

Chester Park Junior School

Ridgeway Road, Fishponds, Bristol, BS16 3SY

Inspection dates 12–13 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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

- Pupils make good progress and many reach standards of attainment that are above national averages. Progress and attainment have risen steadily in recent years.
- Teaching in most subjects, including English and mathematics, is usually good. Work is well planned to challenge and support all groups of pupils, including those who are disabled and with special educational needs.
- Good behaviour and pupils' positive attitudes to school promote good learning. Pupils and parents correctly have few concerns over behaviour or bullying. The school provides a safe environment.
- The curriculum is well organised to provide interesting learning opportunities. The broad range of experiences offered contribute well to pupils' spiritual, moral, social and cultural development.
- Leaders, managers and governors undertake robust self-evaluation that promotes continuing improvements in achievement and teaching. They communicate high expectations and promote a positive climate for learning.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching to raise pupils' attainment and progress further. This is because, in some lessons, introductions are too long, slowing pace, and not enough time is given for pupils to reflect and consolidate their learning.
- The curriculum has not been fully developed to offer opportunities in all subjects for pupils to improve their skills in English, mathematics and information and communication technology (ICT).

Information about this inspection

- Inspectors observed the school's work, and looked at its policies, assessments, records and other documents.
- Inspectors observed 18 lessons taught by 10 teachers over 9 hours. Meetings were held with staff, pupils and members of the governing body.
- Inspectors took account of the 23 responses to the on-line questionnaire (Parent View) and 3 telephone calls from parents and carers in planning the inspection.

Inspection team

John Carnaghan, Lead inspector

Additional inspector

Fiona Robinson

Additional inspector

Full report

Information about this school

- Chester Park is an average sized junior school; the proportion of pupils known to be eligible for the pupil premium is also average.
- A higher proportion of pupils than average are from minority ethnic groups and this proportion is rising. Many ethnic groups are represented; apart from White British, the largest groups are of Pakistani and White and Black Caribbean origin. Over a quarter of pupils do not speak English as their first language; this is above average.
- The proportions of pupils supported through school action, school action plus and with a statement of special educational needs are similar to the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the overall quality of lessons so the proportion of outstanding teaching rises, by ensuring that all lessons make the best possible use of time through:
 - making sure that that the introductions to lessons are brisk and well focused
 - ensuring that the closing sessions are well planned to encourage reflection and consolidation of what has been learned.
- Develop the school curriculum so that it systematically offers opportunities, over a wider range of subjects, for pupils to improve their skills in English, mathematics and ICT.
- Ensure that ICT resources, particularly the availability of computers, is improved.

Inspection judgements

The achievement of pupils

is good

- Pupils respond well to the good learning in lessons that is promoted by teachers' insistence that all pupils reach their full potential. Numerous effective strategies promote a positive climate, not least the praise and esteem teachers show for their charges. In consequence, pupils show an enthusiasm for learning and a determination to succeed. For example, a challenging English lesson, where pupils were striving to write empathetically about characters' feelings, was enlivened by the teacher's regular production of 'props'. Pupils showed maturity in taking the role of characters in the story to answer questions from their peers.
- Pupils enter school with attainment that is similar to expected levels. Consistently good teaching means that pupils exceed the nationally expected rate of progress. The school has used assessment information very effectively in recent years to adjust its provision to ensure that there are few variations in progress between different groups of pupils, including disabled pupils and those supported through school action, school action plus and with a statement of special educational needs.
- The needs of minority ethnic groups, such as those of Pakistani and Caribbean origin, are regularly checked and teaching and the curriculum are adapted accordingly; this clear emphasis on providing equality of opportunity has closed former gaps in achievement.
- Those pupils who do not speak English as their first language, disabled pupils and those with a statement of special educational needs or supported by action plus are empowered to learn and make similar progress to their peers. Well targeted deployment of funds from the pupil premium is carefully monitored to ensure money is effectively spent. This ensures good support for the learning of this group.
- The school promotes reading well so most pupils develop a love of books and read widely and often. They are given opportunities to apply their skills in reading, writing, communication and mathematics across the curriculum, but these are not systematically planned to ensure progress is as good as it could be.
- Levels of attainment in reading, writing and mathematics have been improving at a faster rate than nationally in recent years and are now above average in each area by the end of Year 6.

The quality of teaching

is good

- The school's effective promotion of teaching has ensured most lessons, including English and mathematics, are good.
- Lessons are well planned to include interesting activities that are carefully targeted to provide the correct level of challenge and support for each group of pupils. Teachers invariably set high expectations and pupils strive to meet these, working hard both as individuals and in groups as required. These factors promote consistent achievement across all groups of pupils.
- Reading, writing, communication and mathematics skills are taught effectively, but teachers do not always provide sufficient opportunities for pupils to develop these skills in other subjects of the curriculum.
- Pupils report that they enjoy lessons. This is because teachers make lessons fun and promote a positive climate for learning, so that pupils are interested and engaged.
- While the pace of much teaching is good, time is not always used to the best effect. Sometimes, introductions to lessons are too lengthy and teachers are too wordy. Conclusions to lessons can be rushed, providing insufficient opportunity for pupils to reflect on, and consolidate, their learning.
- The school uses assessment information very perceptively. In particular its regular

assessment and analysis provide prompt identification of pupils whose progress may be slipping. Professional colleagues consult on the best course of action for each such individual; tailored intervention programmes usually follow. These are well taught by skilled staff and are invariably successful in boosting progress. In consequence, previous variations in achievement between groups of pupils have been largely eliminated in the last two years.

