

Chellaston Junior School

Inspection report

Unique Reference Number	112977
Local Authority	Derby
Inspection number	378624
Inspection dates	7–8 November 2011
Reporting inspector	David Edwards

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	479
Appropriate authority	The governing body
Chair	Anton Rawlinson
Headteacher	James Emery
Date of previous school inspection	22 January 2009
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Introduction

This inspection was carried out by four additional inspectors. Seventeen lessons were observed and sixteen teachers seen. Inspectors met with parents and carers, groups of pupils, members of the governing body and staff. They observed the school's work, and looked at a range of documentation including: teacher's planning; the school improvement plan; assessment, monitoring and evaluation records; records for pupils with special educational needs and/or disabilities; and safeguarding procedures. Questionnaire returns from 171 parents and carers were considered, along with the views of staff and pupils.

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

- How effectively are leaders and managers at all levels bringing about improved outcomes for pupils, particularly in mathematics and writing?
- To what degree is the curriculum meeting the needs of all pupils and helping them to establish links between subjects to raise achievement further, particularly for more-able pupils and those with special educational needs and/or disabilities?

Information about the school

This is a large junior school. The proportion of pupils from minority ethnic backgrounds is lower than seen nationally. Pupils of Indian origin are the largest represented group and the others, who come from a variety of heritages, are small in number. The proportion of pupils who are known to be eligible for free school meals is below other schools nationally. The proportion of pupils with special educational needs and/or disabilities, including pupils who have a statement of educational needs, is below the national average. The governing body manages a breakfast club, after-school care and a holiday club for up to 60 pupils from this school and neighbouring schools. The school has achieved the following awards: International Schools full award, Artsmark gold, School Council gold award, national Healthy Schools status, the Eco silver award and the Basic Skills quality mark.

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 and inclusive school where pupils enjoy their learning and achieve well. All groups of pupils achieve well and pupils from a diverse range of cultural backgrounds work together harmoniously. As one pupil commented, 'This is a friendly school where everyone gets on well and there are always exciting things to do.' Pupils' outcomes are outstanding. They thrive in this rich and stimulating school environment.

Pupils' attainment as they enter the school in Year 3 is generally above average, but effective teaching helps to accelerate their progress so that they often leave the school at the end of Year 6 with attainment that is well above average. In 2011, pupils' attainment in English, including at the higher levels, was significantly above that seen nationally. Attainment in mathematics was above average, but not all pupils reached the higher levels expected of them, demonstrating a lack of consistency in the challenge for more-able pupils. Pupils with special educational needs and/or disabilities make good gains in their learning because teachers know their pupils well and lessons are well planned and adapted to meet their needs.

Pupils' outstanding behaviour contributes to their good progress in lessons. Pupils have an exemplary understanding of what it is to lead a healthy lifestyle and how to keep themselves safe in all aspects of their daily life. Their spiritual, moral, social and cultural development is outstanding and the highly effective work that the school does on community cohesion is demonstrated in pupils' very good knowledge of cultures that are different from their own. Their outstanding attendance is an indication of how much they enjoy school. Pupils make a very strong contribution to the school community and take their decision-making responsibilities seriously. They link very effectively with the local community through a variety of activities which they undertake.

The good quality of teaching and learning, together with the outstanding care, guidance and support, particularly for the most vulnerable, ensures that pupils have plenty of time to explore, investigate or solve problems for themselves. Teaching and learning are planned to provide exciting and stimulating activities which help pupils to develop their independence in learning. Most pupils understand their learning targets well and the next steps in learning they need to take to improve their learning outcomes. However, pupils are not consistently reminded about how the tasks that they are undertaking can help them to achieve their targets to accelerate

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their progress. In addition, the challenge for the most-able in lessons is not consistent. Teachers inform pupils about how well they are doing in lessons through oral feedback and developmental marking. This is consistently good across the school in English but is not as well developed in mathematics. The curriculum is of good quality. It meets the needs of all groups of pupils. Teachers are increasing the opportunities for creativity and enjoyment by making links between subjects in order to raise standards further. However, the school does not have robust enough procedures to ensure that pupils are developing the skills they need to accelerate their learning and progress.

Leadership and management are good at all levels. The visionary and effective headteacher has assembled a team who are supporting him well in the continued drive to raise standards. The school's capacity for sustained improvement is good. The leadership team has been effective in improving teaching quality so that it is consistently good. Standards in writing have risen significantly and pupils' achievement in reading is a strength of the school. The headteacher and the governing body have developed a detailed and realistic development plan, based on a very thorough and accurate evaluation of the school's performance and identification of what needs to be done. Highly effective links with parents and carers and outside agencies ensure that the needs of all pupils are well met.

What does the school need to do to improve further?

- Raise achievement further in mathematics , particularly for the most-able pupils and build on the recent strong progress in writing by:
 - using pupils' targets more effectively and consistently to help them evaluate the quality of their own work and that of others
 - achieving greater consistency in the marking of mathematics, so it guides pupils more effectively to understand their next steps in learning
 - ensuring consistent challenge for the most-able pupils in lessons to accelerate their progress.

