

Chester Park Junior School

Inspection report

Unique Reference Number	108920
Local Authority	City of Bristol
Inspection number	337179
Inspection dates	13–14 January 2010
Reporting inspector	Michael Merchant

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 of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Ella Beard
Headteacher	Tony Phillips
Date of previous school inspection	3 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent 75% of their time looking at learning, visited 12 lessons and observed nine teachers. They held meetings with governors, staff and groups of pupils. They also talked to some parents who were present at the start and finish of the school day. They observed the school's work, and looked at its improvement plan, data on pupils' progress, records of the monitoring of the quality of teaching, and a range of school policies. They also analysed questionnaires received from 82 parents and 99 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and progress, particularly lower- and middle-attaining pupils and those with special educational needs
- how well the teaching takes account of the needs of groups and individuals, with a particular focus on boys in English and girls in mathematics, lower- and middle-attaining pupils and those with a special educational need and/or disability
- how consistently well teachers check the progress of different groups of pupils in each year group and how well they inform them about what they need to do to improve their work
- the effectiveness of the subject leaders in checking attainment, progress and teaching in their respective areas and sustaining improvements in the outcomes for all pupils.

Information about the school

Chester Park is similar in size to most other primary schools. Pupils come from a wide range of heritages. About two thirds of all pupils are of White British heritage and a large proportion is of Asian or Asian British Pakistani background. The proportion of pupils whose first language is other than English is higher than is typically found. The number of pupils eligible for free school meals is just below average. The proportion of pupils identified as having special educational needs and/or disabilities, mainly moderate learning difficulties, is broadly average, although the proportion who have statements is above average. The school achieved the Healthy School award in 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This satisfactory school is moving in the right direction under the strong leadership of its effective headteacher. Parents are very supportive, and recognise that their children love coming to school. As a result, pupils enjoy learning, are proud of their school and relish all it has to offer. The school has continued successfully on its journey of improvement since the last inspection and the school has many strengths.

- A very positive atmosphere permeates the school and relationships are strong, behaviour is good and pupils have a high regard for both their classmates and for the adults who work with them.
- Sensitive and watchful pastoral care ensures that by the time pupils leave in Year 6 they are confident, well-rounded young people, ready to play their full part in the world beyond school.
- A very carefully planned, imaginative and varied curriculum inspires pupils to work hard and gain a wide range of skills.
- Results in national tests are steadily improving and have risen sharply in science.
- There are effective systems in place to monitor the progress of individuals and groups of pupils as they move through the school.

School self-evaluation is accurate and, most importantly, the school knows exactly what to do further to sustain the good improvement made since the last inspection. This means the capacity to further improve is good.

Pupils join the school with skills and abilities that are average. They make satisfactory progress in English and mathematics and good progress in science, and attainment at the end of Year 6 is broadly average overall. Results in national tests are getting better year-on-year in all three core subjects at a steady pace. Achievement is satisfactory because there is still not enough good teaching to ensure that pupils make good progress. In particular, in many lessons pupils spend too much time listening to the teacher talk, with limited opportunities to work with each other or on their own. Activities are not always closely matched to the capabilities of different pupils and the time at the end is not used well to check how well pupils have done and what they have learned. The school's promotion of community cohesion has focused on the pupils' own and local communities. Links with people in other parts of the country and overseas are not as strong as they could be. This is why the promotion of community cohesion is not yet good.

What does the school need to do to improve further?

- Increase the rate of progress that pupils make in English and mathematics from

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satisfactory to at least good by:

- making sure that at the end of each lesson, pupils have a clear idea of what they have learnt, whether they have fulfilled their personal objectives and what they need to do to improve them further.
- Improve the quality of teaching and learning so that it is consistently good or better in the great majority of lessons by:
 - making sure that there is a sharper match between work set and the different abilities of pupils
 - giving pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class.
- A realistic timescale for meeting the two objectives above will be by December 2010.
- Extend the school's work on promoting community cohesion in the wider community, beyond the school and immediate locality, by increasing the opportunities for pupils to gain first-hand experience of communities different from their own.

