

# Chapelford Village Primary School

Santa Rosa Boulevard, Warrington, WA5 3AL

**Inspection dates** 19–20 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school is well led and managed by the headteacher, team leaders and the governing body. Together they have made good improvements in teaching.
- Good teaching has ensured that pupils achieve well, particularly in reading and mathematics.
- Pupils and staff have quickly settled in well to their new school building. This is because the move was managed very skilfully by the headteacher. The school is bright and welcoming and pupils are rightly proud of their new school.
- Pupils behave well. Their attendance is above average as they enjoy school so much. They enjoy their lessons and get on well with staff and each other. They feel safe and well cared for.
- Lessons are usually interesting and well planned.
- The governing body provide good expertise to challenge and support the school.
- The school promotes pupils' spiritual, moral, social and cultural development well through assemblies, trips, and helping pupils to raise money for charities.

### It is not yet an outstanding school because

- Pupils do not consistently achieve well in writing.
- Teachers do not always provide the precise guidance pupils need to reach the highest levels in their work, especially in writing.
- Teachers do not always use high quality questioning regularly enough in lessons, to check that pupils are learning and ensuring that pupils are quickly challenged or further supported in their work.

## Information about this inspection

- Inspectors observed 19 part lessons of which one was a joint observations with the headteacher. They also made seven short visits to lessons.
- Inspectors listened to pupils read.
- Inspectors took account of 37 responses to the on-line questionnaire (Parent View) and responses to a parental questionnaire recently carried out by the school.
- Meetings were held with two groups of pupils. Inspectors also held discussions with the Chair and Vice-Chair of the Governing Body, a representative of the local authority and school staff.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s own data on pupils’ current progress, documents relating to the school’s plans for improvement, its procedures for checking the quality of teaching, records relating to behaviour and attendance and documents relating to safeguarding.
- Pupils’ books were checked by inspectors.

## Inspection team

Clarice Nelson-Rowe, Lead inspector	Additional Inspector
Julie Webster	Additional Inspector
Kirsteen Rigby	Additional Inspector

## Full report

### Information about this school

- This is an above averaged-sized primary school.
- Most pupils are of White British heritage.
- A low proportion of pupils are supported by the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and the children of forces families.
- The proportion of pupils supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress.
- The school relocated to a new site in February 2013.

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

- Raise achievement in writing by continuing to improve the expertise of staff in understanding and recognising different levels of achievement and using that knowledge to help pupils to know precisely what they need to do to reach higher levels.
- To increase the proportion of outstanding teaching by:
  - making sure that teachers improve the quality and frequency of their questioning to regularly check pupils’ progress, so that teaching is adjusted more quickly to provide further support or greater challenge
  - making sure that feedback in class and in books, consistently provides pupils with accurate advice on how they can improve their work further.

## Inspection judgements

### The achievement of pupils is good

- Most children enter the Reception classes with knowledge and skills that vary, but are generally below those expected for their age. They establish good social skills and enjoy playing with a wide range of resources to help them make good progress in their learning. Pupils then enter Year 1 with skills close to what might be expected for their age.
- By the end of Year 6, pupils leave with standards in reading, writing and mathematics that are broadly in line with those expected for their age. This constitutes good progress from their starting points when they joined the school, and means that they are well prepared for the next phase of their education.
- Pupils achieve well in reading. They especially like the 'Around the World' challenge where they are encouraged to read as many books as they can. Early reading skills are developed very well, through careful teaching of letters and their sounds. Pupils achieved high results in the 2012 phonics test taken in Year 1.
- In mathematics, pupils also achieve well. One pupil summarised why this is the case when they stated, "Maths is always exciting and we can always see how it helps us in real life". Their mathematical skills are also particularly developed and used well in science.
- Pupils' achievement in writing is not as good as in reading or mathematics. This is often because teachers do not consistently make precise comments on work, to help pupils get to the higher levels.
- The numbers of pupils supported by the pupil premium funding are small and so their attainment cannot be fairly compared to those who are not supported by the funding. However, they achieve at least as well as other pupils in the school, due to the targeted support they receive. Disabled pupils and those who have special educational needs also make good progress in their learning, because the school promotes equal opportunities for all groups and caters well for their needs.

