



Chapel Fields Junior School

Inspection Report

Unique Reference Number 104076
LEA Solihull
Inspection number 277065
Inspection dates 2 November 2005 to 3 November 2005
Reporting inspector David Rzeznik HMI

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

Type of school	Junior	School address	Lyndon Road
School category	Community		Solihull
Age range of pupils	7 to 11		West Midlands B92 7QF
Gender of pupils	Mixed	Telephone number	0121 7062644
Number on roll	285	Fax number	0121 765 2644
Appropriate authority	The governing body	Chair of governors	Mr Derek Rhind
Date of previous inspection	6 October 2003	Headteacher	Mrs Nina Rogers

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and two Additional Inspectors.

Description of the school

Chapel Fields is an average-sized junior school in Solihull. The number on roll has steadily declined over the past three years as a result of demographic changes and a new school in the locality. The number of pupils claiming free school meals is average. The percentage of pupils from minority ethnic groups is similar to that found nationally. No pupils are at the early stages of acquiring English, and the proportion of pupils with learning difficulties is below average. Attainment on entry is generally above average.

The school went through a turbulent time during the academic year 2003/04. It experienced significant staff difficulties that had an adverse effect on pupils' progress, particularly in Year 6. Over the last year, the school has enjoyed a period of staffing stability and pupils' progress has significantly improved.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Chapel Fields Junior School provides a satisfactory and improving standard of education. The inspection confirms the school's own assessment of its overall effectiveness. The leadership knows how well the school is doing because the self-evaluation procedures are sound. However, the tools used for review require strengthening. Overall, standards at the end of Year 6 are above average, and pupils make satisfactory progress over time. In mathematics, girls and the more able could be further stretched. Pupils' speaking and vocabulary skills require improvement. Current targets for the oldest pupils are insufficiently challenging.

Pupils' spiritual, moral, social and cultural development is good.

The quality of teaching, learning and the curriculum is satisfactory. Pupils' attitudes to work are positive and their behaviour is good. They and their parents value the good support, care and guidance provided by the school. Links with local feeder schools and other agencies are very good. Leadership and management are satisfactory. The school has accurately identified its strengths and the areas that need further development, and has put the right strategies in place to move the school forwards.

The school has demonstrated that it has the capacity to improve further, as seen in the measures put in place to raise standards and improve provision in the past year. It provides satisfactory value for money.

Grade: 3

What the school should do to improve further

- continue to raise standards in mathematics, particularly those of girls and the more able
- improve pupils' speaking and vocabulary skills and create more opportunities for talk and discussion in class
- further develop self-evaluation procedures to raise standards, improve teaching and set better targets in English and mathematics.

Achievement and standards

Grade: 3

In 2005, standards at the end of Year 6 were above average in English and science and average in mathematics. Pupils' progress in all three subjects is satisfactory overall. The more able achieved particularly well in English and science. In mathematics, girls and the more able are making satisfactory progress but could be stretched more. Pupils' listening skills are good but their speaking and vocabulary skills require improvement.

Pupils with learning difficulties make satisfactory progress overall. Individual pupils, particularly those with moderate learning difficulties make good progress in developing their literacy skills.

Individual short-term targets for most pupils are effective in raising standards, although those set in individual education plans are not always well matched to pupils' specific learning needs. However, whole-school targets for the oldest pupils are not sufficiently challenging. Better use needs to be made of performance data to set more realistic targets in English and mathematics.

Grade: 3

Personal development and well-being

Grade: 2

The school rightly judges this to be a strength. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Assemblies successfully promote the ethos of the school and reinforce the school's values. Special events such as the 'India Day' are popular with pupils and contribute well to their cultural development.

Behaviour is good and pupils enjoy school life and the opportunities they are given to develop initiative and take responsibility. Pupils say they feel safe and are free from problems such as bullying and discrimination. Relationships between pupils of different backgrounds are good and they treat each other with consideration and respect.

There are a number of successful initiatives to encourage pupils to adopt a healthy lifestyle. For example, the 'Walking on Wednesday' scheme encourages pupils to take more exercise. Evidence shows that many staff and pupils are now regularly using their feet and not the car to get to school midweek. The fruit voucher incentive scheme is changing pupils' eating habits. Increasing numbers of pupils are choosing to eat fruit rather than unhealthy snacks at break-time. The school council agrees with the move and is recommending that biscuits are not sold in the school shop.

The school helps individuals to become mature by seeking and acting on their views. For example, school council recommendations have brought about improvements to the outdoor lighting and better playground facilities. The outside links with the Solihull magistrates court and the local fire service bring a number of benefits. They help pupils gain an understanding of the world of work and life in public institutions. Pupils make a positive contribution to the wider community. For example, they sponsor a teenager in Malawi and regularly collect money for a number of charities.

Attendance is satisfactory and pupils' punctuality is good.