Outcomes for individuals and groups of pupils**3**

The work seen by inspectors in lessons confirms the overall picture of satisfactory and improving progress, with pupils working at levels broadly expected for their age throughout the school. Pupils learn well in science, where attainment is above average. The quality of learning in all lessons is now at least satisfactory and in a half of lessons seen it is good. For instance, in a Year 6 mathematics lesson, all groups of pupils made rapid progress in solving multi-step problems and really enjoyed the challenge of the task. Pupils worked speedily and accurately within the time limit set and accomplished a good amount. They acted confidently to identify clear learning gains in their ability to solve problems and to spot often made mistakes. The school has worked tirelessly to successfully reduce the differences in the progress made between boys and girls, between pupils of different heritages and of pupils with special educational needs and/or disabilities. Pupils' progress is now checked systematically and carefully, and speedy interventions ensure that few fall behind. Consequently, there is very little difference between the progress made by the various groups of learners in the school.

Pupils greatly enjoy school, grow in confidence and develop very positive attitudes to learning. Relationships are happy and harmonious and support the calm and purposeful atmosphere observed by inspectors in all classes. In discussions, pupils are clear about how to stay safe and have a good understanding of the importance of a healthy lifestyle. They eagerly take advantage of the many opportunities to participate in the community and are very well informed about other people's needs, particularly because of the school's strong and imaginatively themed 'challenge weeks'. Pupils develop impressive social and interpersonal skills and relish working collaboratively. This, together with secure and improving standards in the key skills in English and mathematics, means that they are well prepared for the next stages of their lives.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school's strong emphasis on promoting pupils' emotional well-being results in them feeling very safe, secure and well looked after. Close and watchful support for vulnerable pupils and highly effective partnerships with outside agencies ensure that the needs of these pupils are well met. Attendance is above the national average as a result of the school's highly effective work to improve attendance and punctuality. The recently introduced creative curriculum 'Time for Change' is beginning to make a strong contribution to pupils' learning and improved attendance. One parent summed up the views of many by saying, "the activities-based curriculum has inspired my child to want to find out'. Carefully and imaginatively planned themes with strong links between subjects have successfully motivated and enthused pupils and have done much to increase their confidence as learners.

Although this approach has boosted learning, particularly in science, history and geography, it has not had sufficient time to show an improvement in pupils' attainment overall and in too many lessons teachers are not taking advantage of the opportunities this skills-based curriculum is providing. Teaching was seen to be satisfactory in half of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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the lessons seen, with none that was outstanding. In the most effective lessons, pupils benefit from teachers who have high expectations for pupils' learning. In these lessons, pupils make good progress. There are some common strengths which thread through this teaching:

- teachers' subject knowledge is secure
- teachers explain tasks clearly
- relationships are positive and pupils are confident about tackling their work.

However, weaknesses in the teaching are inhibiting pupils' progress from being good in too many lessons. Assessment information is not used well enough in all lessons to plan activities to meet pupils' different needs effectively. As a result, pupils are sometimes given activities that are either not challenging enough or too hard, and their learning is then restricted. Teachers sometimes talk too much, which limits the time pupils are actively and independently learning, resulting in slower progress and less time for pupils to talk about what they have learnt. Teachers do not always ensure that at the end of lessons, pupils have fully understood what they have been expected to learn and that they know what to do to further improve.

Assessment procedures to check pupils' progress have improved markedly since the last inspection. Teachers are now more aware of the progress different groups of pupils are making, including those who need to make up lost ground. Pupils have targets in English and mathematics, but their knowledge of how to reach them is variable. Pupils are at an early stage of evaluating their own progress towards these targets.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Clear-sighted leadership and management are at the heart of the school's steady improvement. The headteacher works tenaciously to improve pupils' educational opportunities and communicates his high expectations persuasively to staff. There is a complete understanding by all leaders that there needs to be more good teaching to ensure that all pupils make better than satisfactory progress. To this end, with strong support from his governing body and middle leaders, he has set a precise path for improvement based on accurate self-evaluation and embedding initiatives which have made a positive difference to pupils' outcomes. A climate has been created where everyone is trying hard to make the school even better. Consequently, teamwork is strong, staff morale is high and pupils' progress is accelerating. There is no hint of

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complacency and there is a determination from staff at all levels to sustain and build upon the many recent gains. In this way, the school promotes complete equality for all pupils and makes sure there is no discrimination on any grounds. The school monitors the quality of teaching regularly. However, it puts too strong a focus on what teachers do rather than how much pupils learn.

