

Chapel Fields Junior School

Inspection report

Unique reference number	104076
Local authority	Solihull
Inspection number	377013
Inspection dates	27–28 March 2012
Lead inspector	Michael Bartleman

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Martin Hewings
Headteacher	Nina Rogers
Date of previous school inspection	7 October 2008
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Age group	7–11
Inspection date(s)	27–28 March 2012
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Introduction

Inspection team

Michael Bartleman

Additional inspector

Edgar Hastings

Additional inspector

Clementina Ogunsanwo

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 24 lessons for a total of 12 hours, observing 11 different teachers. They held meetings with members of the governing body, parents and carers, staff and groups of pupils. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation, including data on pupils' attainment and progress, procedures for keeping pupils safe and the school's self-evaluation. They analysed questionnaires from 96 parents and carers, as well as those completed by a sample of staff and pupils.

Information about the school

This is an average-sized junior school. Most pupils are of White British heritage and other pupils come from a range of minority ethnic backgrounds, the largest group being of Pakistani heritage. The proportion of pupils who speak English as an additional language is average. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion of disabled pupils and those with special educational needs. The school meets the current floor standard, which sets the government's minimum expectations for attainment and progress. The school has received a number of awards, including full International School status, National Healthy Schools status, the Eco-schools award and Artsmark Silver.

There is a breakfast club managed by the governing body. A privately run before- and after-school club and a children's centre on site are subject to separate reporting and inspection arrangements.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school which has consolidated and built on the strengths found at the previous inspection. The school is not outstanding because progress in mathematics is not as rapid as it is in English and teaching is not consistently outstanding.
- The industrious atmosphere in lessons results in most pupils making good progress. Whereas attainment in national tests in English and mathematics has been above average, pupils currently in Year 6 are on track to attain well above average.
- Teaching is good and an increasing amount is outstanding. Pupils receive clear guidance about their learning and plenty of support and challenge in all lessons. Occasionally, teachers talk for too long so that pupils do not have sufficient time to complete their work, and at times, teachers do not plan work that is challenging enough. Opportunities for pupils to respond to teachers' comments to improve their work are better developed in English than in mathematics.
- Pupils' behaviour is good; pupils are considerate of one another so that they are happy and feel very safe. They have positive attitudes to learning and thrive personally and academically. Their enjoyment of school and the interesting curriculum are reflected in above average attendance.
- The strong leadership of the headteacher, ably supported by the deputy headteacher, ensures a cohesive team of leaders and staff with a clear common focus on improvement. Rigorous monitoring, self-evaluation and performance management ensures that relative weaknesses in pupils' progress and teaching are identified and effective action taken quickly. The curriculum successfully meets the needs of all pupils. Parents and carers are supportive of the school, with many written comments referring to the school's pleasant, friendly atmosphere and high expectations of standards of work and behaviour. However, a significant minority would like communication to be improved.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- By March 2013, increase the proportion of teaching which is outstanding by:
 - providing pupils with more opportunities to learn independently
 - ensuring a balance between adult talk and pupils' activities in order to maximise opportunities for learning.

- By March 2013, ensure that all pupils are making good progress from their starting points in mathematics by:
 - ensuring staff take every opportunity to model calculations well
 - ensuring marking of mathematics pinpoints pupils' mistakes and guides them towards improvement
 - planning tasks which are appropriate to pupils' next steps in learning.

- Explore and utilise further ways of developing effective communication and partnership with all parents and carers.

Main report

Achievement of pupils

An increase in the amount of outstanding teaching and improvements in the leadership of core subjects are accelerating progress so that pupils are building well on their above average starting points at Year 3. Lesson observations and the schools' own monitoring records over time confirm good achievement in reading and writing in all year groups. Progress in mathematics, although now good, is not as strong because developments are more recent. Year 6 pupils are on track to attain well above average levels in English and mathematics with a high proportion already attaining the higher Level 5.

Parents and carers recognise that most pupils make good progress and are well equipped for secondary school. By the end of Year 6, the proportion of pupils attaining or exceeding the expected level is above average in English and in mathematics. This is because teachers have high expectations and use information and communication technology well to engage pupils. Disabled pupils and those with special educational needs make good progress due to the effective and well-focused support from teaching assistants. The school works well to help individual pupils to overcome specific academic and emotional barriers to their learning. Consequently, this helps to minimise and close any gaps between what these pupils are achieving and what is expected of them nationally.

Work in books demonstrates that most pupils are progressing well. Improvements in the quality and range of writing are particularly apparent. Pupils' presentation skills are good and they are proud of the work they produce. Pupils have used their

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international links to write persuasive letters to their partner school in Beijing and to describe visits to the Emperor's Palace. Working walls and modelling are used increasingly to scaffold pupils' writing; however, teachers do not routinely use these strategies in mathematics, including in calculation. Pupils particularly appreciate that learning is often practical and collaborative. This was seen in a lesson where Year 6 pupils led younger ones in the investigation of the effect washing-up liquid had on different materials. The discussions moved learning forward, developed self-esteem and confidence and improved investigative skills as well as developing a deeper understanding of the properties of materials.

Attainment in reading is above average throughout the school. By the time pupils leave in Year 6, they have highly positive attitudes to reading. The introduction of guided reading lessons and accelerated reading programmes are further developing pupils' already strong reading skills. Additionally, a wide range of activities are boosting reading skills for those pupils who have made slower progress. Pupils use their literacy, numeracy, and information and communication technology skills confidently in other subjects. Transition arrangements for pupils leaving and joining the school are well developed, although the school rightly recognises that further links with the infant school are necessary to enhance transition and ensure that all pupils' needs are met on arrival.

