

Chandag Junior School

Inspection report

Unique Reference Number	109065
Local Authority	Bath and North East Somerset
Inspection number	309864
Inspection date	4 June 2008
Reporting inspector	Anthony Shield

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 on roll	
School	273
Appropriate authority	The governing body
Chair	Josette Crane
Headteacher	Alison Creech
Date of previous school inspection	11 October 2004
School address	Chandag Road Keynsham Bristol BS31 1PQ
Telephone number	01179 863614
Fax number	01179 869616

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: that aspects judged outstanding by the school in its self-evaluation, pupils' personal development, the school's curriculum, and care, guidance and support are exemplary; whether teaching is consistently challenging in all years, including in Years 3 and 4; and the impact of initiatives to improve boy's writing. Evidence was gathered from the school's self-evaluation (SEF), national published assessment data and the school's own assessment records, policies, minutes and other school documentation. Observation of the school at work, interviews with governors, members of the teaching staff and pupils, and parental questionnaires also provided evidence. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Chandag Junior School serves the town of Keynsham and is slightly bigger than most junior schools. Most pupils are of White British origin, and attend the adjacent infant school before joining the school. On entry, most pupils' attainment is above average. The proportion of pupils with specific learning difficulties is just below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Chandag Junior is a good school. It has several outstanding aspects, including pupils' personal development, their care, guidance and support and the curriculum. The school is deservedly popular with parents. 'A lovely, friendly and welcoming school' is typical of many comments by parents.

The school's motto, 'Delight in learning', is threaded through the school's work, and is reflected in the enthusiasm and energy with which pupils join in everything the school offers. Pupils' outstanding personal development, including their spiritual, moral, social and cultural development, is carefully nurtured by all staff. Pupils are friendly and considerate of others, and feel safe in the confident belief that all adults have their interests at heart. Relationships throughout the whole school are based on mutual trust and respect. As a result there is a strong sense of community and pride in belonging. Pupils are guided to a strong awareness of their responsibilities to each other, the school and the wider community. Global citizenship is a particularly strong feature of the wider curriculum. Behaviour is consistently polite and thoughtful, and pupils understand how to treat others fairly. They take their responsibilities seriously, whether as eco-warriors, playground buddies or as members of the school council. The school consults pupils on making changes, and on such issues as what makes a good learner and a good lesson. They have a very good awareness of healthy lifestyles, and pupils are justifiably proud of the school's sporting excellence and successes. The achievements of the gymnastics team in particular are noteworthy and the energy and skill of pupils in the before-school gymnastics club are exemplary.

Led by the headteacher with a clear sense of priorities, the school has done well to sustain significantly above average standards in English, mathematics and science in recent years. Good, confident teaching by an experienced team has enabled pupils to make good progress. Although writing remains a relative weakness, there are no significant differences between any of the core subjects. Recognising boys' writing as a particular issue, the school has identified a number of strategies designed to support and improve writing. These are beginning to make a difference and some good examples of extended writing were seen during the inspection. Pupils with learning difficulties make particularly good progress, and the introduction of specific programmes for these pupils is proving effective. Targets for the performance of pupils in national tests at the end of Year 6 were exceeded in 2007 and the school's tracking systems suggest targets are likely to be exceeded in 2008. While, overall, pupils' achievements are good, there is room for the school to set more challenging targets as it seeks to lever standards even higher.

Pupils' good progress is the result of consistently good teaching. In lessons, pupils are keen to succeed and a good climate for learning is established. Pupils are encouraged to be active learners and the use of 'talking partners' to discuss and share ideas amongst themselves is a particularly effective feature. They are also encouraged to solve problems on their own and not to rely on the teacher for help. As one pupil put it, 'Teachers show you how to get the answer but don't always give it to you.' Good use of assessment information enables pupils to know how well they are doing and what they are aiming for. In most cases, they also know how to achieve their targets, although this is not consistently effective. Self and peer assessment is being used with increasing effect to reinforce pupils' knowledge of what they are aiming for. Learning moves at a good pace and work is usually geared well to the needs of individual pupils. Good support from teaching assistants is used flexibly to help pupils do their best.

The decision to group pupils by ability in English and mathematics throughout the school has helped to ensure work is planned better to build on what individual pupils already know. Pupils themselves comment that they like the more individual attention this affords, and teachers are rightly working to improve the extent to which the curriculum meets individual needs. Already, the curriculum has some considerable strengths. A strong emphasis on acquiring basic skills is balanced by a determination to educate the whole child. Activities are well planned to develop skills across the curriculum, while visits and visitors offer both enrichment and relevance. Information and communication technology is being used confidently to support learning. An individualised mathematics computer programme is effectively supporting the development of basic skills for identified pupils. An extensive range of extra-curricular clubs are well supported.

The school's commitment to the individual child is clearly evident in the careful procedures it has for the welfare of all children. All adults are vigilant in looking after pupils, and their health, safety and welfare, including child protection and safeguarding, are given high priority. Vulnerable children and those with learning difficulties are particularly well cared for. Teachers use assessment data successfully to track pupils' progress carefully and, where potential underachievement is identified, specific intervention and booster programmes are provided.

Leadership and management are good and the headteacher has created a team determined to sustain and improve its performance. A strong sense of purpose drives the school forward. Self-evaluation is accurate and realistic and the senior team uses a good range of measures to obtain feedback on its performance, including a regular survey of pupil attitudes, and a Year 6 'exit' questionnaire. While the identification of relative weaknesses has led to sensible strategies for improvement, the full impact of some of these has yet to be felt. A clear monitoring timetable involves senior staff and subject coordinators, but while monitoring is regular and supportive, it is not focused sharply enough on outcomes in terms of pupils' performance. As a result, targets are not challenging enough. The school's 'Change team' with representatives from parent governors and staff at all levels is instrumental in planning developments. The school works especially well in partnership with others to enhance the school's provision. Governors are knowledgeable and committed, and their linking with individual teachers enables them to have a good awareness of how to support and intervene. Given the improvements already made, the school has good capacity to improve further.

What the school should do to improve further

- Monitor the impact of initiatives on pupil performance more effectively to set challenging targets and raise achievement even further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

5 June 2008

Dear Pupils

Inspection of Chandag Junior School, Keynsham BS31 1PQ

Thank you for welcoming me to your school. I enjoyed meeting and talking to you and especially liked the friendly welcome you gave me. Chandag Junior is a good school and you are right to be proud to attend it.

These are the most important things to say about your school:

- You enjoy going to school and take part in lessons and clubs with enthusiasm.
- You get on very well with your teachers and with each other, and there is a great sense of belonging to the school community.
- You work hard in class and teachers make your learning interesting and fun.
- You are extremely well behaved, friendly and polite. You are growing up into sensible young people.
- The school takes very good care of you and helps you do your best.
- Your headteacher and all the staff are working successfully to make your school even better.
- While most of you make good progress, I have asked the school to make sure you do even better, by checking on how successful changes are and ensuring you all aim even higher.

Thank you once again for your help during the inspection.

With best wishes for the future

Yours sincerely

Tony Shield Lead inspector

5 June 2008

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Lead inspector