

# Chaddesden Park Junior School

## Inspection report

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<b>Unique Reference Number</b>	112753
<b>Local Authority</b>	City of Derby
<b>Inspection number</b>	325676
<b>Inspection dates</b>	27–28 January 2009
<b>Reporting inspector</b>	Kenneth Thomas

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 (total)	180
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Hassall
<b>Headteacher</b>	Mr M P Grimmett
<b>Date of previous school inspection</b>	30 January 2006
<b>School address</b>	Tennessee Road Chaddesden Derby DE21 6LF
<b>Telephone number</b>	01332 662115
<b>Fax number</b>	01332 662115

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Chaddesden Park is a below average size junior school serving an area of mixed private and local authority housing. The vast majority of pupils are from White British backgrounds and there are no pupils with English as an additional language. The proportion of pupils eligible for free school meals is above average as is the proportion with statements of special educational needs. The proportion with learning difficulties and/or disabilities is average. The school holds the Arts Mark Silver award, the Silver Award for School Council and the Emotional Health & Wellbeing Award. During the 2007/08 school year, the headteacher was seconded to the local authority and the deputy headteacher was acting headteacher. The headteacher returned to the school at the start of this academic year. There is on-site childcare provision that is not managed by the governing body.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with the school's view that this is a good school that enables pupils to achieve well. Pupils say that they really enjoy being at the school because everyone is so friendly. This is reflected in the good relationships that exist throughout the school. Pupils feel safe and secure because of the good care, support, and guidance staff provide. Parents overwhelmingly support the work of the school. One wrote, 'The school gives our children the confidence and support they need to enjoy and achieve.' The strong sense of community and partnership with parents contribute much to the school's success. In this supportive environment, and with a well-planned curriculum, pupils make good progress and develop many of the essential academic and good personal skills necessary to do well in future.

The caring and supportive ethos of the school owes much to the considerate leadership of the headteacher and his deputy. Together they ensure that strong teamwork is at the heart of all of the school's success and every effort is made to ensure that all of the pupils achieve as well as they can. However, procedures for monitoring and evaluating the work of the school are mainly informal and not regular enough to enable staff to identify and share good practice and thereby improve the quality of teaching and learning even further. Governors contribute well to the strategic development of the school and are effective in holding it to account.

The 2008 unvalidated national test results show that standards in Year 6 were average in mathematics and science, but below average in English. These results were adversely affected by some discontinuity in staffing and by underperformance on the writing test in English. Staffing is now stable and all are focused on raising standards. Reliable school assessment information and inspection observations show that the weaknesses in writing are being tackled successfully. From broadly average standards on entry, pupils are achieving well and standards in the three core subjects are above those indicated by the 2008 test results. Underpinning this improvement is the better use of assessment information for target setting and tracking pupils' progress so that underperformance can be identified and tackled at an early stage. This, together with very effective guidance, given through the marking of pupils' work, is having a significant impact on pupils' achievement, particularly on that of pupils who find learning more difficult. As a result the school has good capacity for further improvement and is well placed to achieve the challenging targets set for this year.

Much good, and occasionally outstanding teaching, is also having a positive impact on pupils' progress. In this school, pupils want to learn and, in most lessons, they make good progress because teaching captures their interest and imagination. In some lessons, progress is slowed because pupils are not given enough opportunities to be actively engaged in learning. The pupils themselves are a great strength of the school and their good behaviour contributes much to the school's success. They show genuine concern for one another and understand what is needed to be healthy and safe. Pupils demonstrate an appreciation of cultural diversity and make good contributions to the school and wider communities. Parents and carers express a high degree of satisfaction with the school's current direction and the good quality of education provided for their children.

### What the school should do to improve further

- Increase the proportion of lessons that are good or better by ensuring that pupils are actively engaged and given opportunities to work independently in all.

- Ensure all staff with leadership responsibilities are involved in monitoring the work of the school in a systematic and rigorous way.

## **Achievement and standards**

### **Grade: 2**

Unvalidated results show that pupils' performance in national tests at the end of Year 6 in 2008 was average in mathematics and science, but below average in English. This was because pupils' performance in writing was much lower than in reading. As a result, although the school met the target set for mathematics it did not meet the English target. The 2008 results were adversely affected by discontinuity in staffing. Because of changes introduced by the school's leadership, pupils are now making good progress. Reliable school assessment information and other inspection evidence shows that standards are above those indicated by the average test results. Staffing is more stable and weaknesses in writing are being successfully tackled. Consequently, pupils are achieving well and the present Year 6 are on course to attain the challenging targets set for the year group. Pupils with particular learning needs are also making good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy school and appreciate what it offers them. This is reflected in the above average level of attendance. Pupils understand how to stay healthy and participation rates in the many opportunities the school offers for physical activity are high. Good spiritual, moral, social and cultural development is seen in the way that the vast majority of pupils regulate their own behaviour and the high level of social harmony in school. Pupils feel very safe. They say that bullying is rare and are confident that there is always an adult to turn to should they have a problem or need help. Pupils take the many responsibilities given to them very seriously and make good contributions to the life of the school and the wider community. Older pupils, in particular, play key roles in ensuring that the school community functions well, by acting as team leaders and mediators, for example. The democratically elected school council is justifiably proud of its charitable fund-raising activities and contributions to improvements in the school environment. Pupils' good social awareness and academic skills provide a sound preparation for their transfer to secondary school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good with occasional examples of outstanding practice. Strong features of most lessons are good planning, high expectations and effective classroom management. These promote good behaviour and good learning when pupils work together in small groups. In many lessons, learning activities are challenging and probing questioning is used to assess pupils' understanding, share ideas and shape pupils' learning. In the very best lessons effective use is made of electronic boards and interesting resources to enliven lessons. Pupils particularly like these lessons, as one pupil said 'we have fun while we are learning'. Recent improvements to the ways teachers assess and track pupils' achievements are providing staff with more detailed information for lesson planning and contributing to the good progress pupils are making. In some lessons the pace is slowed because introductory activities are too long and pupils do not have enough opportunity to work on tasks by themselves. Teaching

