

# Chaucer Junior School

## Inspection report

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<b>Unique Reference Number</b>	112709
<b>Local Authority</b>	DERBYSHIRE
<b>Inspection number</b>	298546
<b>Inspection dates</b>	4–5 July 2007
<b>Reporting inspector</b>	Timothy Bristow HMI

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Kathleen Trueman
<b>Headteacher</b>	Mr Mark Whyman
<b>Date of previous school inspection</b>	3 May 2006
<b>School address</b>	Cranmer Street Ilkeston Derbyshire DE7 5JH
<b>Telephone number</b>	0115 9324387
<b>Fax number</b>	0115 9443862

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<b>Age group</b>	7–11
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## Introduction

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

## Description of the school

Chaucer Junior School is of average size. The proportion of pupils eligible for free school meals and the proportion of pupils with learning difficulties or disabilities are above average. The number of pupils from minority ethnic groups is well below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. The headteacher, staff and governing body are equipped with a clear and determined agenda of continuous improvement. The achievement of pupils is now satisfactory because their progress has accelerated. Standards are above average. Teaching is now satisfactory overall with some good and outstanding elements. Consequently the school gives satisfactory value for money and its capacity for improvement is good. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Leadership and management are satisfactory. The leadership and management of the headteacher are good and he has accurately identified the school's strengths and weaknesses. With the support of governors and staff, effective action has been taken to improve the school's work. Satisfactory methods are now in place to check the quality of teaching. However, they are not clearly focussed on the effect changes in teaching are having on pupils' progress.

The school is a happy one in which pupils feel well cared for. It gives good support for pastoral care so that pupils feel safe, secure and well looked after. The behaviour and attitude of pupils are good. Pupils are considerate and caring towards each other. An emphasis on healthy eating at snack and lunch times means that pupils are adopting a nutritious diet. Pupils make a good contribution to the community. A number organise games for other pupils to enjoy at lunch time. The school council takes an active lead, for example by making improvements in lunch-time activities. Improvements in basic skills coupled with their good social skills ensure that pupils are well prepared for the future.

The care, guidance and support of pupils has improved since the last inspection and are good overall. As a result pupils' personal development is good. More attention is now given to the advice given to pupils on how they can make improvements to their work and this has contributed to the overall acceleration in progress.

Satisfactory teaching is characterised by structured lessons which successfully employ a variety of techniques to maintain the interest and attention of pupils. Teaching assistants are well trained and give pupils good support. The school now has an effective method for checking pupils' progress. Improvements in the teaching of reading have led to a considerable increase in the rate of progress that pupils make. However, inconsistencies in the teaching of writing make progress slower and standards lower than they could be.

The curriculum is satisfactory overall. An exciting range of enriching activities stimulates and motivates pupils adding greatly to their enjoyment. The curriculum meets national requirements, but does not give pupils enough opportunities to practise and apply some English and mathematical skills in other lessons.

### What the school should do to improve further

- Raise standards and improve the quality of the teaching of writing.
- Increase the range of opportunities for pupils to practise and apply skills learnt in mathematics and English lessons in other subjects.
- Ensure that subject leaders check the progress all pupils are making in lessons.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Achievement is satisfactory. School data and pupils' work show that their rate of progress has accelerated over the year. Standards on entry to Year 3 are above average. Satisfactory progress is now made throughout the school and standards are generally above average when pupils leave Year 6. Standards in English have risen this year because of the improvement in the teaching of reading, which has increased pupils' overall rate of progress. School data about pupils' 2007 Key Stage 2 national test results show that they achieve above-average standards in reading. Standards in writing are broadly average, and the progress pupils make does not yet match their good progress in reading. Results from the national tests taken by Year 6 pupils in 2006 and current data show that standards in mathematics and science are above average. The progress made by pupils with learning difficulties or disabilities is good. Achievement in information and communication technology (ICT) is good and pupils reach standards that are well above average.

