

Chapel Fields Junior School

Inspection report

Unique Reference Number	104076
Local Authority	Solihull
Inspection number	323956
Inspection dates	7–8 October 2008
Reporting inspector	Timothy Bristow HMI

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 (total)	266
Appropriate authority	The governing body
Chair	Derek Rhind
Headteacher	N J Rogers
Date of previous school inspection	2 November 2005
School address	Lyndon Road Solihull B92 7QF
Telephone number	01217 062644
Fax number	01217 654886

Age group	7–11
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Introduction

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

Description of the school

Chapel Fields Junior School is average in size. The proportions of pupils who speak English as an additional language and those who are eligible for free school meals are below average. Pupils benefit from extended services before and after normal school hours. The children's centre on the school site was not inspected because it is too new, having only opened this term.

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 with many good features. The headteacher, staff and governing body are equipped with a clear and determined agenda for school improvement. The good personal development and well-being of pupils are nurtured by good care, guidance and support and an effective curriculum.

The achievement of pupils is satisfactory. The school maintains the high standards achieved at Key Stage 1 so that pupils leave Year 6 with standards that are above average overall. The more able pupils do not make as much progress as they could in English and mathematics so that the proportion who achieve the higher grade in Year 6 is less than it could be. This is because some of the work they do lacks sufficient challenge.

The school has a happy atmosphere in which pupils are kind and caring to each other. They are polite and friendly when talking to adults, demonstrating good levels of self-confidence. Good spiritual, moral, social and cultural development underpins pupils' good behaviour. Pupils feel safe in school and have a good understanding of how to obtain help when they need it. Attendance is average. However, a minority of pupils are regularly late for school. All pupils take regular exercise at school, and most enjoy the healthy meals and snacks, demonstrating that they are successfully adopting healthy lifestyles. Most pupils make an adequate contribution to the community. Pupils have a good preparation for education in secondary school.

Teaching and learning are satisfactory. The school benefits from a team of enthusiastic and talented teachers. However, some are inexperienced and recent appointments to the school. This means that there are as yet some inconsistencies in the quality of teaching, for example in the demand for good presentation of work. The curriculum is good. The school offers a good range of enrichment activities such as the opportunity for all Year 4 pupils to play a brass instrument. Good links between subjects enable pupils to practise the skills they have learnt in English and mathematics lessons. The academic care, guidance and support pupils receive are good. There are effective procedures for checking that pupils make the progress needed to meet or exceed their targets.

The headteacher demonstrates very good leadership. She, with the support of other leaders and governors, has successfully ensured that standards rise and progress accelerates by establishing rigorous procedures to check the quality of the work of the school. The school's data show a significant rise in achievement for the 2008 Year 6 pupils compared to the 2007 Year 6. Consequently, the school demonstrates that it has good capacity for future improvements.

What the school should do to improve further

- Increase the rate of progress of the more able by challenging them to be more creative and independent.
- Ensure that improvements to teaching are applied consistently in all lessons.
- Ensure that all pupils come to school on time.

A small proportion of the 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

In most years, pupils enter school having attained high standards in their work at the end of Key Stage 1. Pupils now make satisfactory progress in the school maintaining these high standards. By the end of Year 6 pupils' standards are above average in English, mathematics and science. This represents an acceleration in progress and a rise in standards because in the past, pupils in Year 6 have left school with standards that were average. School information and pupils' work show that progress continues to accelerate, particularly in the lessons where teaching is good. The more able pupils do not make as much progress as they could in English and mathematics. Most pupils who find English and mathematics difficult and those who are from minority ethnic backgrounds are making progress that is similar to others in school.

