

Chapel End Infant School

Inspection report

Unique Reference Number	103052
Local Authority	Waltham Forest
Inspection number	376806
Inspection dates	15–16 September 2011
Reporting inspector	Ruth McFarlane

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	312
Appropriate authority	The governing body
Chair	Kate Williamson
Acting Headteacher	Theresa Martin
Date of previous school inspection	5 February 2009
School address	Beresford Road Walthamstow London E17 4LN
Telephone number	020 8527 1388
Fax number	020 8527 1395
Email address	school@chapelend-inf.waltham.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. Eleven teachers were observed in 26 lessons or part sessions. Meetings were held with groups of pupils, staff and members of the governing body. Inspectors looked at a range of the school's documentation, including self-evaluation documents, internal and external monitoring reports, information about pupils' progress, safeguarding policies and development planning. Questionnaires were received from 67 parents and carers and these were analysed alongside those completed by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils' reading skills are helped to develop.
- How well the most able pupils are helped to fulfil their potential.
- How successfully the Early Years Foundation Stage provision across the different Reception classes is linked and evaluated.
- How well middle leaders contribute to the drive for improvement

Information about the school

This school is above average in size. It serves a culturally diverse community. A far higher than average proportion of pupils are from minority ethnic backgrounds, with Pakistani pupils and pupils of mixed heritage representing the largest ethnic minority groups. Half of the pupils speak English as an additional language, although few are at an early stage. A higher proportion of pupils than average have special educational needs and/or disabilities, but fewer than average have a statement of special educational needs. These are mostly for speech, language and communication, or moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is above average.

There is a separate site accommodating an integrated Early Years Centre and a registered Nursery setting. These provisions are run by the same governing body but were inspected in two separate inspections earlier this year. The reports can be found on the Ofsted website. The substantive deputy headteacher of the infant school has recently taken up the post of acting headteacher of both sites. In consequence, some middle managers have taken up roles as acting senior managers within the school. The Early Years Foundation Stage inspected for this report comprises five Reception classes. Two of the Reception classes have just opened and are housed in the Early Years Centre. A single, annual September entry time was introduced for the Reception classes, across both sites, this term.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, coping effectively with expansion and temporary leadership arrangements. Pupils thrive in the nurturing environment which is welcoming to all and provides a safe, friendly and stimulating haven for individuals to develop and learn. As a result, they achieve well. This is confirmed by parents and carers, one of whom explained, 'I am really happy with the school. It provides a caring and supportive environment for my child, where he is progressing and learning effectively.'

The quality of education is good because:

- The acting headteacher has developed a good team of staff reflecting her ambition to raise attainment while preserving the supportive, nurturing environment. The management of teaching and learning has improved since the last inspection because middle leaders are committed to this shared ambition and are more accountable, through regular, rigorous checks. The school recognises that the next step is to secure a settled leadership as soon as possible.
- The care, support and guidance pupils receive are clear and consistent, and pupils have a good understanding of what is expected from them as individuals. As a consequence, their good behaviour and strong social attributes make a substantial contribution to their learning. Support for families has made a good impact on pupils' attendance, which is consistently high.
- A strong community partnership nurtures local engagement well and provides good support for the pupils' learning and their personal well-being.
- The good Early Years Foundation Stage provision enables the children to get a good start to their education. The challenge posed by having Reception classes across two separate sites is met well by the strong early years leadership team which ensures that provision is fully linked and robustly evaluated.
- The curriculum throughout the school is vibrant and appealing and forms an exciting backdrop to the good teaching. Both teaching and the curriculum demonstrate features that are securing good progress and learning. Pupils are fully engaged in their learning because the well-planned activities ignite their interest. As a result, they attain broadly average standards, from an entry point into Reception when they are at generally below typically expected levels.

Pupils are eager to learn, but, in a few lessons, too long is spent by the teacher recapping what the pupils already know or explaining what is to be learned, and the pace of learning slows. The provision of more challenging tasks for the most able is occasionally limited, both in the Early Years Foundation Stage and through the

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school. This contributes to the reasons why relatively few pupils achieve the higher National Curriculum levels. The school operates strong engagement with pupils' parents and carers. It is aware that a small minority of parents and carers feel that they are not sure how best to support their child's learning in numeracy or reading which, in 2010, suffered a dip.

Overall, the school has good capacity to improve further. The governing body is competent and knowledgeable. It is working with the local authority to be in a position to secure permanent leadership of the school. Self-evaluation is clear and accurate and there is already evidence of positive impact of the school's work to eliminate weaknesses in improved attainment in 2011. Staff are working together well to maintain and improve attainment further.

What does the school need to do to improve further?