## Personal development and well-being

### Grade: 2

Pupils' personal development is good. They feel safe and happy at school and have a positive attitude to learning evident in their enthusiastic response to teachers' questions. Attendance has risen steadily and is now above average. Incidents of bullying are rare and are dealt with effectively. The behaviour of pupils in class and around the school is good. They are kind and courteous to each other and adults. Their spiritual, moral, social and cultural development is good and is supported by the study of other cultures. During whole-school assembly the children were able to reflect on moral issues such as what is considered to be unacceptable behaviour. Pupils make a good contribution to the school and the wider community. The effective school council gives all pupils the opportunities to influence the work of the school. For example, they introduced a healthy tuck shop and a quiet area in the playground. Older pupils are responsible for the 'buddy bench' ensuring that younger pupils have someone to play with. They willingly support local and national charities. Pupils are adopting healthy lifestyles by eating a balanced diet at school and enthusiastically take part in daily exercise. Pupils are well prepared for the future. They have good social skills and work well together. Knowledge and understanding in basic skills is secure but there is scope for them to do even better in relation to writing skills. They all take part in an enterprise scheme run by local businesses, which gives them the opportunity to engage in business activities.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory with some good and outstanding elements. Lessons are better structured than at the time of the last inspection. Teachers successfully ensure pupils understand what they are to learn and the steps they need to take to be successful. Relationships between pupils and adults are good. Teachers have a good rapport with their classes, giving encouragement throughout lessons. Teaching assistants work effectively with groups of pupils and accelerate their progress. Where teaching is outstanding, ICT is used extremely well to add interest and stimulation to lessons and, consequently, pupils' greatly enjoy learning. Many

improvements have been made in teaching since the last inspection. For example, most teachers have become more effective at using assessment information to pitch work at the correct level for pupils. However, these improvements are not yet being used consistently in the teaching of writing, where progress is slower than it could be.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory, with some good features. It is enriched by a good range of opportunities for learning outside of the classroom. For example, the recent visit to Castleton added enjoyment to pupils' learning. Most pupils take part in a wide range of clubs that add to their enjoyment and promote achievement in English, music, physical education and science. Personal, social, health and citizenship lessons teach pupils to have a good understanding about how to stay safe and healthy. The 'culture week' is successfully developing pupils' understanding of a multicultural society. Pupils have good opportunities to develop their ICT skills. The curriculum meets national requirements, but does not yet identify links between subjects that would extend pupils' understanding. Consequently, pupils do not get enough opportunity to practise and apply skills learnt in English and mathematics lessons in other subjects.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The attention given to the well-being of pupils' is good. Pupils are confident that there is always someone to whom they can turn for advice or support. Pupils feel safe and valued because of the high level of concern for individuals by the staff. Arrangements for child protection and safety are thorough. Teaching assistants give effective support to individuals and groups of pupils. Good links with outside agencies ensure that pupils have access to professional help for example from the 'school support service for special educational needs'. There is an effective method for measuring the progress of pupils with learning difficulties or disabilities and consequently they are making good progress. The new marking policy and pupils' targets make them generally more aware of how to improve their work. Guidance to pupils on how to reach higher standards in basic skills is effective but is more robust in relation to reading than writing.

## **Leadership and management**

### **Grade: 3**

Leadership and management of the school are satisfactory. The leadership of the headteacher is good. He has a clear vision for the school's continued improvement. Measures taken to strengthen leadership at all levels ensure that staff are now better equipped to make improvements in the areas they are responsible for. This is apparent in the many improvements in teaching, as, for example, in the teaching of reading. The school has a reliable method for measuring the progress made by pupils, which is being successfully used to give them extra help when it is needed. Subject leaders are now regularly involved in checking the quality of teaching and making recommendations for improvement. However, they do not yet check well enough on the progress made by pupils in lessons. Parental questionnaires and pupils' surveys now form an important part of the school's self-evaluation procedures, which are satisfactory overall. The vast majority of parents support the work of the school. The school building has been greatly improved since the last inspection and provides a better environment for learning.

Governance is now satisfactory. Governors are well informed and have been involved in regular school visits, improving their ability to hold the school to account.

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## Annex A

## 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>
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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>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

6 July 2007

Dear Pupils

Inspection of Chaucer Junior School, Cranmer Street, Ilkeston, Derbyshire, DE7 5JH

Thank you for the help you gave us when we visited your school. We felt very welcome at Chaucer Junior School. If you remember, we came to look at the work that you were doing and to talk to you and your teachers. We enjoyed meeting you and thought you were very friendly and well behaved. Your attendance has continued to get better. You told us that you feel safe in school and know how to get help if you need it. You work hard and take part in many exciting activities which you told us that you thoroughly enjoy. Your reading has improved and your ICT work is particularly good.

Your headteacher and all of the staff are working very hard to make improvements at Chaucer. We think that your new classrooms make it easier for you to concentrate on your work. Taking everything into account, we decided that yours is a satisfactory school.

To make things even better, we have asked the school to do the following.

- Make improvements to the way you are taught to write.
- Give you the chance to practise your skills in mathematics and English when you are doing other work.
- Check even more carefully how much you are learning in lessons.

You can help your teachers by listening carefully to the advice they give you.

Yours sincerely

Tim Bristow HMI