

# 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>	336365
<b>Inspection dates</b>	20–21 October 2009
<b>Reporting inspector</b>	Margot D'Arcy

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 of pupils on the school roll</b>	373
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Isobel Brittle
<b>Headteacher</b>	Mrs Elizabeth Turton
<b>Date of previous school inspection</b>	8 June 2007
<b>School address</b>	Carr Mill Road Billinge Wigan WN5 7TX
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and held meetings with governors, staff, groups of pupils and a representative from the local authority. They observed the school's work and looked at documentation, including the school's data about pupils' progress, records of checks on the school's effectiveness, school improvement plans and teachers' lesson plans. Inspectors analysed 100 questionnaires returned by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of the more able pupils in mathematics and writing
- the progress of pupils with special educational needs and/or disabilities
- the extent to which teaching meets the needs of all pupils, particularly the more able
- the quality of the school's evaluation of its work and its effectiveness in tackling weaknesses.

## Information about the school

This is a larger than average school situated in the village of Billinge, approximately five miles from St Helens. The vast majority of pupils are of White British heritage. The proportion of pupils taking free school meals is below average. The proportion with special educational needs and/or disabilities is also below average. The school has an Early Years Foundation Stage comprising a part-time Nursery and two full-time Reception classes. As the Nursery is the designated Nursery for Billinge, not all children who attend continue into the Reception classes and some children join the Reception class who have attended other pre-school provision.

The governing body manages a before- and after-school club, both of which were inspected during this inspection.

The school has been awarded the National Healthy School standard, Eco School, Basic Skills Quality Mark and Active Mark and is recognised as an Investor in People.

**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?**

**4**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the achievement of the more able pupils, the quality of teaching in matching work to these pupils' needs, and to the effectiveness of the governing body in challenging the school to address weaknesses and bring about improvement. Action is also needed to ensure the school complies with the statutory duty to promote community cohesion.

When children start the school, most have skills and levels of development that are above those typical for their age. The overall standards attained by pupils by the time they leave Year 6 are generally above average. Pupils with special educational needs and/or disabilities make good progress, but the more able pupils, of which there is a sizeable group, do not achieve as well as they should, given their capabilities and starting points. The underachievement of the more able pupils in English and mathematics has been a long-standing weakness which the school has only recently begun to address with any success. The impact of a concerted focus on mathematics last year is evident in the most recent assessment and test results of Year 2 and Year 6 pupils, which show a greater proportion attaining the higher levels. Strategies implemented in September this year to improve provision and raise standards in writing look promising. However, it is too early to determine how successful these will be and there is still evidence of underachievement in writing, particularly for the more able pupils. Whilst there are some strengths in teaching, there are inconsistencies in how successfully it challenges and meets the needs of the more able pupils and is therefore inadequate overall.

There are significant strengths in the provision for, and leadership and management of, the Early Years Foundation Stage. Both of these are outstanding and result in children achieving exceptionally well. A further strength is the way in which the school provides for and supports pupils with special educational needs and/or disabilities. The school takes good care of its pupils and is particularly diligent in monitoring the care and well-being of the more vulnerable pupils. The school works hard and successfully to keep pupils safe and help them understand how to keep themselves safe. The overwhelming majority of pupils say that they enjoy school and learn new things in lessons. Relationships with parents are good and the vast majority of parents are happy with their children's experiences in school.

Until relatively recently, the school's leaders had been unsuccessful in eliminating the

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underachievement of the more able pupils, identified as an area of weakness by the last two inspections. The school's evaluations of some areas of its work are accurate, but the view of its overall effectiveness is too positive because it focuses too much on the overall above-average standards attained by pupils and too little on the progress made by particular groups. Recently, more rigorous use of assessment information shows that this focus is beginning to shift. This, together with the improvements to mathematics during the last 12 months and restructuring which has strengthened the senior leadership team shows that the school has satisfactory capacity to improve. Governors are very supportive of the school but have not held it sufficiently to account in rectifying weaknesses and have not ensured that the school meets its statutory duty to promote community cohesion.

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

- Improve the achievement of the more able pupils, particularly in writing and especially at Key Stage 2, so that the vast majority who attain the higher levels at the end of Key Stage 1 attain the higher levels by the end of Key Stage 2. To do this the school should:
  - improve the consistency of teaching in successfully meeting the needs of this group, ensuring that lesson planning and delivery identifies and provides work that is sufficiently challenging and enables pupils to build well on their earlier attainment
  - ensure greater rigour in the monitoring of lessons and pupils' work to clearly identify the extent of their learning and progress
  - make better use of assessment information to track pupils' progress and inform interventions to promote better progress.
- Ensure governors hold leaders more fully to account for improvement and pupils' achievement by:
  - increasing governors' understanding of performance data, specifically the relationship between standards attained and the value added by the school and of how different groups of pupils are progressing
  - identifying specific, measurable, criteria, within an appropriate timescale, to evaluate how effectively the school's leaders are addressing areas of weakness and underperformance.
- Governors should take action to ensure they meet their legal requirement to promote community cohesion.

