

Chaucer Junior School

Cranmer Street, Ilkeston, DE7 5JH

Inspection dates 7–8 March 2013

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.

- Standards have risen since the last inspection as a result of the vision and strong leadership of the headteacher. She is ably supported by senior leaders and the governing body.
- Teaching is mostly good and, at times, outstanding and so pupils achieve well by the end of Year 6.
- Teachers plan interesting and challenging activities which pupils enjoy. Pupils have many opportunities to discuss their ideas and work together. As a result, pupils enjoy coming to school.
- Skilled teaching assistants provide good support for pupils who need extra help, both in and out of lessons.
- Pupils' positive attitudes and good behaviour contribute to a strong sense of community. They show care and respect for others.
- The support and nurturing for pupils who are potentially vulnerable is highly effective in making sure that they too make good progress.
- Parents are very supportive of the school and appreciate the opportunities available to their children.
- Leaders at all levels accurately measure how well the school is doing and what needs to be done next.

It is not yet an outstanding school because

- Pupils do not have enough planned opportunities to apply their mathematical skills in other subjects.
- There is some inconsistency in marking so that not all pupils know exactly what they need to do next to improve their work.

Information about this inspection

- The inspectors observed 17 lessons taught by 10 teachers. Two of the lessons were observed jointly with the headteacher. They also observed an assembly and visited some classrooms to look at how pupils are being helped to improve their basic skills.
- The inspection team scrutinised a range of documents, including the school’s plans for improvement and policies about keeping children safe. The team members also examined the work in some pupils’ books and a range of data about their progress.
- The inspectors heard groups of pupils read.
- The inspectors held discussions with pupils, teachers, the headteacher, senior leaders, a group of governors and a local authority officer.
- The views of 21 parents were analysed through the Parent View website. The inspectors also took account of additional comments made by parents who contacted them and those they spoke to at the start of the school day.
- The inspectors considered the views expressed in questionnaires returned by members of staff.

Inspection team

Joanne Sanchez-Thompson, Lead inspector	Additional Inspector
Nigel Grimshaw	Additional Inspector

Full report

Information about this school

- The school is slightly smaller than most primary schools.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is much lower than the national average.
- Very few pupils speak English as an additional language.
- There is a higher-than-average proportion of disabled pupils and those who have special educational needs who are supported through school action, at school action plus or with a statement of special educational needs.
- The proportion of pupils supported through the pupil premium is much higher than the national average. This is additional funding for those known to be eligible for free school meals, in local authority care, or who have a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- A new headteacher has been appointed since the last inspection.
- An in-school nurture group, known as the 'Secret Garden', runs daily for pupils from the school who need additional support.
- There is a daily before-school breakfast club, managed by the governing body.

What does the school need to do to improve further?

- Make sure that more pupils make better than expected progress by:
 - ensuring that the marking of pupils' work in all subjects gives them precise guidance on how to improve
 - providing pupils with more planned opportunities to apply their mathematical skills in other subjects.
- Increase the proportion of teaching which is outstanding by sharing more widely the outstanding examples of teaching that exist in the school so that staff learn from one another.

Inspection judgements

The achievement of pupils is good

- Attainment has risen since the last inspection and Year 6 test results were broadly average in 2012. Inspection evidence and the school's robust assessment data show that more pupils in Year 6 are now working at above-average standards.
- Pupils' progress is speeding up rapidly in reading, writing and mathematics, and this is making up for some weaker progress in the past. Consequently, pupils now achieve well and are well prepared for the next stage of their education.
- Pupils' progress in writing has been a priority for improvement. Pupils now write at greater length, particularly in their 'author books', and have a good understanding of how to make their writing interesting for the reader. They take pride in the presentation of their work and accelerated progress is evident in all year groups. However, attainment is not yet as high as in reading and mathematics.
- Pupils enjoy reading. They know what to do when they come across a word which they do not know. They can talk about their favourite books and receive good additional support when needed, including from community volunteers.
- Pupils develop good skills in speaking and listening as they are encouraged to talk through their learning with a partner. In Year 3, for example, pupils read descriptions of characters and debated which photographs would match. Opportunities for pupils to talk to each other also promote their social skills.
- The school is successfully closing the gap in achievement for pupils who are known to be eligible for pupil premium funding. The funding is used well to provide mentors to help pupils improve their reading and behaviour. As a result, pupils are making similar good progress from their starting points as other pupils in the school. In 2012, eligible pupils, of whom half were at school action plus or had a statement of educational needs, achieved standards in English and mathematics which were around a year behind other pupils. This gap has narrowed from 2011.
- Disabled pupils and those who have special educational needs make good progress because they are well supported. The achievement of pupils taught in the 'Secret Garden' nurture group is outstanding due to the excellent provision.
- There are increasingly high expectations of what pupils can achieve and they know from their 'target cards' how well they are doing and what they need to do next. Pupils are very positive about the high level of challenge in lessons. As a result, they enjoy school and are keen to learn.

The quality of teaching is good

- Teaching has improved since the last inspection so that most is now good and some is outstanding.
- Teachers know their pupils very well and warm relationships help pupils to feel confident about contributing answers. Activities are planned to build on what pupils of different abilities know and are able to do. Expectations are high and questioning is used well to extend pupils' thinking.