assistants are a valuable asset and work very effectively to support pupils with particular learning needs.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets the learning needs of pupils well. An appropriate emphasis is placed on literacy and numeracy, with the current focus on writing having a positive impact on standards. The curriculum has recently been revised to ensure that pupils acquire skills systematically while linking subjects together in interesting ways. This is helping pupils to make more meaningful connections in their learning. Good programmes of physical education, personal, social and health education and citizenship are contributing successfully to pupils' personal development. While effective support programmes are provided for pupils with learning difficulties, the school recognises the need to enhance provision for pupils with particular gifts or talents. The curriculum is enriched by residential and other educational visits, and numerous visitors to the school. Pupils also benefit from an excellent range of extra-curricular clubs and other activities, which make a strong contribution to pupils' progress and enjoyment.

## **Care, guidance and support**

### **Grade: 2**

The good quality care provided by staff makes a significant contribution to pupils' personal development. There is a strong sense of community in this school and a shared concern that all pupils should thrive and achieve well. Adults know pupils and their families well and are alert to each pupil's needs. Pupils learn in a safe environment where relationships are very good. Support for pupils who find learning more difficult and for vulnerable pupils is particularly strong as is the support provided by the learning mentor for pupils who have behavioural and emotional problems. There are rigorous procedures for child protection, risk assessments and for medical and emergency aid. Pupils' progress is particularly well supported by the clear academic advice and guidance given through the careful marking of their work. The school intends to strengthen this guidance by involving pupils in regular progress review meetings with their teachers. Pupils benefit from outstanding links with a wide range of external agencies together with the full support of parents and carers.

## **Leadership and management**

### **Grade: 2**

Quite rightly, parents have much confidence in the school's headteacher and staff. Together they ensure that this is a very cohesive and friendly community. A strong team spirit lies at the core of all that the school does, together with a clear commitment to continued improvement. The school's self-evaluation is generally accurate and there is a clear awareness of the link between the school's provision and pupils' achievement. This is seen in the positive impact of the strategy for raising standards in writing, for example. The school's systems for setting realistic and challenging targets have been revised and are now linked to the close tracking of pupils' progress. This is helping to raise standards. However, senior leaders do not monitor teaching and learning in a way that allows more systematic identification of strengths and weaknesses. Governors are very supportive and provide the school with a considerable amount of expertise. They are challenging and fully understand their roles as critical friends. Exceptionally

good links with a variety of outside bodies help to ensure that pupils develop a good understanding of the diverse needs of the wider national and global communities.

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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**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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**

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	2
The behaviour of learners	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 learners' needs?</b>	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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

29 January 2009

Dear Pupils

Inspection of Chaddesden Park Junior School, Derby, DE21 6LF

Following the visit of Mrs Rogers and myself to inspect your school, I am writing to tell you what we found out. Before I do, I would like to say thank you for making us feel so welcome and making our visit one that we will remember for a long time. We have told your teachers how you were all so helpful and polite. Through our discussions with you, it was good to hear how much you enjoy school and the many clubs and other activities that are available for you. We particularly enjoyed listening to your singing in assembly.

We agree with you and your parents that this is a good school and one that is helping you to make good progress. We particularly liked the way in which you work hard in your lessons, which are well taught and enable you to make such good progress. A real help to your teachers is your good behaviour because it allows them to concentrate on helping you to learn. You told us how your teachers and other staff make sure that in most lessons you are active and that learning is challenging but fun. We agree with you and have asked if all of your lessons can be like this.

All the staff take good care of you and work hard to keep you safe and healthy. Your headteacher and deputy headteacher lead the school really well and, together with staff and governors, make sure that you have many opportunities to develop academically and personally. We have asked that when senior staff check how well the school is working that they do this really carefully so that they know exactly what to do to make the school even better.

You are really important players in the school's success and, having met you, we know you will all want to continue to play your part in helping the school to keep its good standards. Through your hard work and the care you show each other, together with your willingness to take on responsibility, you all help to make this such a happy and successful community.

With best wishes for your future

Kenneth C Thomas

Lead inspector