



# Chellaston Junior School

## Inspection Report

**Unique Reference Number** 112977  
**LEA** City of Derby LEA  
**Inspection number** 279069  
**Inspection dates** 8 March 2006 to 9 March 2006  
**Reporting inspector** Mrs. Joyce Cox LI

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

<b>Type of school</b>	Junior	<b>School address</b>	Maple Drive
<b>School category</b>	Foundation		DE73 6PZ
<b>Age range of pupils</b>	7 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01332 701460
<b>Number on roll</b>	490	<b>Fax number</b>	01332 691322
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Robert Savidge
<b>Date of previous inspection</b>	14 February 2000	<b>Headteacher</b>	Mrs. Jacqueline Drake

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 8 March 2006 - 9 March 2006	<b>Inspection number</b> 279069
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Chellaston is a much larger than average junior school with 490 pupils. It is situated to the south of Derby city. The largest proportion of pupils are of White British heritage, although an above average number come from minority ethnic backgrounds, but with a low percentage of pupils having English as an additional language. The proportion of pupils entitled to free schools meals is below average, as is the number of pupils with learning difficulties and disabilities. Chellaston Junior School is a Foundation school. It has achieved recognition from a number of external bodies for its work, including Artsmark Silver, Active mark Gold, Basic Skills Quality Mark, Health Promoting Schools Award and the British Council International Award. French is taught to Year 4, 5 and 6 pupils with Year 5 and 6 lessons taught by staff from a nearby secondary school on a shared salary agreement.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Inspectors agree with senior leaders that Chellaston is a good school with outstanding features. It provides good value for money. The headteacher is a very good leader and there is a strong commitment to continuous improvement at all levels in the school, leaving it very well placed to make further progress. The school has made good improvement since its last inspection and has successfully tackled the areas to develop, such as raising standards in information and communication technology (ICT). Parents and pupils think the school is very good. One parent writes, 'This is an outstanding school in terms of teaching, leadership and discipline.' Pupils' personal development is outstanding. The school runs smoothly and pupils are prepared very well for the next stage in their education. Pupils reach very high standards in English and above average standards in mathematics and science by the time they leave. They make good progress in their learning because of good quality teaching. Senior leaders are currently in the process of making tracking systems even more effective, so that any pupils who are not making the expected progress can be quickly identified and supported. The headteacher has effectively created an atmosphere where everyone feels well cared for, valued and fully involved in school life. Staff, pupils and parents believe that their views are listened to and acted upon.

### **What the school should do to improve further**

- Develop the ways in which pupils' progress is tracked and used so that extra support can be provided to those identified as underachieving.

## **Achievement and standards**

### **Grade: 2**

Pupils enter the school with above average ability and achieve well. By the age of eleven they reach very high standards in English and significantly above average standards in mathematics and science. Since 2002 there has been an upward trend in pupils' results in national tests, culminating in very impressive results in the 2005 national tests. Good improvement has been made to the ICT provision since the last inspection and, as a result, standards are now in line with national expectations. Recent work on raising pupils' attainment in writing has been effective, as shown by the significant improvement in the number of pupils reaching the higher Level 5. A very small number of pupils did not do quite as well in mathematics as in the other subjects. The school sets itself realistic yet challenging targets in national tests.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. They enjoy being at school and speak enthusiastically about interesting lessons and exciting activities. Their attitudes to work are outstanding and pupils say, 'We love learning.' Attendance

levels are high and the school has effective systems to follow up absences. Pupils' behaviour is excellent in lessons and around the school, which produces a pleasant environment for working. Pupils have well-developed social skills and feel comfortable working with adults and their peers in a wide range of situations. Their moral and spiritual awareness is strong as a result of the ample opportunities they receive for reflection on their own and others' actions. Pupils have a good understanding of cultures other than their own through the international links the school has been nurturing. Pupils have an excellent understanding of the value of healthy eating and regular physical activity as a result of the emphasis put on these areas by the school. They display excellent awareness of their own and others' safety. Pupils are generous in contributing to worthwhile causes in the community, such as the local Air Ambulance, Comic Relief and Children in Need. Pupils excel at accepting responsibility for managing aspects of school life by being on the successful school council, as well as acting as monitors and 'buddies' during lunch and play times. Pupils develop good literacy and numeracy skills in preparation for their future education and for life in the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good because teachers plan and prepare their lessons very well, with clear aims for what they expect pupils to learn. They are extremely skilled at planning to link several subjects together to make pupils' learning relevant and interesting. For instance, Year 4 pupils made considerable gains in their knowledge and understanding of Tudor life when they looked critically at a Holbein print in a literacy lesson. Teachers satisfactorily use information about pupils' progress to change what they teach, and how they teach it. Increasingly, teachers are successfully planning different ways to help pupils consider the best ways to solve problems or approach their learning. They succeed in giving challenging work to all pupils, including those who are especially talented in some way, or who are struggling with their work. Teachers and teaching assistants have very good relationships with pupils and manage their behaviour well. They motivate pupils effectively through their praise, encouragement and good questioning. Pupils increasingly want to learn and are interested and keen to co-operate with each other. Learning is greatly enhanced by the work of very capable assistants who skilfully work with groups of pupils. Teachers' ICT expertise has improved considerably since the last inspection and they use computers and other technology equipment well.