Quality of teaching

The inspection findings of good teaching match the school's own assessments, the positive views of parents and carers and those of pupils. Teaching is well planned, effective and engaging so that most pupils make good progress in lessons. Teachers gain pupils' interest quickly with well-resourced and lively introductions which develop curiosity and make learning fun. Teachers often use a range of visual images to stimulate pupils' imagination. For example, in one English lesson pupils watched a video clip before using their senses to describe a night-time walk. The discussion supported all pupils well, developing their vocabulary and paragraphing skills successfully, which enabled them successfully to complete the task. Constant reference to individual targets, and 'up-levelling' through which pupils understand the next steps in their learning, allows pupils to strive for the highest standards. Teachers and teaching assistants question pupils effectively. Teachers know pupils and their capabilities well, but do not always set tasks which match their learning needs exactly, particularly in mathematics. In a few lessons, the lack of balance between teacher talk and pupils' tasks does not develop independence and leads to more passive learning.

Teachers ensure that pupils know what they are going to learn and give them opportunities to review their success. Work is marked regularly and, together with oral feedback, usually helps pupils to understand the quality of their work and what they have to do next to improve. At times in mathematics, teachers do not pinpoint pupils' mistakes sufficiently. The planned curriculum enables teachers to make meaningful links between subjects so that in most lessons imaginative activities engage and excite pupils' interest. They encourage pupils to work together, to

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respect one another's views and to reflect on their learning, which effectively promotes their spiritual, moral, social and cultural development.

Behaviour and safety of pupils

Pupils are correct in their view that behaviour and safety are good. In lessons and around the school, behaviour is at least good and sometimes outstanding. Pupils display high levels of concentration and organise themselves swiftly and without fuss. They manage potential risks well by moving around the school in an orderly manner, particularly up and down stairs. Most parents and carers believe that behaviour is good and that their children are kept safe. A small minority of parents raised concerns about behaviour and bullying. Inspectors found that most pupils behave well. School records support the view that behaviour over time is good and there are effective systems in place to help pupils who find it difficult to behave well. Pupils say that any cases of bullying are dealt with promptly and effectively. They are aware that bullying can exist in a variety of forms including cyber-bullying and prejudice-based bullying related to sex, gender, race and disability.

Pupils are polite and treat each other with respect. Clear guidelines and effective use of rewards help to ensure that pupils know what is acceptable. The school is a harmonious community where, as one parent put it, 'Every child is known and can achieve.' Pupils make a good contribution to the school through the school council, setting up the hall for assemblies and acting as playground buddies.

Strong links with external agencies, together with staff who know their pupils well and an ethos of care, help to ensure that pupils whose circumstances make them potentially vulnerable receive the support they need. The parent link worker makes a major contribution to this area. Attendance has improved due to the school's concerted efforts and is now above average. The breakfast club is well run, provides good pastoral care for those who attend and is appreciated by parents and carers.

Leadership and management

Strong teamwork and the high expectations of the headteacher have ensured a clear and successful focus on improving pupils' achievement. Improvement has been brought about through well-targeted professional development for all staff as the result of rigorous monitoring of pupils' progress and the effectiveness of provision. Staff are confident in sharing good practice, supporting each other and seeking external expertise. Staff who are early into their careers are particularly well supported. Since the previous inspection, achievement and the quality of teaching have improved and are now good. Issues identified have been tackled successfully, demonstrating the school's good capacity to improve further. Most parents and carers agree with inspectors that the school is led well. However, leaders are aware that there are a few parents and carers who they must engage and with whom they should communicate more effectively.

Judicious management of staff performance has led to collaborative working with

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local schools. This has increased expertise among staff, for instance in checking and moderating pupils' work so that assessments are robust. The school promotes equality well and tackles any discrimination. The provision for disabled pupils and those with special educational needs and other pupils whose circumstances make them vulnerable is effective and well managed by the special educational needs coordinator.

Despite many members being new to their role, the governing body is supportive and knowledgeable about the school's work and is keen to receive further training in order to be able to hold school leaders more closely to account. The governing body ensures that pupils are safeguarded well and procedures meet current requirements.

The school has a range of effective partnerships with local high schools, for example, to provide opportunities in music, arts and sport as well as additional support for pupils who are gifted and talented. The curriculum is broad and balanced and continuing to develop. Specialist teaching in music and Mandarin is highly beneficial to pupils. Well-planned enrichment activities, including residential visits, and visitors, help to develop pupils' understanding of other faiths and cultures and have a good impact on their spiritual, moral, social and cultural development. Pupils make the most of all the music and dramatic opportunities offered to them; whole-class brass tuition, musical productions and the many popular extra-curricular clubs which promote learning and enjoyment in sporting, arts and environmental activities are greatly enjoyed.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



29 March 2012

Dear Pupils

Inspection of Chapel Fields Junior School, Solihull, B92 7QF

Thank you for making us so welcome when we inspected your school. We enjoyed meeting you, reading your questionnaires and hearing what you had to say about your school. We were pleased to hear about how you enjoy everything the school has to offer you. We were impressed with how polite and friendly you are and how you are learning Mandarin.

You go to a good school. There are many good things about your school, such as the welcoming atmosphere, your enjoyment of reading and the good progress you make across the school to reach above-average standards by Year 6. Your attendance has improved and is now above average – well done!

Your teachers look after you well and try to make your lessons fun using video clips and partner talk. You told us that you look forward to coming to school because you like your teachers, the after-school clubs and visits. Most of your parents and carers like the school too.

To make sure that all of you make even better progress, we have asked your headteacher and other school leaders to:

- ensure the progress you make in mathematics is as good as that you make in reading and writing
- make sure that teachers always give you work that is interesting and appropriate for your ability or need and that will help you to make the best possible progress.

You can help by continuing to behave well and trying hard in your lessons.

Yours sincerely

Michael Bartleman
Lead inspector

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