- Reading is taught well. Staff have a good understanding of how to teach phonics (the link between letters and sounds) and these sessions are well planned.
- Learning resources are used effectively to help pupils' understanding. In a Year 3 mathematics lesson, for example, the interactive whiteboard was used well to show pupils different types of charts and to help them understand how to set out their own survey results.
- Classrooms are welcoming and displays provide prompts and useful information for pupils to refer to during lessons. They are encouraged to add new work to these displays as they go along.
- The support provided by skilled and conscientious learning support assistants helps all groups of pupils to succeed. Staff are deployed very well to make sure that disabled pupils and those who have special educational needs, those eligible for the pupil premium and others who need extra help, always know what they need to do to make progress in their learning.
- In all lessons, teachers set out clearly what pupils are expected to learn and, consequently, pupils understand what they have to do to be successful. Teachers usually show the pupils how to tackle tasks but at times this can be too directed and so limits pupils' independent thinking.
- Teachers plan interesting and active lessons which motivate and challenge pupils. In a Year 5 science lesson, for example, pupils enjoyed using actions to help them learn the life cycle of a plant. However, sometimes the change from one activity to another means that the pace of learning slows and pupils do not make the progress that they could.
- Teachers' feedback to pupils in lessons is good and individual targets are used well. Marking in books is regular and identifies what pupils have done well. However, it is not as consistent in showing pupils clearly the next steps they need to take to move their learning on. Generally, too, the quality of marking of writing in other subjects is not of the same standard as in English and so misses the chance to further advance pupils' progress.

The behaviour and safety of pupils are good

- Excellent relationships are a key factor in promoting good behaviour in this safe and inclusive school.
- Pupils are proud of the school. They enjoy the opportunities to take responsibility such as the 'Enterprise' projects, where they make decisions about how to raise money and also what to do with it once they have it: save or spend?
- Pupils show courtesy and good manners as they move around the school and as they work together in lessons. They understand the need for school rules and follow them willingly. As a result, attitudes to learning are very positive.
- The school's systems for managing more difficult behaviour are clear and effective. There are striking examples of improvement over time for individuals, and the behaviour of the oldest pupils in lessons is often exemplary. Pupils value the rewards that the school offers, for example the 'VIP table' at lunchtime.
- Pupils have very positive views of the school and talk enthusiastically about what they like. This enjoyment of school is reflected in their above-average attendance and in parents' comments

such as, 'I can't praise the school enough.'

- Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. They also understand the different types of bullying, including through the use of computers and mobile phones, and they say that this type of behaviour does not happen often. When it does, it is dealt with quickly, firmly and fairly.
- The nurturing nature of the school has led to barriers to learning being lifted for pupils who find some aspects of school life difficult. Pupils who attend the 'Secret Garden' nurture group are making outstanding progress in their learning, social skills and behaviour as a result of the careful planning to meet their individual needs.

The leadership and management are good

- The headteacher has an accurate view of the school's strengths and areas for improvement based on effective monitoring of teaching, pupils' work and pupil progress data. The new senior leadership team provides good support.
- The school has responded well to issues identified at the last inspection. Progress of all pupils is closely monitored, the organisation of classes has changed so that teachers can plan pupils' learning more effectively and the level of challenge for all pupils has increased. As a result, achievement has improved.
- Performance information from tracking pupils' progress is used accurately and effectively to identify and address any underachievement quickly, through small-group and individual support, and improvements to the quality of teaching in the class.
- The management of teachers' performance has resulted in improvements in the quality of teaching. Strengths and weaknesses in teaching have been identified and professional development is closely linked to individual needs and whole-school priorities. Questionnaire returns and discussions with staff confirm that they value the support and training provided. However, teachers do not have enough opportunities to share and learn from the very best practice in the school. There is a clear link between pay and performance.
- The school has good links with parents and carers, most of whom think very highly of the school.
- Through its website, the school provides good information for parents and carers about the use and impact of the money available through the pupil premium. The inspection evidence shows that the spending is effective and is having a positive impact on eligible pupils' progress.
- The local authority has provided good-quality support and training. This has enabled the school to improve the leadership and management skills of staff and, consequently, the quality of teaching and learning.
- Pupils say that they enjoy their lessons and that teachers make work fun and interesting. The curriculum is well planned, with literacy developed across a range of subjects and topics. The application of skills in numeracy is not as well planned for. The curriculum is enriched by a wide variety of clubs, visits and visitors.
- The school makes good provision for pupils' spiritual, moral, social and cultural development. The social and moral aspects are particular strengths of the school. Pupils have opportunities to

reflect on their learning and upon different values and beliefs in assemblies and in different subjects and topics. Pupils' cultural development is promoted less well by the school.

- The safeguarding of the school meets the government's current requirements.

■ **The governance of the school:**

- Governors provide challenge and support in equal measure. They undertake training for their roles, including knowing how well the school is doing compared with other schools nationally, and so can question and challenge the school effectively. They visit and undertake a range of activities to keep abreast of achievement and teaching quality, such as monitoring pupils' reading and looking at pupils' books. As a result, they have a clear view of the school's strengths and weaknesses and know what the school needs to do next to improve. Finance is well managed. Governors know what the school is doing with the pupil premium funding and can talk in detail about its impact on specific groups of pupils. They understand the arrangements for checking on the performance of staff and how this is linked to pay. Governors have attended courses on child protection and safer recruitment of staff and, as a result, procedures and practices in these areas are secure.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112709
Local authority	Derbyshire
Inspection number	401294

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	200
Appropriate authority	The governing body
Chair	Jason Smith
Headteacher	Anna Upton
Date of previous school inspection	12 October 2009
Telephone number	0115 9324387
Fax number	0115 9443862
Email address	headteacher@chaucer-jun.derbyshire.sch.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 2013

