

Chapel End Infant School and Early Years Centre

Inspection report

Unique Reference Number	103052
Local Authority	Waltham Forest
Inspection number	323736
Inspection dates	5–6 February 2009
Reporting inspector	June Woolhouse

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	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	356
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	29
Appropriate authority	The governing body
Chair	Miss Dee Brecker and Ms Kate Williamson
Headteacher	Mrs Barbara Moyhing
Date of previous school inspection	2 November 2005
Date of previous funded early education inspection	2 November 2005
Date of previous childcare inspection	Not previously inspected
School address	Beresford Road Walthamstow London E17 4LN
Telephone number	020 8527 1388

Age group	3–7
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Fax number

020 8527 1395

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large infants' school, with its integrated early years centre, serves a culturally diverse community. The headteacher leads both settings. Four fifths of pupils are from minority ethnic backgrounds, with White British and Pakistani pupils representing the largest groups. Half of the pupils have a mother tongue other than English, although very few are at an early stage of learning English. Many more pupils than in most other primary schools need extra help with their learning. The main areas of learning difficulties and/or disabilities are in speech, language and communication or moderate learning difficulties. About a quarter of pupils are eligible for free school meals, above the expected levels. The early years centre is housed on a nearby site. Early Years Foundation Stage provision covers children from age 2 to 31 August following their fifth birthday. Children aged 2 to 3 years are educated, either part time or full time, in a separate Nursery class. Children aged 3 in the Nursery year, either part time or full time, are educated in two linked classrooms. Children move to the Infants' school to attend full time in two Reception classes during the autumn term, with a third Reception class operating from January. The school was re-awarded the Healthy School status in 2007. It is accredited with the Effective Early Learning (EEL) quality assurance award. There is childcare provision in the early years centre before and after school for children aged 2 to 7 years. Other extended services in this building include specialist support, a family learning programme, community access, a childminding network and a drop-in centre for adults returning to work. All extended services are under the direction of the governing body.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Chapel End Infants' School and the early years centre provide a good education for all their pupils. The headteacher has an inspirational vision of a school community that thrives and grows in its effectiveness because there is mutual understanding and respect for different cultures and religious belief. This is realised in school and mirrored in the local community. One parent commented, 'We feel it is an open, welcoming school with good links to the community.' Another said, 'They do care about kids and make us feel they are part of the family.'

Outstanding care, guidance and support ensure that pupils enjoy coming to school very much and achieve well. Attendance rates have improved since the last inspection. Behaviour is excellent and the care and consideration shown among pupils, and between pupils and adults, reflect the outstanding provision for their spiritual, moral, social and cultural development. Pupils are taught tolerance and understanding very well from an early age because they are skilfully exposed to cultural and linguistic diversity. The inclusive Chapel End community is fully involved because of the school's extensive range of partnerships with parents and carers, educational welfare services, secondary and higher education institutions, the Forest Schools initiative and its own effective outreach team to the wider community. The early years centre is the meeting place for much of this activity.

Children get off to a flying start in the Nursery class and make good progress from below expected levels for their age when they begin. There is some discontinuity in provision when they move into the Infants' school because the youngest group of children does not move until January. Senior leaders are beginning to address this difficulty by reviewing how the Early Years Foundation Stage in both settings is planned and managed. By the end of the Reception Year, children reach a good level of overall achievement. Attainment by the end of Year 2 is broadly average in reading and writing and below average in mathematics. Achievement is good overall, although relatively few pupils reach the higher Level 3 in writing or mathematics.

Teaching is good and contributes to pupils' good progress in both their learning and personal, social and emotional development. Pupils know how to keep very healthy and safe. They learn and play well together. The high quality of displays is testament to the pride they take in their work. Pupils have opportunities from an early age to solve problems and work independently. Plans are in hand to improve further their use of information and communication technology skills. Some inconsistency in planning and insufficient understanding of what is taught in mathematics have resulted in less progress than in reading and writing. The special needs coordinator and deputy headteacher quickly identify the needs of pupils with learning difficulties and/or disabilities and those whose first language is not English. This aspect of the school's work is always a priority because of the large number of pupils needing support. The subsequent excellent intervention programmes, focused on literacy, have resulted in good progress and higher standards in reading and writing compared with mathematics. This year a rigorous programme of support to improve both learning and teaching in mathematics has started to bring this subject up to the same standard. Pupils enjoy a rich, broad and practical curriculum enhanced by extra-curricular clubs. The headteacher, fully supported by the deputy headteacher, leads the school effectively. However, subject leaders have not yet taken on fully the responsibility for raising standards or tracking pupils' performance using the information from the school's tracking system. Governors support the school well and understand why all pupils make good progress. They have contributed particularly effectively to community involvement