### **Curriculum and other activities**

#### **Grade: 2**

The school has a good curriculum that is supported by some outstanding features, particularly the activities that are on offer beyond the school day. More than twenty different activities are available to pupils, and most pupils attend at least one each

week. Many are of a sporting or musical nature, but there are many others as well, adding greatly to pupils' enjoyment of their learning. All subjects are taught effectively and special events bring pupils' learning to life. These include an 'International Week,' French language and culture, and theme days. Many subjects are skilfully linked to each other through themes such as creating a PowerPoint science investigation containing artwork and passages of text. Carefully planned and exciting physical education, science and personal and social education lessons ensure that pupils are very aware of how to lead a healthy life. The school helps pupils know how to keep safe by successfully teaching cycling proficiency, drugs awareness and road safety. Pupils make a good contribution to school life by being line monitors, helping at lunchtime, collecting litter and composting waste materials. The school has successfully made many changes to lunchtimes as a result of listening to pupils' views via the school council.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support for pupils are good and lie at the heart of the school's excellent ethos, which is much appreciated by parents. Pupils learn in a secure, safe and very attractive environment. Racist incidents and bullying are rare and when they occur they are dealt with firmly. The child protection arrangements are clear, well known to all staff, including the support staff, and are coordinated by the headteacher, who has received the required training. Staff are alert to the needs of any vulnerable pupils, who are effectively and sensitively supported by the Learning Mentor. Pupils with learning difficulties and disabilities are supported well because their needs are clearly identified and work in classes is skilfully matched to their ability. Individual pupils' progress is being tracked but the current arrangements are incomplete because they do not identify clearly and often enough those pupils who are not making the expected progress as they move through the school.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good at all levels throughout the school. The headteacher is a good leader and gives a clear sense of direction and purpose to the school's work. She has succeeded in creating an atmosphere in which everyone feels valued, cared for and respected. Consequently, pupils, staff, governors and parents feel able to contribute to discussion on school issues, knowing that their views matter. The school has made good improvement since its last inspection. It shows a good capacity to improve even further, as demonstrated by improving test results, strong leadership and an enthusiastic and very hard-working staff. Everyone in the school is continually looking at all aspects of their work and striving hard to improve. The strong focus on staff knowing pupils well as individuals ensures that all pupils are treated equally and fairly and make good progress in their learning and excellent progress in their personal development. The school has good systems for checking how well it is doing and identifying where it could do better. The headteacher and senior staff are

correctly working on making their assessment systems even more effective. Everyone with a leadership role knows exactly what is expected of them and responds well to the demands made on them. Subject leaders are very enthusiastic and work hard to raise standards and achievement in all curriculum areas. Governors are fully involved in helping the school to continually improve its work. They have successfully set up an early morning and after school club which is much appreciated by pupils and parents.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	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	2	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	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	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Following our visit to your school we would like to thank you for making us so welcome and to tell you our findings. We think that you are really fortunate to go to such a good school. Your headteacher is a very good leader and your school has good teachers and support staff who are dedicated to helping you learn as much as you can. They prepare interesting lessons for you to make sure you enjoy learning. This helps you work hard and do your best. Your hard work and excellent attitudes mean that you make good progress in your learning and reach high standards in the Year 6 tests. You should all be very proud of your excellent behaviour in assemblies, lessons and break times. All the staff take good care of you and encourage you to be fit and healthy and to take care of each other. They organise many interesting and exciting activities for you to enjoy such as the brilliant Year 3 Roman day this week. You love taking responsibility by being on the school council, acting as line monitors or by being in the 'Green Club' where you work to look after the school environment. The headteacher and all the other staff are very keen to make the school even better for you. We think to do this they should carry on working out the best ways to record and track the progress you make. It was great to find out that all of you are very happy at school and doing so well and that your parents appreciate and value your school so highly. Keep working hard and enjoying life at Chellaston.