However, pupils' preparation for life in a multicultural world is mainly based on the study of major religions.

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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	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

On behalf of myself and the other inspectors, I would like to thank you all for making us so welcome when we inspected your school recently. You were all very polite, friendly and helpful so we really enjoyed our time in school. We were impressed when we heard you playing your trumpets and horns. Your parents are very pleased with the school, and we know quite a few of them help in different classes.

Chapelfield is a good school. You and your parents all told me that you have an excellent headteacher and I agree. He is very well supported by the deputy headteacher and the governors. The Nursery and Reception classes give you a good start and you make good progress during your time at school. You reach standards that are about right for your age because you are taught well and work hard to reach your targets. I could see that you enjoy school and you said the teachers make your lessons fun. I saw some of you giving a 'thumbs up' to show you have understood your work! The curriculum is good and has lots of extras like sports, visits and drama and computer clubs.

I was very pleased to see that you behave well and you understand why there are rules to keep you all safe. You know how to look after your health and enjoy all the sports activities the school provides. I know you help each other in school, as councillors or play leaders. You help the local community, raise money for different charities and we heard you are going to sing at the Manchester Evening News (MEN) arena. Staff look after you well and keep a very close eye on how well you are doing.

To make your school even better, I have asked the staff to do two things.

- Help those of you in Key Stage 1 make faster progress, particularly in your reading and writing.
- Mark your work better so that you are sure about what you need to do to improve.