

Chandag Junior School

Chandag Rd, Keynsham, Bristol, BS31 1PQ

Inspection dates 17–18 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils reach high standards and all groups, including disabled pupils and those who have special needs as well as those pupils who are looked after, make good progress.
- Teaching is good. Teachers provide interesting activities which challenge pupils and, because of this, pupils work hard and make good progress.
- Pupils' behaviour is outstanding and enables them to concentrate on their learning. Relationships across all groups are good and pupils show positive attitudes in a well-ordered and happy school. They feel safe, know whom to ask for help if it is needed, and have a good understanding of how to keep themselves safe.
- Leadership and management of the school is good. The headteacher's drive to constantly improve the school is shared by all staff and leaders, and the governing body who hold the school to account for the quality of its work. They ensure that staff performance management and development results in high standards for pupils.
- Provision for pupils' spiritual, moral, social and cultural development is a strength of the school.
- Since the last inspection, leaders have improved pupils' progress in writing, in particular.

It is not yet an outstanding school because

- Higher-level reading skills do not always influence the pupils' writing skills, and these remain weaker than their reading.
- Extended writing skills are not promoted consistently across all subject areas of the school.

Information about this inspection

- The inspectors observed teaching in all classes. They visited 19 lessons
- Inspectors held discussions with pupils, parents, teachers, the headteacher, representatives of the governing body and a local authority officer.
- The inspectors looked at records of pupils' attainment and progress and heard them read. They checked safeguarding records, records of exclusions, the use of the pupil premium and judgements made by leaders about the quality of teaching. They also looked at the work in pupils' books and the school's website.
- The school improvement plan was examined against the school's self-evaluation and the outcomes of this inspection.
- The views collected in school surveys, and the replies of 35 parents on Parent View were analysed and other parents' views were collected at the start of the school day.

Inspection team

Lynne Bradbury, Lead inspector	Additional Inspector
David Curtis	Additional Inspector
Patricia Dodds	Additional Inspector

Full report

Information about this school

- Chandag Junior School takes pupils from 7–11years old. It is slightly larger than the average junior school. Most of the pupils at the school attended the adjacent infant school.
- The proportion of pupils known to be eligible for free school meals is well below average, as is the proportion funded through the pupil premium (additional funding provided by the government for those eligible for free school meals, for looked-after children and for those who are part of Service families).
- The proportion of pupils who are supported at school action and school action plus is slightly above average, and a number have moderate learning difficulties. The proportion of pupils who have a statement of special educational needs is below average.
- Most pupils come from a White British background, while the rest come from a range of backgrounds. Very few pupils do not speak English as their first language.
- The school meets the government's floor targets, which set minimum expectations for attainment and progress.
- The headteacher provides support for other schools in the local authority; three subject leaders act as lead teachers in the local authority.

What does the school need to do to improve further?

- By July 2013, improve standards and progress in writing by:
 - using higher level skills in reading (for example understanding how language works and the effect upon meaning) to increase the number of pupils achieving the higher Level 5 in reading and writing by the end of Year 6
 - promoting these writing skills consistently across all subjects.

Inspection judgements

The achievement of pupils is good

- Pupils join the school with knowledge, skills and understanding which are above average.
- Pupils' progress in reading, writing and mathematics is good. Attainment in English and mathematics has been above average at the end of Year 6 for the last five years.
- In 2011, the progress made in writing by the end of Year 6 dipped but improved again in 2012.
- Boys and girls, those with special educational needs or disabilities, those from other cultural backgrounds or who have English as a second language, and those who receive the pupil premium all make good progress and reach above average standards by the time they leave the school.
- Reading standards are above average across the school and pupils enjoy their reading. They develop fluency as teachers guide their reading and understanding, and this is supported extremely well by parents at home. Their higher-level skills in reading are not used sufficiently well as a basis to extend pupils' writing skills.
- Pupils develop exciting vocabulary as in, for example, a Year 3 lesson where pupils had to find more action words than the one provided. For example, children used 'bobbing', 'flirting', 'erupting' instead of 'coming'. Again, in a Year 6 class, pupils wrote instructions to 'catch a dream' and then acted these out.
- There are many examples in work saved from previous year groups to show the good progress being made in developing independent writing skills in subjects such as science, geography and history but this is not always the case.
- In mathematics, pupils' ability to apply their calculation skills to solve mathematical problems is well developed as pupils decide on which skills to use, and explain these to other pupils. Progress is good in mathematics because the level of challenge and expectation for pupils is high.
- Pupils enjoy chanting tables to a marching beat, or reciting number patterns to actions which make them more enjoyable than simply saying or writing them. These skills are applied well in other aspects of mathematics, especially in solving problems. Good achievement and attitudes to learning prepare pupils well for secondary school.
- Those receiving the pupil premium, while few in number, make good progress and attain well in relation to other pupils. This funding is used well to provide opportunities for one-to-one tuition, extra small-group work and attendance at an outdoor education camp.