### The quality of teaching is good

- Since the last inspection, school leaders have successfully improved the standard of teaching. As a result, the quality of teaching is mostly good with some outstanding practice evident. Teaching is lively, the pace of learning is usually brisk and pupils enjoy a variety of activities that enable them to make good progress.
- Teachers use a good range of strategies and interesting topics to develop pupils' skills in literacy. For example, in a Year 4 lesson science lesson on healthy eating, pupils had to consider healthy and unhealthy choices of food made by a cartoon character, Homer Simpson. In this lesson, pupils enjoyed and made good progress in using a wide range of literacy skills such as letter writing and classifying information, as well as speaking and listening to each other.
- Reading is taught very well in classes and in one to one support with pupils. For example, in a one to one session, the teacher skilfully helped the pupil to point to parts of the text that contained the information needed to answer questions about the character they were studying. The pupil also successfully looked at their targets so that they were aware of their progress in their reading skills such as being able to point out features of language such as "rhyme" and "alliteration".
- Teachers generally plan lessons carefully to ensure that they are pitched at the right level. For example, in a Year 6 lesson on problem solving, different groups of pupils were given challenging word problems, sums and codes to solve to stretch their reasoning skills. Pupils thoroughly enjoyed these activities and made outstanding progress.
- Interactive Clever Touch Screen's are used well by teachers to stimulate interest and to reinforce key words in subjects. Teaching assistants are also used well to support pupils, as teachers usually provide clear plans for whom and how they should support.

- In some lessons, teachers do not skilfully question pupils to check on their progress against lesson aims as frequently as they could do. As a result, some pupils are not moved quickly enough onto more challenging activities, or the lesson is not adapted to provide more support for pupils who may be struggling. When this happens, pupils' progress slows and on rare occasions they can become frustrated or bored.
- There is some variability in the quality and impact of teachers' marking in books and verbal feedback in lesson, on pupils' achievement, particularly in writing. Whilst most teachers acknowledge what pupils achieve well, they do not always give clear enough guidance on how they can achieve higher levels in writing. As a result, pupils only make the progress expected of them and occasionally below.

### **The behaviour and safety of pupils are good**

- Pupils show very positive attitudes to learning in class. They are polite, kind and courteous to visitors, staff and each other around the school and at play. They enjoy warm relationships with staff and this is reflected in their ease of asking for help and asking questions of teachers in class to develop their learning.
- Pupils have a clear understanding of the high expectations of their behaviour and enjoy a wide range of positive rewards for their good behaviour. According to the school records overtime and pupils' comments, incidents of poor behaviour occur, but are not a common feature of school life and incidents of bullying are rare.
- Pupils feel happy and well cared for and the majority of parents who responded to the on-line survey, agree with this. The high level of security around the school makes them feel very safe.
- Pupils' awareness of forms of safety is good. Their knowledge and understanding of the different forms of bullying is good as well as their understanding of internet safety.
- Their spiritual, moral, social and cultural development is good. They are highly encouraged to reflect on their behaviour towards each other, but also to reflect on wider themes of friendship, anti-bullying and role models, through assemblies and lessons on personal development. Pupils also benefit from activities such as singing in the community and the school council raising money for the school and charities. During discussions with pupils, they enthusiastically talked about working together in teams on residential trips and in drama productions.

### **The leadership and management are good**

- The headteacher has very skilfully managed the relocation of the school from one site to another. Although planning for the new school has been overwhelming, she has not let it distract her from her main job of ensuring good learning and personal development for pupils.
- The headteacher is a strong and ambitious leader. She has restructured the leadership team, eliminated inadequate teaching and created a committed and hardworking team. Well supported by governors and team leaders, they show good skill to further improve the school further.
- The school has a clear view of its strengths and weaknesses and has put the appropriate strategies in place to address them. For example, the school makes good use of partnerships with other schools and individuals to improve expertise in meeting the needs of pupils in the Reception classes and with special educational needs throughout the school. The school is starting to address more closely teachers' skills in recognising the different levels of standards in writing and how to improve levels.
- The leadership of teaching is successful, most teaching is now good. This is due to highly focused and regular monitoring that makes good use of the national expectations of teaching standards. The standards are used well to review and improve the quality of learning and to manage the performance of staff. Systems are in place for the approval of pay awards so that these are always tied to how well teachers help pupils to achieve.
- Teachers support and coach each other well alongside making use of outside specialists to improve their teaching further. Specialists are also used to enhance art and sport activities in the

school.

- Due to the reduction in size of local authority support, support to the school has reduced. However the school has received some effective support with relation to relocation to the new building and termly review of data.

■ **The governance of the school:**

- Members of the governing body have an accurate view of the school's performance, including the quality of teaching, and how pupils' test results compare to those nationally. They make good use of their regular visits to the school, and of their discussions with the school leaders, holding them rigorously to account for progress in raising pupils' achievement. They have been very effective in helping the school to improve the science curriculum. They understand how performance management is helping to improve the quality of teaching, and ensure that performance management arrangements are fair and that teachers are appropriately rewarded. They know how pupil premium funding is being used and regularly discuss the impact it is having on pupils' achievement. Governors regularly undertake training to improve their own skills and make sure that policies, including those relating to safeguarding pupils, are implemented effectively and meet requirements. Governors closely supervise the school's finances, so that it makes the best use of available resources.

## 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

<b>Unique reference number</b>	111193
<b>Local authority</b>	Warrington
<b>Inspection number</b>	405321

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	383
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Tottie
<b>Headteacher</b>	Joanne Hewson
<b>Date of previous school inspection</b>	23 February 2011
<b>Telephone number</b>	01925 712554
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