and social and religious harmony. This has resulted in a very cohesive school and local community. The school has a good capacity to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision is good because leaders and other adults understand how young children learn and what they need to thrive. A rich, practical and relevant curriculum is provided in the early years centre, where outside activities are equally well promoted and taken up by children. The centre benefits from excellent outdoor facilities. High-quality resources enrich children's practical experiences. There are bikes and trucks, climbing frames and natural materials that captivate children's interests and develop their personal, social and emotional skills as well as their creative and physical skills. Children continue to make good progress in the Reception Year. Achievement is good when their starting points are taken into account. Literacy and numeracy skills are an increasingly important feature of the Reception classes, but there is some inconsistency in planning because the youngest do not start in the school until January. Staff ensure that the children's welfare is paramount and the high levels of care and support lead to their outstanding personal development. Children are happy throughout the Early Years Foundation Stage and become increasingly confident and sociable learners. All children's needs are well catered for and they are carefully assessed through regular observations underpinned by the 'EEL' system. The Early Years Foundation Stage is well led and managed by the senior teacher in the early years centre, but the school's senior leadership team recognises that greater links between the Nursery and Reception Years will improve learning, especially in the further development of literacy and numeracy skills. Parents and carers are fully involved in their children's learning and many benefit from becoming familiar with the early years centre when their children attend as two-year-olds. Breakfast and tea-time clubs are open to all pupils from the Infants' school, enabling pleasant social interaction among children and parents. Home-visiting and outreach teams give very good support to children's welfare from an early age and consequently there is a smooth transition into the Early Years Foundation Stage.

What the school should do to improve further

- Raise attainment in mathematics.
- Extend middle leaders' influence and accountability for raising standards and their roles in evaluating the impact of provision on pupils' progress.
- Strengthen the role of the Early Years Foundation Stage leader in linking and evaluating both Nursery and Reception Year provision.

Achievement and standards

Grade: 2

Achievement is good and pupils reach broadly average standards by the end of Year 2 from starting points lower than expected for their ages. Standards in reading have improved steadily for the past five years because of consistent planning and effective teaching. Assessment information shows that all groups of pupils, including those with speech and language difficulties or who speak English as an additional language, make good and sometimes very good progress. This is the result of early intervention, where pupils receive very effective small group teaching. Writing and mathematics attainment dipped in 2008 after an upward trend since 2004. Very few pupils achieved the higher Level 3 in writing and the school continues to make this a priority. Mathematics attainment at all levels was lower than expected and a comprehensive

support plan to improve teachers' mathematical knowledge and teaching skills has been in place during this school year. There are signs of better teaching and greater understanding of mathematics by pupils in lessons.

Personal development and well-being

Grade: 1

Pupils respond excellently to the school's opportunities for personal development and as a result have very positive attitudes. Pupils understand the values, traditions and beliefs of different groups and show great respect for each other. Displays of work reflect their understanding of different faiths and cultures and an awareness of the needs of others. Pupils respond by raising money, for example, for children in the Congo. A parent said, 'My child really enjoys school and his progress has been immense since he started.' Pupils with emotional and behavioural difficulties receive excellent support from initiatives such as the Bubble Club, which enables them to participate fully in school activities. Pupils make good choices about health. The school meals are much appreciated and pupils apply their knowledge of healthy eating when choosing them. They participate eagerly in physical activities. Pupils are proud of their success in influencing decision-making in the school. They work hard and see the relevance of acquiring skills in language and mathematics in order to be successful. Pupils reflect the school's ethos of strong community links by visiting elderly residents and inviting parents to share their work in assemblies.

Quality of provision

Teaching and learning

Grade: 2

Pupils have very positive attitudes to their work and make good progress. Teachers build well on pupils' previous learning and work is generally well planned and matched to their interests and abilities. Behaviour is managed very well, resulting in orderly and purposeful lessons. Pupils' work is marked well and most teachers provide helpful comments on how it can be improved. Often younger pupils receive oral feedback about how they can improve. In the most successful lessons, pupils show high levels of confidence and are given challenges well matched to their abilities. They are given opportunities to talk with a partner about how they are completing tasks and solving problems. They rehearse their understanding and consolidate what they are learning. However, the more able are not sufficiently challenged and some continue to underachieve, especially in mathematics. Some pupils have learning targets, but this is not consistent in all classes. Presentation is good and pupils take a pride in how they set out their work.