Grade: 2

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. The good relationships and positive attitudes of the pupils support learning well. In the most effective lessons,

teaching is challenging, expectations are high and work is pitched at the right level and builds on what pupils have previously learned. Lesson objectives are shared so pupils understand what is expected of them. Good use is made of interactive whiteboard technology to reinforce teaching points and promote interest and enjoyment. In the less effective lessons, there are some common weaknesses. In some lessons the teachers talk too much and pupils do not get enough opportunities to discuss their work or apply their prior learning. At times, learning is passive, with too few opportunities for pupils to interact with their teacher.

The individual short-term target setting system is a good one. It helps pupils understand the level they are working at and the necessary steps to help them improve. This is a positive move because pupils are aware of how well they are doing and it spurs them on to work even harder.

Lesson planning is sound but could be improved by stating more clearly how the needs of the more able will be met. There are some good examples of the marking of pupils' work but it is inconsistent and requires further development.

Grade: 3

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It provides a sound programme of activities that enables pupils to make satisfactory progress over time. Suitable opportunities are provided to develop literacy and numeracy skills in other subjects. For example; measuring in science, using co-ordinates in geography, and reading and note taking in history. However, the curriculum does not provide enough opportunities for pupils to develop their speaking skills, and it could better cater for the needs of girls and the more able in mathematics.

The school provides a range of very worthwhile enrichment activities that extends pupils' learning and stimulates their interest and enjoyment. Workshops in art and dance increase pupils' appreciation and understanding of other cultures. Weeks when classes take part in activities related to a theme, such as health, add to the pupils' social and physical well-being.

A wide range of clubs, trips, visits and visitors provide further opportunities for pupils to broaden their horizons and further their interests.

Grade: 3

Care, guidance and support

Grade: 2

The school is a happy and friendly place where the care, guidance and support provided for pupils is good. Pupils know they are safe and feel confident they can quickly seek help and advice if needed.

Good quality care is seen in the high level of staff commitment to ensure the school site is safe, secure and well maintained. Robust child protection and staff vetting

procedures are in place. Arrangements for the safeguarding of pupils are effective. Risk assessments, particularly for educational visits, are carefully attended to. There are examples of good guidance and support that have boosted pupils' achievement. For instance, pupils are set individual targets, so that they are clear about what they are aiming for and what they need to do to improve.

Grade: 2

Leadership and management

Grade: 3

Inspectors agree with the school's view that leadership and management are satisfactory.

The headteacher's leadership is effective in creating a positive and open ethos where teachers are accountable for standards and the quality of education provided. Senior staff and governors provide a clear sense of direction and there is a real sense of teamwork to achieve the school's aims. Leaders have a strong commitment to raising standards and there is no air of complacency. The response to the sharp fall in standards in 2004 was quick and effective.

Although the school has a good overview of its effectiveness, and the self-evaluation procedures are sound, the tools used for review require strengthening. The school improvement plan is an appropriate one as it addresses the key areas of weakness. However, the success criteria are not sharp enough; impact measures are not quantifiable so it is unclear how progress against action will be judged. Resource requirements are identified but not suitably costed. The plan does not indicate what part governors will play in the review process.

Effective use is made of performance data to track pupils' progress over time and inform decision about intervention. Better use needs to be made of the data to set more realistic and challenging whole-school targets in English and mathematics. There has been regular monitoring of teaching and staff have been told about the strengths and weaknesses in their work. Work to follow up on concerns has just started and needs to be extended. Evaluation of provision needs to be more systematic in evaluating the standards achieved and making explicit the overall quality of lessons seen.

The governing body influences the work of the school and its policies through appropriate challenge and support. The governors keep in close touch with school's work and are well aware of its strengths and weaknesses. Their role in monitoring and evaluating needs to be improved.

Grade: 3

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Chapel Fields Junior School Lyndon Road Solihull West Midlands B92 7QF

4 November 2005

Dear Pupils

Thank you very much for looking after us when we visited your school. We enjoyed our visit and everyone was welcoming and friendly. We liked talking to you about your work, speaking with your teachers and coming into your classrooms to see how you were progressing. You were very open and honest when answering our questions. Now we want to share with you what we thought about the school.

These are the things we thought were good:

You told us you enjoyed school and were happy there. Adults and pupils of different backgrounds get on very well.

You really enjoyed the 'India Day' and we did too. We thought the activities were helping you gain an understanding of multicultural life in Solihull.

Your behaviour is good in class and around the school. We liked the fact that you and the governors are involved in school life and that everyone is working together to improve things at Chapel Fields.

You and the school premises are well looked after. You said you feel safe, secure and are not bullied or discriminated against.

But we know everyone wants to do better and we have suggested three things the school must act on:

We think you could do much better in mathematics, particularly the girls and the brightest pupils in school. We have asked your teachers and governors to check this is happening.

We want you to improve your speaking and vocabulary skills and to talk and have more discussions in class.

We want the headteacher, staff and governors to keep an even better check on how well you are performing and further improve the quality of teaching. We also want the school to set better targets for English and mathematics at the end of Year 6.

David Rzeznik Her Majesty's Inspector