- Ensure that the curriculum is regularly and rigorously monitored to evaluate its impact on pupils' learning targets and other outcomes.

Outcomes for individuals and groups of pupils

1

Good and sometimes outstanding pupil progress is evident in lessons. In a good Year 6 mathematics lesson, pupils were using their problem-solving skills and success criteria well to help them to calculate the area of compound shapes. The good challenge and pace in the lesson ensured that they made good progress. In some lessons, however, the most-able pupils are not always fully challenged. Pupils contribute to their good progress by positive attitudes to work and their exemplary behaviour. The results of Key Stage 2 tests in 2011 were above average, with a

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significant proportion of pupils in this cohort achieving very well from low starting points. The work seen in lessons and in pupils’ books show that they are on track to achieve challenging targets. Those with special educational needs and/or disabilities make good progress because of the school’s inclusive practice and work that is planned in small steps to help them grow in confidence and succeed. Their progress and that of lower and middle ability boys is accelerating in mathematics, because of the school’s carefully planned intervention strategies. The careful tracking of their progress is ensuring that they are achieving what is expected of them. The school has identified the need to improve more-able pupils’ ability to use and apply their mathematical skills to solve challenging problems. Work seen in lessons indicates that their progress in mathematics is accelerating because of the carefully-planned opportunities to practise these skills. Pupils from minority ethnic heritages, those who speak English as an additional language and those who are known to be eligible for free school meals, make good progress in line with others.

In the school’s very safe environment, pupils develop their personal and social skills extremely well. They have an excellent understanding of what constitutes a healthy lifestyle and take full advantage of the opportunities offered to them to take exercise. Pupils are invariably sensitive and supportive towards each other and are particularly helpful to those with challenging circumstances to help them feel fully included in all aspects of school life. Pupils are given many opportunities to exercise responsibility, such as the good work of the school council, playground buddies and peer mentors. They participate in school activities with great enthusiasm and are making a positive contribution to their local community. The work that the school council undertook with their local council to develop the local park and play area is a good example of this involvement.

Pupils’ spiritual, social and moral and cultural understanding is particularly well developed. Their effective links with schools in Africa and direct links with another school in a different area Derby have enhanced their understanding of the lives and cultures of other people in the locality, the United Kingdom and around the world. Pupils are extremely reflective about their learning experiences and have a very good appreciation of literacy and music. They also learn to deal with difficult choices about staying safe. Their understanding of the dangers they face in everyday life is exemplary.

Significantly above average attendance, the many opportunities created in school to encourage teamwork and good basic skills, including in information and communication technology (ICT), mean that pupils are well prepared for the next stage of their education and beyond.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	2

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

How effective is the provision?

Good teaching and learning, and a well-planned curriculum that brings different subjects together into themes, successfully secure the good progress pupils make, both academically and personally. The curriculum is further enriched by a good range of visits and visitors, often related to topic work, and a wide range of well-attended extra-curricular activities covering, for example, sports, dance and music. The more creative curriculum is not fully embedded and the school does not have robust enough procedures to check its impact on pupils' learning and other outcomes.

Teachers generate a positive ethos in the classroom. They relate well to pupils, boost their confidence and find different ways of motivating them to succeed. For example, in an effective Year 6 English lesson pupils were using their literacy skills to write a 'recipe for a perfect world'. Pupils' use of success criteria ensured that they were clear about the learning intentions and what they needed to do to produce a quality piece of writing. The task provided good challenge and enjoyment for all pupils. However, such challenge in learning, particularly for more-able pupils, is not as evident in all classes. Pupils successfully learn a range of information and communication technology skills and have plentiful opportunities to develop these skills in different subjects. The school has taken effective action to ensure a consistent approach to teaching throughout the school. Thus planning is generally detailed, with appropriate references on how work will be adapted to the differing needs of pupils. Teachers identify what needs to be learned in lessons and share these objectives and success criteria with pupils so that they can evaluate how well they are learning. Teachers carefully evaluate the success of lessons to help pupils to understand their next steps in learning. There is generally good feedback to pupils during lessons and marking is effectively used to explain what has been done well and what can be improved, particularly in English. However, this practice is not as

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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well developed or as consistent in mathematics. Teaching assistants are usually well briefed and well deployed, and they make a good contribution to pupils’ learning because they help to evaluate pupil progress and assist the teacher in identifying the next steps in learning to accelerate pupils’ progress.

Arrangements for the care of all pupils, including those whose circumstances make them most vulnerable, are well organised and highly effective. Pupils are confident they can turn to an adult for guidance and support. The excellent work of the learning mentor supports the needs of pupils who find school challenging. The good before and after-school clubs provide an effective service to the community. They are managed well and the stimulating range of activities on offer meets the needs of all who attend. The facility makes a strong contribution to the outstanding care, guidance and support that pupils receive.