**Outcomes for individuals and groups of pupils****4**

The quality of pupils' learning and their progress are inconsistent across Key Stages 1 and 2 and, as such, are inadequate overall. In lessons, the learning and progress of middle ability pupils are mostly satisfactory and sometimes good, depending upon the quality of teaching. Pupils with special educational needs and/or disabilities make good

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progress in their learning. This is because teachers adapt work well to their needs and ensure that they are given good support to successfully tackle and complete their work. As well as maximising pupils' progress, this boosts their confidence as learners and has a positive impact on their enjoyment of school. These pupils are well prepared for the next stage of their education and frequently attain higher standards than similar pupils nationally.

The learning of the more able pupils is less successful. For a number of years the standards attained by these pupils at the end of Year 6 have not been high enough given their earlier attainment at the end of Key Stage 1 in English and mathematics. This underachievement has begun to be remedied, but has not yet been eliminated. The most effective learning for pupils in this group is evident in mathematics. In this subject, teachers are generally more successful at matching work to these pupils' needs, and pupils comment positively on their enjoyment of mathematics. Standards of attainment are beginning to rise. However, standards in reading are much better than those in writing, where underachievement remains a weakness, particularly for the more able pupils. Pupils' attitudes to writing are less positive than for mathematics, though the recent introduction of a new strategy to promote extended writing in interesting ways is beginning to increase pupils' enjoyment. It is too early to see the full impact of the strategy on pupils' standards and progress.

Pupils are keen to learn, attend regularly and, in the majority of lessons, are well behaved. In lessons where work is not challenging enough or the pace of learning is not fast enough, some pupils show clear signs of boredom and become distracted. Most pupils feel that behaviour is good. Pupils have a good understanding of how to live healthily and readily engage in physical activities. While they know much about healthy eating, many are reluctant to put this into practice. The snacks many bring to eat at playtime and in their packed lunches do not promote healthy eating; few pupils take up the healthy school meals that are provided. Pupils' spiritual, moral and social understanding is well developed. Pupils respond well to creative opportunities, which develop their cultural awareness through art, music and the learning of modern foreign languages. However, they have little experience of engaging with pupils from different ethnic backgrounds and their knowledge of cultural differences is sketchy. The pupils contribute very well to their school and local communities, readily taking on responsibilities, such as school and eco councillors, raising funds for charities and performing for community groups.

*These are the grades for pupils' outcomes*

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<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.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

The quality of teaching ranges from good to inadequate, with strengths and weaknesses evident in both key stages. Improvements are occurring to the way teachers use assessment information to match work and support to pupils' different needs. This is being done very successfully for some pupils, such as those with special educational needs and/or disabilities, but is not consistently effective for the more able pupils. In too many lessons, the work and/or methods of learning are not adapted sufficiently well to capitalise upon the capability of the most able pupils and challenge them to achieve a better rate of learning and higher standards. There is undoubtedly some good and better teaching in the school, but expectations of what the more able pupils are able to achieve are not consistently high enough.

The school is in the process of developing its curriculum to provide a more creative approach and stronger links between subjects. There are good opportunities for pupils to develop reading and research skills across the curriculum and satisfactory opportunities to develop writing skills. Numeracy skills are developed effectively across the curriculum, for example, in science, where pupils say that they enjoy the focus on practical work. In some subjects, such as history, geography and religious education, there is an over-reliance on worksheets. Provision for information and communication technology is satisfactory. Strengths of the curriculum include opportunities for pupils to learn modern foreign languages, good provision for music and sport and a good range of extra-curricular activities.

The school has a very welcoming atmosphere and relationships between pupils and teaching staff are good. Pupils are aware of what action to take if they or others need

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help and have a good level of confidence in approaching teaching staff with worries or concerns. They are less confident in the effectiveness with which lunchtime staff sort out their problems. The breakfast and after-school clubs provide pupils with a very good level of care and a wealth of stimulating activities, which they enjoy.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school has taken some considerable time to achieve any success in addressing previously identified weaknesses. However, staff and governors speak of increased drive and enthusiasm during the past year resulting from the strengthening of the senior leadership team. This drive is tangible and is clearly beginning to pay off, as seen in the improvements in mathematics and the enthusiasm and ambition to achieve the same success in writing.

