

Chellaston Junior School

Inspection report

Unique Reference Number	112977
Local Authority	City of Derby
Inspection number	325732
Inspection dates	22–23 January 2009
Reporting inspector	Mike Best

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	480
Appropriate authority	The governing body
Chair	Mr Antoine Rawlinson
Headteacher	Mr James Emery
Date of previous school inspection	8 March 2006
School address	Maple Drive Chellaston Derby Derbyshire DE73 6PZ
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Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large junior school draws its pupils from Chellaston and neighbouring areas of the City of Derby and is over-subscribed. Most pupils are from White British backgrounds, with an average proportion of pupils from minority ethnic groups speaking English as an additional language. The proportion of pupils joining the school after Year 3 is lower than in other schools.

When they join the school in Year 3, pupils' standards in reading, writing and mathematics are similar to the national averages. The proportion of pupils with learning difficulties and/or disabilities is lower than in many other schools, as is the proportion of pupils with statements of special educational needs. A small proportion of pupils are looked after by the local authority.

The governing body manages a breakfast, after-school and holiday club, 'The Zone', for up to 75 pupils from this and neighbouring schools.

The school holds the Arts Mark Gold, Activemark, Basic Skills Quality Mark, Healthy Schools Award, Eco School Bronze Award and the British Council International Award. The present headteacher took over at the start of this school year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which, under the strong and enthusiastic leadership of its new headteacher, is firmly focussed on pupils achieving their best in all aspects of school life. The quality of care, guidance and support for pupils is excellent and their personal development and well-being are outstanding. The school has made good progress since the previous inspection and has a good capacity for further improvement. Achievement is good. Pupils make good progress and standards at the end of Year 6 are above average in English, mathematics and science. Through its robust systems for tracking pupils' progress, the school has accurately identified that a small proportion of pupils, mainly boys, are not achieving as well in writing as in other subjects, and is taking steps to address this.

Teaching and learning are good. Pupils are enthusiastic about their work, and say that teachers make lessons interesting and learning fun. As a result, pupils are keen to meet the high expectations the staff set for them. Staff guide pupils' work and progress extremely well. Pupils have a clear knowledge of their personal targets and what they need to do to improve their work. The range of curricular and other activities is good. The curriculum is broad and well balanced, serving all learners well and successfully promoting pupils' enjoyment of their education. Teachers often link different subjects. Recently introduced teaching programmes for developing pupils' learning skills are enhancing this approach, enabling pupils to acquire, practise and apply thinking, problem-solving and organisational skills in different contexts. Implementing these methods fully across subjects is a current priority.

The school's arrangements for safeguarding pupils meet requirements. Suitable child protection and health and safety procedures and practices are firmly established and well known to staff. 'The Zone' provides an outstanding out-of-school service to the community: pupils' needs are meticulously met and they thoroughly enjoy a wide range of activities. Pupils' behaviour in lessons and around the school is exemplary and they have an excellent understanding of ways of keeping safe. They move sensibly and safely around the school and have an outstanding knowledge of healthy lifestyles, including diet and the importance of exercise. Their excellent involvement in the day-to-day life of the school comes through practical activities involving conservation and sustainability, taking on responsibilities, and actively participating in consultation and decision-making through the school council. Community cohesion is promoted well both within the school and the wider community, with pupils' understanding of global issues strengthened through participation in the Chellaston Schools' Uganda project. Pupils' preparation for the next stage of their education and world of work is good. Their good achievement in literacy, numeracy and information and communication technology (ICT) is extremely well supported by their positive attitudes and respect for others.

The leadership and management of the school are good. The headteacher has rapidly gained the support and respect of pupils, parents, staff and governors. His perceptive analysis and incisive response have enabled him to identify key priorities for development across the school from the individual evaluations prepared by subject leaders and other managers. The school's targets are challenging and the monitoring of progress towards them robust. The governing body has a good understanding of the school's strengths and areas for development, and holds it to account effectively. The school makes good use of its resources and gives good value for money.

What the school should do to improve further

- Improve achievement in writing, especially for boys, by strengthening their skills in planning and writing at length and for a wide range of different purposes.
- Increase opportunities for pupils to develop and apply their skills in learning by further extending links between subjects.

Achievement and standards

Grade: 2

Since the previous inspection standards in mathematics have improved and been maintained in science, being significantly above the national averages in both subjects for the past three years. Following a dip in standards in writing in 2006, results have improved in each of the past two years. Other than in writing, where girls do better than boys, there are no other significant differences in standards between boys and girls. The school sets challenging targets for pupils to reach in English, mathematics and science by the end of Year 6. Last year, these were broadly met other than in writing at the higher level. Pupils currently in Year 6 are on course to meet their targets in all subjects.

Pupils who find learning more difficult or are at risk of falling behind make good progress because work is matched well to their needs and adults provide valuable support. Similarly, those capable of reaching the higher levels respond well to teachers' high expectations and challenging work. Those pupils for whom English is an additional language also make good progress. In ICT, pupils' skills exceed those expected for their age. Pupils confidently apply their good understanding of a wide range of programs and tools in a wide range of different practical situations.

Personal development and well-being

Grade: 1

Pupils' social, moral, spiritual and cultural development is outstanding. Their moral and social development are particular strengths, reflecting the school's nurturing of individual and group responsibility. Pupils are extremely considerate of the views and opinions of others and exceedingly polite and confident in their dealings with adults. Their good manners and consideration for others are excellent and their movement around the school is calm and exceptionally orderly. Pupils have helped to formulate the 'Give me Five' behaviour guidelines and, in discussion, express their appreciation of how the headteacher and staff act quickly and effectively to resolve any problems. Pupils say that, if they are troubled, they have no hesitation in turning to a number of adults they trust.