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	1

How effective are leadership and management?

The leadership team and staff are a cohesive unit who work enthusiastically, under the direction of the visionary headteacher, to improve provision and outcomes for pupils. School leaders set measured but challenging attainment targets derived from accurate tracking of pupils’ progress. All staff are involved in identifying strengths and weaknesses in pupils’ performances and in targeting underachievement. Improvement planning is closely linked to high-quality professional development of staff to help them to build on strengths and overcome any weaknesses in their work. The school achieves equality of opportunity by ensuring that all groups of pupils make good progress. The leadership’s action has addressed weaknesses in mathematics and this has accelerated progress for all groups.

Members of the governing body are knowledgeable about the school. They have a good understanding of its strengths and are fully involved in evaluating the quality of provision and planning for improvements. They are involved in setting the strategic direction of the school through their action plan and they have the skills to carefully analyse and interpret pupil data. As a result, they ask searching questions about pupil progress. The governing body and the leadership team are extremely active and effective in promoting community cohesion at all levels. As a result, pupils have a clear understanding of, and can take an active part in, the school community, local community and appreciate their place in the global community. This has led to the school gaining the International Schools full award. The governing body also makes a

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strong contribution to the good safeguarding procedures in school. The school is vigilant in ensuring that all staff are properly checked for working with children and in supporting pupils whose circumstances make them vulnerable.

The school’s links with parents and carers are exemplary and every effort is made to involve them in understanding and being able to make a sound contribution to their children’s learning. Links with a range of outside agencies give excellent support to pupils’ learning and well-being. The work with the ‘creative partnerships’ to develop the curriculum is an example of this. Partnerships with a range of support agencies ensure that the social, emotional and learning needs of all pupils are very well met. The school’s support, in partnership with outside experts, for the most vulnerable is meticulous.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

The views of parents and carers are extremely positive. All of the very high proportion of those who responded felt that their children enjoyed school; that they were safe; that the teaching in school is good; that the school is led and managed well; and that they were happy with their children’s progress and overall experience at school. Evidence from the inspection reflects these views. A small number of parents expressed concerns about the way the school deals with unacceptable behaviour. Staff successfully support those pupils who find school a challenge and inspectors found behaviour to be outstanding. There were also minor concerns that the school did not help their children to lead a healthy lifestyle. Inspectors also found this aspect to be outstanding.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chellaston Junior 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 171 completed questionnaires by the end of the on-site inspection. In total, there are 479 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	60	68	40	0	0	0	0
The school keeps my child safe	123	72	48	28	0	0	0	0
The school informs me about my child’s progress	69	40	96	56	4	2	0	0
My child is making enough progress at this school	79	46	90	53	2	1	0	0
The teaching is good at this school	95	56	76	44	0	0	0	0
The school helps me to support my child’s learning	80	47	86	50	4	2	0	0
The school helps my child to have a healthy lifestyle	75	44	89	52	5	3	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)	81	47	82	48	0	0	0	0
The school meets my child’s particular needs	74	83	89	52	4	2	0	0
The school deals effectively with unacceptable behaviour	82	48	78	46	9	5	0	0
The school takes account of my suggestions and concerns	65	38	92	54	4	2	0	0
The school is led and managed effectively	99	58	70	41	0	0	0	0
Overall, I am happy with my child’s experience at this school	98	57	72	42	1	1	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.



9 November 2011

Dear Pupils,

Inspection of Chellaston Junior School, Derby DE73 6PZ

Thank you for making us so very welcome and for answering all our questions when we visited recently to inspect your school. We particularly thank those who filled in responses to the questionnaire. We concluded that yours is a good school in which you receive lots of help from your teachers and teaching assistants to enable you to do well. We were particularly impressed by the outstanding support given to those of you who find learning hard and for those who have find school life difficult.

We were impressed to learn that you and the vast majority of your parents and carers are very happy with the quality of education you receive. You told us how much you enjoy all the additional activities and educational visits that the school provides. It is good to know that you feel very safe in school. Your understanding of how to stay healthy was very impressive, as is the care and guidance that you receive. Your superb behaviour is helping you to make positive gains in your learning and creates a very happy school community where you all care so well for each other. The interest you show in lessons helps you take full advantage of the good teaching you get and make good progress. We were also impressed by your knowledge of people who come from other parts of the world and whose cultures are different from your own.

We know that your school leaders and governing body are always striving to make it even better. With this in mind, we are asking them to do two things. We want your teachers to inform you consistently how to use your targets to improve your work in lessons. We also want them to ensure that the most-able pupils are always given work which is hard enough to accelerate their progress. Lastly, we want teachers to carefully check that the curriculum is helping you to improve your skills in all subjects and that you are using these skills well in you learning. You can all help with these improvements by continuing to work hard and to do your best at all times. The inspection team wish you all the very best for the future.

Yours sincerely

David Edwards
Lead inspector

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