The headteacher, senior leaders and governors are effective in ensuring rigorous safeguarding and child protection procedures. The school's good partnerships include very effective links with agencies to support vulnerable pupils and those with special educational needs and/or disabilities. There are also good partnerships with the music service and local schools that help to improve the provision. The school enjoys good relationships with parents and involves them effectively by seeking their views about the school and their children's education. The school keeps relevant information about the performance of groups of pupils and uses this to monitor their participation in different activities, such as after-school clubs. The information is used to gain a general overview of pupils' progress, but this is not sharp enough in relation to understanding the progress of particular groups. The school works hard to ensure that the most vulnerable pupils have appropriate access to all the school offers.

Governors have not ensured that the school meets its duty to promote community cohesion. They manage finances well and show good commitment to the school in terms of the time they give to committees, links with classes, helping in school, fund-raising and training. They have not, however, adequately acknowledged the areas of weakness pointed out by previous inspections and which have been consistently evident in the school's performance data, nor have they held the school sufficiently to account to rectify these weaknesses.

*These are the grades for leadership and management*



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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Warm, caring relationships and clear expectations from adults ensure children settle quickly and feel secure and happy. Most children begin Nursery with at least the expected levels of learning and development for their age. Very effective provision ensures that they progress well and are thoroughly prepared for entry to Reception. Although there is a range of attainment, children's skills on beginning the Reception classes are generally above expectations. They make excellent progress and most attain the nationally expected learning goals in all areas, with a significant proportion achieving well above the expected levels. These outstanding outcomes result from the broad and exciting range of activities on offer, both inside and outdoors, and the highly skilled level of teaching that results from meticulous planning and adults' timely interventions in children's play. There are ample and highly stimulating opportunities for children to learn basic skills and develop their creativity, knowledge of the world and independence. Established routines and a high level of care from all adults ensure that children feel safe and secure. Welfare arrangements to protect children from harm are rigorous. Children's progress is constantly assessed and tracked very carefully, noting milestones and next steps. Leadership and management are outstanding. There is a common sense of purpose and clear expectations that all staff will provide the highest quality care and provision. Parents' contributions are encouraged and parents are highly appreciative of how well the staff help their children to learn and gain a love of school. There are excellent links with the before- and after-school club leaders to ensure that the learning and emotional needs of the children who attend these clubs are consistently met.

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*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

The majority of parents' views were extremely positive and many of these are supported by the inspection findings. A minority of parents expressed some concerns about their children's progress, the quality of teaching and the way the school is led and managed, and inspectors found that these concerns have some justification. Some parents also expressed concerns about the way the school deals with unacceptable behaviour. During the inspection, pupils' behaviour was good and any inappropriate behaviour was dealt with effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at Chapel End Primary 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 373 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	66	29	29	5	5	0	0
The school keeps my child safe	67	67	27	27	5	5	0	0
The school informs me about my child's progress	45	45	44	44	10	10	0	0
My child is making enough progress at this school	53	53	36	36	10	10	0	0
The teaching is good at this school	50	50	38	38	9	9	0	0
The school helps me to support my child's learning	46	46	39	39	9	9	0	0
The school helps my child to have a healthy lifestyle	49	49	42	42	7	7	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)	43	43	37	37	9	9	2	2
The school meets my child's particular needs	43	43	43	43	9	9	0	0
The school deals effectively with unacceptable behaviour	37	37	40	40	12	12	4	4
The school takes account of my suggestions and concerns	35	35	44	44	10	10	5	5
The school is led and managed effectively	38	38	42	42	11	11	5	5
Overall, I am happy with my child's experience at this school	53	53	39	39	5	5	2	2

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



23 October 2009

Dear Children

Inspection of Chapel End Primary School, Wigan WN5 7TX

Thank you for being so friendly and welcoming when my colleagues and I visited your school recently. We really enjoyed meeting and talking to you. I am writing to tell you about our judgements.

While we judged that there were a number of good things about your school, we found that there are some things that need to be improved urgently so we have given your school a 'notice to improve'. This means that an inspector will revisit the school soon to check how well it is improving.

We have asked your school to ensure that those of you who find it easier to learn new things make faster progress and attain higher standards, particularly in writing and particularly at Key Stage 2. We want your teachers to ensure that they always provide work that really challenges those of you who learn quickly and we have asked the headteacher and other leaders and managers at the school to check regularly that this is happening. We have asked the governors at the school to keep a check on how well the school is managing to implement these things. We have also asked the governors to ensure that the school meets one of its legal duties in relation to how well it prepares you all for living and working with children and people who come from different backgrounds to yours.

We judged that your school gives the youngest children in Nursery and Reception a really outstanding start to their education. We were pleased to note your good behaviour and the good contribution you make to the way the school is run and to helping others in the local community. Your school takes good care of you and works very hard to keep you safe and teach you good moral and social values that will help you get on in life.

Yours sincerely

Mrs Margot D'Arcy

Lead inspector

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