The quality of teaching is good

- Teachers and support staff show high expectations in all aspects of school life. They set high levels of challenge based upon generally accurate assessments of what pupils have already learned, and the next steps to be taken.
- The good, and sometimes outstanding, progress of pupils with special educational needs is supported by teachers' ability to plan high quality learning experiences at the right level.
- Learning is most rapid when pupils engage in partner or team discussion based upon investigative approaches and skilful questioning by teachers. For example, in a religious education lesson, pupils had to think deeply about the moral and ethical issues in the story of Rosa Parks, by discussing the story both from the point of view of Rosa and that of other passengers on the bus or of the police officers who arrested her. Pupils demonstrated that they were developing empathy as well as understanding of human rights in this very challenging lesson, which they all enjoyed greatly. The lesson was an example of the excellent development of pupils' spiritual, moral, social and cultural understanding, which is clear in all aspects of school life.
- The pace of learning slows occasionally when teachers spend a little too much time instructing,

with fewer opportunities for each individual pupil to be actively engaged, or when their higher-level reading skills are not applied consistently to support higher-level writing.

- Pupils use resources effectively. For example, in an information technology lesson, the teacher showed pupils the skills needed to understand and use a paper database, and then how to transfer the same skills to a computer database. In this lesson, they talked confidently about the way teachers help them to stay safe from cyber-bullying.
- Good marking and feedback regularly shows pupils how to recognise what they have achieved, and how to improve their work.
- Warm working relationships support pupils in sustaining their high levels of expectations across all subjects.
- Teaching assistants provide valuable support, particularly for disabled pupils or those with special educational needs, those receiving the pupil premium, and those who do not speak English as their first language. Besides supporting pupils directly, they help to record progress or difficulties so that teachers' future planning can take this into account.

The behaviour and safety of pupils are outstanding

- There is an exceptional level of respect, positive relationships and care at all levels of the school community, and this makes a strong contribution to the effectiveness of good teaching in leading to pupils' good achievement.
- School records, discussions with staff and pupils, parents' views, and other observations during the inspection confirm that exceptionally high standards of behaviour are the norm in school.
- Pupils' enthusiasm and excitement in learning together and supporting each other lead to excellent cooperation in learning tasks, and happy relationships on the playground.
- Pupils stressed that any slight hint of bullying is dealt with urgently and effectively by staff and that every pupil knows whom to approach if they are worried about anything.
- Behaviour during lessons is exemplary and pupils work independently or in teams with perseverance and cooperation in order to succeed in their learning. They listen attentively, or join in discussions sensibly and purposefully. All staff are consistent in managing behaviour for learning.
- Outside the classroom, pupils behave to a very high standard whether or not they have an adult's immediate attention. They are extremely polite and courteous to adults and children. Playground buddies help others to make sensible choices and to include everyone in their play.
- Pupils talk about and demonstrate their understanding of how to keep themselves safe and show initiative in responsible ways. They have a good understanding of what bullying, including cyber-bullying, is and how to deal with it, in or out of school.
- Pupils are very proud of their school community and readily take on leadership roles, such as school counsellors and playground buddies.
- Attendance and punctuality are exceptionally good. Systems in place in school ensure that any absence is followed up quickly.

The leadership and management are good

- Key Leaders, including the governing body set challenging targets for school improvement. Their drive has ensured that in the past, occasional instances of uneven achievement between boys and girls are no longer present. They have given very strong support to parents in contributing to their pupils' reading development, which is of very high standard.
- Leaders use evaluation of the school's performance through monitoring teaching and achievement to ensure that there is continuous improvement and make sure that the school's capacity to improve is good.
- Accurate reviews of staff skills, including support staff, lead to staff performance management

and training which are effective in raising pupils' achievement. Leaders regularly and rigorously track the progress of every child and apply extra learning programmes effectively as soon as difficulties arise.

- Accurate assessments of the needs of disabled pupils and those who have special educational needs are used to provide them with the extra help they need, which leads to good and rapid progress. Pupils whose circumstances may make them vulnerable have specific support which enables them to make rapid progress.
- Those pupils supported by the pupil premium make good progress because leaders ensure that it is used so that they can access appropriate extra resources, including one- to-one tuition, small-group work, and outdoor camp.
- The school website provides a lively and up-to-date account of the work of the school for parents and information on how they can help their children at home. Almost all parents and carers expressed satisfaction with their children's progress, teaching, behaviour, and leadership of the school.
- Safeguarding processes are meticulous, and the leadership of behaviour and safety are a strength of the school and ensure that the school meets the current requirements for safeguarding and child protection.
- The school's provision for pupils' spiritual, moral, social and cultural development promotes strong values across every aspect of its work. This makes a strong contribution to a happy and purposeful atmosphere.
- Leaders' clear commitment to equal opportunities and to combating discrimination is shown by the good progress made by all groups of pupils, who work together happily and productively.
- **The governance of the school:**
 - systematically challenges senior leaders and, as a result, the quality of teaching and pupils' achievement continues to improve
 - ensures that financial resources are managed effectively for the benefit of all pupils
 - has a clear oversight of the link between staff performance and salary progression
 - fulfils its statutory requirements with regard to safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109065
Local authority	Bath and North East Somerset
Inspection number	403076

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	254
Appropriate authority	The governing body
Chair	Mavis Rayford
Headteacher	Alison Creech
Date of previous school inspection	4 June 2008
Telephone number	0117 9863614
Fax number	0117 9869616
Email address	chandag_jun@bathnes.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

The Ofsted logo, featuring the word 'Ofsted' in a bold, sans-serif font. Above the 'f' and 'e' are three stylized human figures with arms raised, representing children or young people.