The governing body fulfils all legal requirements and gives good attention to the welfare of pupils and staff, with all safeguarding arrangements found to be effective at the time of the inspection. It holds the school to account well for its work. In this highly inclusive school, every child matters and individual needs are considered very specifically. The school works well in partnership with external agencies to secure extra support for those pupils who need it. While there are good features in the school's existing work on promoting community cohesion, in the school itself and the local community for example, the school is aware that some elements have yet to be developed more fully. It is planning to forge links with another school in a rural area in England and enhance other aspects of this work across the curriculum.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The school and its headteacher clearly enjoy the confidence and support of those parents who returned the questionnaire. Almost all respondents felt that the school keeps pupils safe and helps them to maintain a healthy lifestyle. A number of individual comments reflected the good quality care, support and guidance given to pupils, particularly to those with special educational needs and/or disabilities. The inspectors

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totally agree with these views and also with the concerns of a minority who felt their children should be making faster progress. A small minority of parents speak of concerns regarding a few incidents of inappropriate behaviour. However, inspectors found pupils' behaviour to be good overall and exemplary in many lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chester Park Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	46	41	50	2	2	1	1
The school keeps my child safe	51	62	31	38	38	0	0	0
The school informs me about my child's progress	33	40	44	54	3	4	1	1
My child is making enough progress at this school	32	39	41	50	7	9	1	1
The teaching is good at this school	32	39	45	55	4	5	1	1
The school helps me to support my child's learning	29	35	46	56	7	9	0	0
The school helps my child to have a healthy lifestyle	35	42	46	56	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	31	39	48	6	7	0	0
The school meets my child's particular needs	26	32	49	60	3	4	1	1
The school deals effectively with unacceptable behaviour	25	31	49	60	5	6	1	1
The school takes account of my suggestions and concerns	21	26	54	66	6	7	0	0
The school is led and managed effectively	27	33	49	60	2	2	1	1
Overall, I am happy with my child's experience at this school	35	43	43	52	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 January 2010

Dear Pupils

Inspection of Chester Park Junior School, Bristol BS16 3SY

Thank you all for the warm welcome you gave to us when we visited your school recently. What a lovely two days we had, despite the snowy weather! We enjoyed meeting and talking to you. Chester Park is a satisfactory school which is improving quickly. It has many good features and you are right to be proud of it, although there are some things that it can still do better. Here are some of the good things we found out about it.

- Your personal development is good. You behave well around the school and in your classes and you look after each other so well. You relish working in groups and helping each other to learn and you readily help your classmates when they find things difficult.
- You make satisfactory progress as you move through the school and your achievement is getting better all the time. By the time you leave at the end of Year 6, your attainment is similar to that in most other schools.
- Your teachers and teaching assistants take good care of you. They make sure that everyone feels safe and secure. They also give you a lot of advice about how you can improve your work.
- Your headteacher and all your other teachers know exactly how to make sure that your school continues to get even better.

To help them to do this, we have asked your school to do the following.

- Ensure that more of you make faster progress in English and mathematics so that you reach higher levels in the test in Year 6 by checking on how well you are grasping new ideas.
- Make sure that you are able to learn more things on your own.
- Ensure that work is not too easy or too hard but at just the right level of challenge.
- Give you more opportunities to learn about the lives, values, customs and beliefs of communities in other parts of the United Kingdom and the world.

I am sure that you will help them by always working hard and aiming really high.

Yours sincerely

Michael Merchant

Lead inspector

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