Personal development and well-being

Grade: 2

Pupils demonstrate good care and consideration for each other. They support each other well in their learning and take real pleasure in each other's success. They feel strong loyalty to the school, working hard to achieve the targets set for them. Pupils understand the importance of living a healthy lifestyle and largely follow their own advice in choosing healthy food. In recognition, the school has achieved Healthy Schools status. They are also well aware of the value of exercise and thoroughly enjoy the opportunities provided by specialist sports trainers. Pupils feel safe in school and report that bullying hardly ever occurs. They also demonstrate a strong sense of justice on behalf of others in school and are clear that racial discrimination is wrong. The attendance of pupils in the past was judged to be below average because a small proportion of pupils who arrived late were inaccurately classed as absent. This has been addressed and attendance is now average. Nevertheless, a minority of pupils are still late for school disrupting the start of the school day. Pupils relish the many opportunities they have to take responsibility in school and to take part in charity events. For example, pupils recently took part in a charity event enabling them to adopt a tiger. Pupils take their responsibilities within the school very seriously. For example, older pupils work hard at break times to encourage younger children to behave well. However, pupils have insufficient opportunities to make a positive contribution in the local community. Standards that are above average in English and mathematics combined with their good behaviour and attitudes mean that pupils are well prepared for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Overall teaching and learning are satisfactory with a growing proportion that is good. Lessons are lively; most pupils work hard and they are eager to learn. Where teaching is good, learners are encouraged to take responsibility for improving and extending their studies through research and investigation, which enables them to make good progress. Where teaching is less effective, lessons lack variety and pupils take less interest in their work. The school has implemented many improvements in teaching, but some of these are not applied consistently in all lessons. For example, marking in some lessons gives pupils insufficient advice on how they can improve their work. Insufficient use is made of assessment information to pitch work at the correct level

for some groups of pupils. When this happens, the more able pupils are not sufficiently challenged to be independent or creative and others find the work too hard.

Curriculum and other activities

Grade: 2

Good links have been established between most subjects. For example, after a recent history trip to Coventry to study the Second World War, pupils in Year 6 produced newspaper articles reporting on the destruction of the cathedral in their English lessons. Pupils who need extra help in English and mathematics benefit from well-planned additional activities supported by experienced and skilled teaching assistants. However, the curriculum for information and communication technology (ICT) offers insufficient challenge for many pupils who have learnt ICT skills at home. A good range of enrichment activities, which pupils report that they thoroughly enjoy, complements the curriculum. For example, opportunities to make music, to work with artists in residence and to stage dramatic performances make a significant contribution to the pupils' cultural development. A good range of school clubs provides further opportunities for pupils to develop their interests.

Care, guidance and support

Grade: 2

The school fosters good relationships between adults and pupils so that they feel safe and secure. All procedures for safeguarding pupils and health and safety are securely in place. Pupils with learning difficulties and/or disabilities are well supported by regular reviews and useful individual education plans. The school has recently put procedures in place that are beginning to reduce the numbers of pupils who are late for school. For example, some pupils take advantage of the school breakfast club to give them a good start to the day. Pupils have a good understanding of what they need to do to achieve their targets because of the clear and specific feedback they receive from teachers in lessons. The school has established thorough and detailed assessment procedures, which accurately measure the progress that pupils make and identify those who need extra help.

Leadership and management

Grade: 2

The headteacher demonstrates a very clear vision for school improvement. The detailed and thorough development plan demonstrates that leaders are fully aware of the school's strengths and weaknesses and how they can make improvements. Standards are now above average because a rigorous procedure for tracking the pupils has been successful in holding teachers to account for the progress they make and setting challenging targets for pupils. The school takes great care to ensure that all groups of pupils have equality of opportunity. It has successfully ensured that pupils are respectful to each other because of a well-established community spirit. The pupils benefit from some good links with the community and other agencies such as the local secondary school and church, but a small minority of parents are less involved in the school than they could be. The governance of the school is good. Governors are knowledgeable and successfully carry out their role as critical friends to the school. The majority of parents support the work of the school. It provides good value for money.

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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?	3
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?	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

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	2
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 eliminated	2
How well does the school contribute to community cohesion?	3
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	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

9 October 2008

Dear Children

Inspection of Chapel Fields Junior School, Solihull, B92 7QF

Thank you for making us so welcome when we visited your school. If you remember, we came to look at the work you are doing and to talk to you and your teachers. It was very apparent that you are well cared for and you enjoy your school. We were impressed by how well behaved and friendly you were. You work hard in lessons and enjoy the interesting activities your teachers prepare for you. We were disappointed to find that a few of you are late for school.

Your headteacher and all the adults are working hard to make your school even better. We think that you have a satisfactory school, but one that is improving all the time.

I have asked your headteacher, staff and governors to do three things to improve your education.

- Give more challenging activities to those of you who generally find the work easy.
- Make sure that the changes teachers are making to improve your lessons happen all the time.
- Make sure that you all come to school on time.

You can help your teachers by making sure you come to school on time every day and continuing to work hard.

Yours sincerely

Tim Bristow Her Majesty's Inspector