Pupils thoroughly enjoy coming to school to learn, take part in after-school activities and to see their friends and teachers. This is confirmed by their above average attendance and willingness to 'have a go' at the many opportunities available to them. Pupils undertake the organisation and management of fund-raising and competitions, stage musical performances in the local community and participate in sporting activities in the area. Pupils attending the before and after school clubs say how much they enjoy the range of activities, the refreshments and opportunities to be with their friends. The after-school sports clubs are very popular and many pupils belong to outside sports organisations.

Quality of provision

Teaching and learning

Grade: 2

Teachers have good subject knowledge and are constantly looking for ways to improve their practice and teach creatively. Support staff make a significant and valued contribution in classes and in specialist areas such as the ICT suite. Good quality planning provides a coherent structure to both individual and series of lessons, and systematically caters for pupils' differing needs. Teachers' use of a wide range of teaching methods takes good account of pupils' preferred learning styles. For example, in a science lesson pupils physically felt the forces related to compression and stretched springs. They examined objects to identify the types of springs used and then applied their understanding to inventions of their own.

Learning objectives are clearly outlined at the beginning of lessons and pupils know what they must do to achieve them. A particular strength is that teachers refer to these goals as lessons develop, enabling pupils to check their work and make improvements as necessary. This is extended in teachers' marking, with comments providing pupils with helpful guidance for further improvement. Lessons are very well organised and managed, with excellent relationships between staff and pupils securing their consistent and purposeful progress in learning. Enthusiastic teaching very successfully motivates pupils who settle quickly to their work and concentrate well. Teachers make expert use of the interactive whiteboards for whole class introductions and to support pupils' learning as lessons develop.

Curriculum and other activities

Grade: 2

Literacy, numeracy and ICT follow national programmes and the school's provision for pupils' personal, social and health education, and citizenship is good. Pupils enjoy completing modules on a wide range of topics, such as gardening and cookery, for which they acquire credits towards the Children's University awards. Visits and visitors support pupils' learning well, particularly in developing their understanding of different religions and cultures. The school successfully supports gifted and talented pupils in many areas, as seen in the collage and batik wall hangings. Specialists give instrumental music tuition and teach French in Years 4, 5 and 6.

The school provides a good range of clubs which are very popular. These include many sports activities in addition to computing, the arts and musical productions. The school is part of a successful Extended Schools cluster, which is very effective in offering before, after school and holiday clubs in collaboration with partner schools.

Care, guidance and support

Grade: 1

The school has exceptionally well-established arrangements in place for both the pastoral and academic support of pupils. A much-valued rewards system recognises pupils' efforts and they consider the school's sanctions policies to be fair and evenly applied. A school-wide system for tracking pupils' progress is closely monitored by senior staff and pupils at risk of falling behind are quickly spotted and supported. Staff work very effectively within the school and in collaboration with a number of external agencies to provide support for individual pupils and their families. The school recognises the importance of sharing expertise and facilities, for example, through an ongoing programme of classes for parents in child development. Parents

are very supportive of the school. The school welcomes parents' views on how they can further work together and values its partnership with them. Through regular newsletters and the school's website, parents are kept well informed about forthcoming events and what their children will be learning each term, with reminders and urgent messages sent by text and email.

Leadership and management

Grade: 2

At all levels, staff have a clear understanding of the school's direction and are successfully developing close working partnerships in pursuit of agreed goals. The quality of the school's self-evaluation is good and involves all members of the school community. School-wide priorities, particularly to do with assessment and the raising of standards in boys' writing are being developed, with senior managers regularly monitoring progress and supporting staff. Together, staff are developing a shared and rigorous approach to evaluating the impact of their work on pupils' progress. Through its tracking systems and support for individuals, the school successfully ensures pupils have full equality of opportunity. Staff development effectively combines whole school priorities with individual needs and there is good support for teachers new to the school.

The day-to-day management of the school is well organised and routines run smoothly. The school is kept very well, with pupils' work attractively displayed in classrooms and common areas. Communication within the school, with parents and with external agencies is good and this underpins the high quality care and support for pupils. The before and after school clubs are expertly managed.

The governing body has effective systems in place to evaluate the school's work and meets its statutory requirements. A rolling programme of policy review and renewal, together with regular reports about pupils' performance and achievement, keep governors abreast of developments.

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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/or disabilities make progress	2

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?	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
The extent to which learners enjoy their education	1
The attendance of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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?	1

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?	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	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**

26 January 2009

Dear Pupils

Inspection of Chellaston Junior School, Derby, DE73 6PZ

Thank you very much for making us so very welcome when we visited you last week and for making time to talk to us about your work and what goes on in your school. We congratulate you on your excellent behaviour, and particularly your first-class manners. You all get on very well with each other and with staff, and take your responsibilities seriously. You have an excellent understanding of how to keep safe and healthy, and take a very active part in the school and local community.

You told us that Chellaston Junior is a good school and we agree. The care, support and guidance you receive are outstanding. You make good progress in the school and, by the end of Year 6, the standards you reach are higher than in many schools. Teachers make lessons interesting and help you improve your work. They keep a close eye on how well you are getting on and, with the valuable help of teaching assistants, give you extra help when you need it. Those of you who learn more quickly are challenged by the work you are given and also make good progress.

Mr Emery and the staff want you to do as well as you can. That is why they are teaching you how to improve your writing. We think this is a very good idea, particular in helping those of you, especially the boys, who find planning and writing at length difficult. We are pleased to see that teachers are already making links between subjects, such as English and history. We think it would be very helpful if they did more of this so that you can make even better use of your skills in thinking, solving problems and organising your work. You can help make these improvements effective by continuing to work hard and keeping up your great enthusiasm for learning.

Yours truly

Mike Best

Lead inspector