- Raise attainment further by increasing the frequency of good and better lessons, so that by May 2012 the great majority:
 - include a high proportion of time for pupils to engage in active learning
 - provide consistent challenge for those who find learning easy
- Improve the effectiveness of leadership and management, by:
 - securing settled leadership as soon as practicable
 - improving the opportunities for parents and carers to support their child's learning through detailing and sharing a clear and consistent policy for teaching calculation and reading.

Outcomes for individuals and groups of pupils**2**

Pupils make good progress and their attainment is broadly average in reading, writing and mathematics. Pupils with special educational needs and/or disabilities are supported well through individual plans and careful management, so that their overall achievement mirrors their peers. Pupils who are known to be entitled to free school meals also make equivalent progress to their peers, as do those who speak English as an additional language. This group receives first-class additional help from specialist teaching, fitted to need.

Throughout the school pupils were observed working hard and focusing well on their work. Their good behaviour makes a strong impact on their academic outcomes because they are purposeful learners, who listen very carefully, are keen to please and work well alongside each other. They find most lessons interesting, except, as one said 'when we have to sit for a long time on the carpet'. They particularly enjoy sessions when they use the internet for research, for instance in a project on 'Food', observed during the inspection. These provide good opportunities to improve reading skills across other areas of study. They are proud to be members of the school council, and to participate in borough-wide community projects, which are just two examples of their strong contribution to their community and good development of their organisational and leadership roles. Parents and carers feel that the school

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keeps their child very safe and promotes healthy lifestyles well. Pupils agree. They can explain how to keep safe in a variety of circumstances such as on the internet or when close to water and know why they should eat fruit and vegetables daily, rather than sweets. Pupils are confident that if they should have a worry or concern there is always someone they can go to for help.

Pupils thoroughly enjoy their school life. They are enthusiastic about their learning and like coming to school, recording high levels of attendance. Their broadly average attainment in basic skills and their limited understanding of the world of work, taking their age into consideration, indicate adequate preparation for their future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Outstanding features of the teaching are the expectations of pupil behaviour, clarity of exposition and the provision of secure learning environments which are stimulating and inviting. Teachers and learning support staff work well together providing lessons which are meaningful, with practical activities that are relevant to the pupils' experiences and interests, securing good progress for the vast majority of pupils. This was exemplified in an exciting Year 1 lesson when pupils worked in groups to develop writing and artwork on the theme of 'night-time', sharing their personal experiences. Regular assessment activities ensure that teachers have an accurate understanding of how well their pupils are achieving against national benchmarks. They encourage pupils to talk to their partners about their learning and good use is made of visual signs such as 'thumbs up' to convey that they have

¹ 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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understood what they are learning about. However, a few lessons are imbalanced because pupils are required to spend too much time sitting and listening to the teacher. This cuts short the time left in the lessons for active learning, for instance, for pupils who find learning easy to get on with more challenging tasks, when these have been provided. Links made between subjects make learning more meaningful, support the rich curriculum and develop pupils' literacy and numeracy skills well. The good uptake of after-school activities and educational outings to interesting places providing a contrasting environment, such as to the seaside, broadens pupils' life experiences and promotes their learning effectively. Relationships between adults and pupils are excellent and particular pride is taken in the strong links that have been established between home and school. Strong curricular partnerships enhance pupils' learning further, especially in sport and in art.

Pastoral guidance and support are an excellent feature of provision and well reflected in the high attendance rates and the good behaviour of the pupils. Good systems ensure that pupils are kept safe. Pupils with special educational needs and/or disabilities and those who speak English as an additional language are fully included in lessons and receive high quality individual guidance to support specific aspects of their learning so that these groups' needs are met well.

These are the grades for the quality of provision

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

How effective are leadership and management?

The drive for improvement, through initiatives introduced by the acting headteacher, some while she was in her substantive role as deputy headteacher, is reflected extremely well among the staff team because they are clearly directed. The acting headteacher has shared her vision well. As a result, middle leaders, who have developed enhanced roles while the deputy headship is temporarily vacant, play a significant part in the management of the school on a day-to-day basis. Senior leaders monitor teaching and learning with thoroughness and precision. The information middle leaders gather from regular weekly team observation across the school is used well to inform future improvement plans. These plans have a clear focus on accurately identified priorities, well supported by staff. Leaders have made a good impact on reversing the dip in attainment noted for 2010. However, there is an inconsistency in provision as more-able pupils are not sufficiently challenged in some lessons. In consequence, although most pupils make good progress, the provision of equality of opportunity is similarly inconsistent and is satisfactory overall. The school does not tolerate discrimination.