Curriculum and other activities

Grade: 2

Pupils enjoy a broad and interesting range of work which meets most of their needs well, including opportunities for them to take responsibility and use their initiative. A topic approach is used in planning which makes meaningful links between different subjects. The curriculum is enhanced by visits and visitors that are well chosen. A recent visit to Bethnal Green Toy Museum brought a project on toys to life. The establishment of a Forest School for outdoor activities makes a significant contribution to pupils' understanding of the natural world. The curriculum is further enhanced by a good range of clubs. However, the curriculum in mathematics

does not always meet the needs of the more able. Not enough use is made of information and communication technology to support work in other subjects because the school is hampered by some deficiency in resources. The curriculum encourages pupils to be healthy and the school has achieved Healthy School Status twice.

Care, guidance and support

Grade: 1

The school provides outstanding care and support. Academic guidance is good and improving now that the school has a central record of pupils' attainment and progress data. The attractive environment and lively displays are very welcoming to pupils, parents and staff alike. Child protection procedures are thorough and sensitive, and all first aid, health and safety, and risk assessment procedures are in place. All staff are very caring and always have the pupils' best interests at heart. The outstanding personal, social and health education programme and discussion time in classrooms deepen pupils' understanding of living sociably together. Very good support for pupils in the early stages of learning English or with learning difficulties enables them to develop confidence and self-esteem as well as academic skills. Parents are well informed about their children's progress.

Leadership and management

Grade: 2

The impact of the senior leadership team is especially noticeable in the way the school community embraces and values all its members. Pupils' well-being and progress are at the heart of its work and this generates a willingness among all staff to make the time spent in school as enjoyable and interesting as possible. The school's strengths and weaknesses are accurately identified because effective monitoring systems are in place. However, year and subject leaders have not yet taken on fully their roles in monitoring and evaluating how well pupils are performing. Good subject plans have been developed, but pupils' learning is not evaluated in sufficient detail against national standards. At present, there are general targets to improve writing and mathematics which have yet to be translated into individual targets for pupils in all classes. Governors take an active part in, and an informed view of, what happens in school and hold the senior leadership team to account for its performance. They are also very active in the local community because they understand its needs very well. Governors promote the benefits of being involved as parents or carers and encourage the use of adult services in the early years centre. The School Association, through fund-raising and events such as the summer fair, involves many adults from the community which brings together, very effectively, people from different faiths and backgrounds to support the school. Links with other schools, the local and wider community and a wide range of support agencies are very strong and effective. The school gives good value for money and has improved since the last inspection.

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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?	1
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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	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?	1

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	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
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	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

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

23 February 2009

Dear Pupils

Inspection of Chapel End Infant School and Early Years Centre, London, E17 4LN

Thank you for making us so welcome during the inspection. We really felt we were part of the school family too. We enjoyed seeing you work hard in lessons, get on together very well and listen carefully to each other when you share your work. We particularly enjoyed the sharing assembly and blowing out the birthday candles. You sang the Happy Birthday song brilliantly. You go to a good school and I have written down some of things that make it good. In fact, some things are excellent.

- You achieve well and make good progress in your learning, especially in reading.
- The Reception and Nursery classes give you a good start to your education.
- You enjoy coming to school, behave very well and have a great time there.
- All the adults care a great deal about you and look after you very well.
- Your teachers are good and provide interesting work for you to do.
- The headteacher is very good at her job and all staff and governors work well together.

We decided that there are still some things that can improve. We have agreed with the school that it is important that you become as good at mathematics as you are at reading. We also think that all the school's leaders, not just the headteacher and deputy headteacher, should look more carefully at how well the school is doing and plan future improvements carefully. Then we want them to check your work and make sure you are as good as everyone else in other good schools. This means you must continue to work hard, especially in mathematics lessons, come to school every day and continue to help everyone to do well. We also think that children in the early years centre and those in the Reception class should have the same kind of work to do at the beginning of a new school year in September, even when they are in different buildings.

We hope you continue to enjoy school, work really hard and that this continues when you move on to the Juniors.

Yours faithfully

June Woolhouse

Lead Inspector