- Informal assessment, such as the questioning of pupils during lessons, lets teachers know where there may be gaps in learning. Lesson plans are then skilfully adjusted to meet these needs so areas where pupils' understanding is weaker are quickly rectified.
- Marking is consistent so all pupils are well aware of the standard of their work and have a firm grasp of what they should do to make improvements.

The behaviour and safety of pupils are good

- Pupils are courteous and friendly and consistently well behaved both in class and around the school. They display positive attitudes to learning and these make a significant contribution to their good progress. Occasionally, where lessons are less engaging, concentration can falter and noise increases.
- Relationships between pupils are respectful and supportive; they work well together in pairs and groups. Pupils look after one another well, for example Year 5 pupils visit the adjacent infant school to get to know those in Year 2. When the latter transfer to the Chester Park Juniors they are 'buddied' by their new friends, greatly easing the transition process.
- Playtimes and lunchtimes are sociable occasions, new pupils quickly adjust to the routines and this makes the site, including the crowded areas, a calm safe place.
- Pupils report that bullying of all kinds, including cyber bullying, is very rare and know that if it occurs it is taken very seriously by the school and dealt with effectively. None of the pupils spoken to could recall any incidents of racism and school records show that this, too, is very rare.
- Staff manage behaviour with great skill so that the smooth flow of lessons is rarely interrupted. They combine high expectations with kindness and approachability. Pupils are very confident in their teachers' abilities to help them and to address any problems they have.
- Attendance has been above average for a number of years. Careful monitoring and positive links with homes ensure that all forms of absence are low and punctuality is good.

The leadership and management are good

- The headteacher and staff share a determination to provide the best possible opportunities for pupils and to develop the school. They receive good support from the local authority in helping to realise their ambition for continuous improvement.
- Accurate monitoring, effective performance management and good opportunities for professional development underpin the school's drive to improve teaching. Regular lesson observations and pupil performance meetings simultaneously support staff in their professional development and ensure they are held accountable for progress in classrooms.
- Literacy is well led and the school has focused effectively on promoted reading and writing at all ages, leading to good achievement in English.
- The curriculum has been carefully developed to offer engaging opportunities to pupils and offers breadth and balance. Topics such as the Vikings are very well planned and resourced and pupils report they really enjoy these areas of study. They particularly appreciate the opportunity to demonstrate their learning to parents and carers in the last week of the topic. However, the study of these themes does not make a sufficient contribution to the full development of pupils' skills because opportunities for literacy, numeracy and ICT are

not always coherently planned. The low number of modern computers is a further barrier to progress in ICT.

- The curriculum offers numerous opportunities for pupils to reflect on beliefs and values. For example, a Year 6 English lesson based on Greek mythology promoted lively discussion about whether Odysseus was right to fake madness to avoid being sent away from his family to war. Activities such as Black History Month and celebration of Eid promote an appreciation of other cultures and the school is notable for its harmonious, inclusive atmosphere. The school's Artsmark award is good testimony to the wide range of cultural and artistic activities available. The good spiritual, moral, social and cultural provision has a strong impact on the positive ethos of the school, promoting good relationships and respectful behaviour. The school does not tolerate discrimination of any kind and fosters good relationships among its pupils.
 - School surveys, and the parents' responses to the online questionnaire, indicate that most parents feel well informed about school and their children's progress. They enjoy opportunities for informal contact with staff at both ends of the day and the regular invitations they receive to see pupils' work. Thorough arrangements ensure a consistent flow of information from school to home and vice versa.
 - **The governance of the school:**
 - The governing body works closely with staff to ensure self-evaluation information is used to identify priorities for future planning. Members of the governing body are keen to find out for themselves about the school and regularly visit lessons, discuss matters with staff and analyse assessment information. They have a good grasp of pupil premium funding and regularly evaluate this and other school expenditure, promoting the effective deployment of resources. Their clear understanding enables them to strike a good balance between challenging the school and offering wholehearted support.
 - The governing body is rigorous in ensuring pupils are safe at school. All safeguarding requirements are met and pupils have a good grasp of how to stay safe in their daily lives.
-

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 pupil's 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 pupil's 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

Unique reference number	108920
Local authority	Bristol
Inspection number	401025

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	244
Appropriate authority	The governing body
Chair	Sarah Howell
Headteacher	Tony Phillips
Date of previous school inspection	13–14 January 2010
Telephone number	0117 377 3365
Fax number	0117 377 3362
Email address	chester.park.j@bristol.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