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The effectiveness of the governing body is good. Governors know the school well and are clear about its strengths and areas requiring development. They provide a good level of challenge and use their own professional expertise well to support the school. They promote community cohesion well, through good action plans reflecting the consultation that has taken place with families regarding the needs of the community. They evaluate the impact. Links with schools abroad and nationally are reflected in pupils’ strong social and cultural development and in their good contribution to their community. The school keeps its pupils safe. All statutory requirements are met and policies are well implemented. All staff are well trained; all necessary checks are thoroughly carried out prior to staff appointments. Partnerships are plentiful and strong and underpin the good quality provision. However, the school knows that there is more to be done to refine further the good quality engagement with parents and carers in the academic aspects of their child’s school life.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children achieve well during their time in the Reception class and make good progress in their learning. By the time they enter Year 1, attainment is broadly average. The environment for reception-age children on both sites is rich and stimulating.

All adults have an excellent understanding of the needs of young children. The activities planned ensure that the children are motivated to learn. The indoor and outdoor areas are spacious and inviting. Good planning makes sure there is a good balance between the focused activities that are led by adults and the opportunities

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provided for children to choose and plan their own activities. For example, during the inspection, children enthusiastically used trowels and hammers to construct walls with large 'bricks', comparing their efforts to the Tower of London. Intermingled with child-initiated activities are discrete learning sessions which are well directed by staff. However, activities set out for the children, while offering a good range of experience, have more limited opportunities to challenge thinking for those who find learning easy.

The children's welfare, care and security are safe in the capable hands of the Early Years Foundation Stage team. Leadership and management of the Early Years Foundation Stage have improved since the last inspection and systems are now clear and evaluative despite the challenge of expansion and use of two separate sites for reception children. The steps made in the children's learning are systematically recorded in their profiles, shared with parents and carers on a regular basis.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Although a smaller number of parents and carers than usual completed the inspection questionnaires, those returned were very positive. One parent summed up, 'This is a great school.' All feel their child enjoys school and that the teaching is good. Almost all feel the school encourages healthy lifestyles and prepares their child for the future. A very few parents and carers expressed concern that they were unsure how to support their child's learning, and were unsure about their child's levels of progress. Some expressed concern about the unsettled nature of the school's future. All the concerns were investigated by inspectors, who have recommended that settled leadership be established as soon as practicable, and for clear policies for teaching literacy and numeracy to be shared with parents to help them towards understanding how best to support their child's learning.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chapel End Infant 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	67	21	31	0	0	0	0
The school keeps my child safe	33	49	27	40	4	6	0	0
The school informs me about my child’s progress	31	46	25	37	5	7	0	0
My child is making enough progress at this school	24	36	31	46	3	4	1	1
The teaching is good at this school	32	48	28	42	0	0	0	0
The school helps me to support my child’s learning	25	37	32	48	4	6	1	1
The school helps my child to have a healthy lifestyle	26	39	35	52	1	1	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)	20	30	37	55	1	1	0	0
The school meets my child’s particular needs	20	30	38	57	2	3		0
The school deals effectively with unacceptable behaviour	20	30	38	57	2	3	1	1
The school takes account of my suggestions and concerns	18	27	40	60	3	4	2	3
The school is led and managed effectively	26	39	35	52	2	3	0	0
Overall, I am happy with my child’s experience at this school	32	48	30	45	4	6	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

19 September 2011

Dear Pupils



Inspection of Chapel End Infant School, London E17 4LN

Thank you for making us so welcome at your school. We enjoyed spending time with you and finding out about all the things you do. I would like to say a particular thank you to those pupils who chatted with inspectors and told them about life at your school.

We agree with your parents and carers that your school provides you with a good education. Your acting headteacher and the other adults involved in leading and managing your school do a good job and make sure that you receive a well-rounded education. Because of this, you make good progress in your learning and clearly enjoy coming to school. It is clear that you take a full part in its life. Your behaviour is good, and you are courteous and friendly around school. These positive attitudes really help you to learn well. You know how to keep fit and healthy, and you have a good understanding of how to keep safe.

Your teachers plan interesting activities and this encourages you to learn because the themes they choose are meaningful to you. You told us that sometimes you have to sit on the carpet for a bit too long, listening to the teacher explaining things and going over things already learned. As one of you said, you would like a bit more time to get on with your own work. We have asked the governing body and acting headteacher to make sure this happens, and also to help those of you who find learning easy to get on with more challenging work. This will help all of you make the best progress you can. A few of your parents and carers said they were not sure how best to help you with your learning. We have asked the school to share its procedures with them so that they will know more about how best to help you learn, especially in calculation, reading and writing.

We have asked the governing body to continue to work with the local authority to make sure the leadership of the school is settled soon.

You can help by carrying on doing your best and working with the adults in school to make sure Chapel End gets even better.

Yours sincerely
Ruth McFarlane
Lead inspector

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