

# Chivenor Junior and Infant School Profile

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## Chivenor Junior and Infant School

Farnborough Road, Castle Vale  
Birmingham, West Midlands, B35 7JA  
Telephone: 121 7477156

Children's Service Authority:	BIRMINGHAM
Age range:	5-11
Number of pupils:	336
Head teacher:	Mr S Holloway
Chair of governors:	Mr James Martin

## What have been our successes this year?

At Chivenor School we aim to provide a happy, stimulating learning environment where every child will be valued.

We aim to give our children the best education, which includes experiences e.g. visits to farms, factories, museums and Art galleries as well as residential visits.

We have a close relationship with other schools on Castle Vale including the secondary school which, as an Art Site, provide us with specialist Sport and Dance teaching.

We are part of the Castle Vale extended schools cluster.

All the junior children have weekly swimming lessons.

We have a close relationship with the local university and take students on ITT courses.

The staff provide a range of extra curricular clubs providing opportunities for pupils across the school.

We are an open school, this means that parents have easy access to staff at the beginning and end of the school day.

We have a school council who raise issues as well as raise money for small projects.

Our Learning Mentor plays an important role within the school: providing support to pupils and their

families, this often involves working with outside agencies.

Children's work is valued and is used to provide interesting and informative displays.

## What are we trying to improve?

To further raise the standards in our teaching and learning.

Numeracy: To review our current practice and to implement the revised Numeracy scheme adapting it to meet the needs of our children.

Literacy: Review the implementation of 'Big Writing' to raise the standards in writing, level 3 to 4 and level 4 to 5.

To implement the revised Literacy scheme bearing in mind the needs of our children.

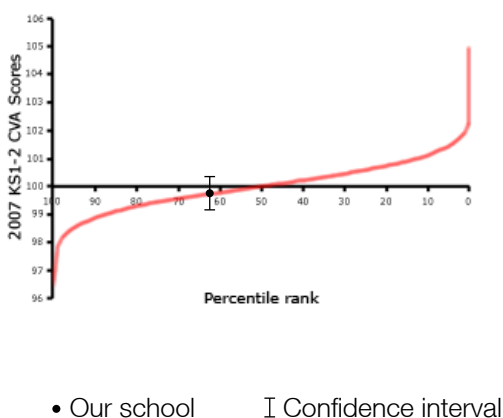
Science: Put in place a system for assessing and monitoring science progress across the school to complement the assessment and monitoring that at present takes place in Maths and English.

To implement a computerised assessment system to further develop our present tracking system which is paper based.

To increase the amount of ICT used in the classroom since all rooms have been equipped with interactive white boards.

To involve parents in the school and through the running of workshops, encourage them to take an active interest in their children's education.

## How much progress do pupils make between age 7 and 11?



The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

Although the dot for our school is slightly under the line, nationally our children make average progress. If you look at the results for Birmingham LA our children make above average progress.

English scores at level 4 are 84% which are 8% better than Birmingham and 5% better than the national figures.

Maths scores are 75% at level 4 which are 4% better than Birmingham and are in line with the national result.

Although we are pleased with these results we are always trying to improve whilst continuing with a balanced timetable.

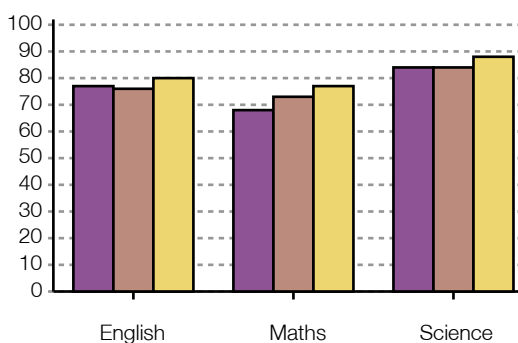
In our recent ofsted the said that:

'teaching was good . In the majority of lessons pupils are clear about what they are learning and work enthusiastically on activities that interest them and challenge them.'

'There is a strong focus on developing pupils' literacy and numeracy skills'

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### How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our school ■ Local schools (Local Authority) ■ All schools

Ofsted said ' Most children enter with low standards overall, and very low skills in language for communication. National tests at the end of Year 6 show that standards in Maths ,English and Science are broadly average. This represents good achievement in relation to these pupils starting points. Over the years we seem to be able to maintain these standards.

## **How have our results changed over time?**

Over time we seem to maintain our standards which tend to be above the Birmingham average but broadly in line with the national average. When you compare starting points this is seen as good achievement.

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## **How are we making sure that every child gets teaching to meet their individual needs?**

We have a tracking system in place based on half termly tests and reviews for all the children in the school.

From these tests we set individual and group targets for the children.

This tracking system has now been refined and is now computer based.

We Set children in KS2 for Maths and Literacy so that we are better able to cater for their individual needs.

Each year group has at least one Learning assistant who works along side the teacher to provide targeted support .

Children with statements or specific learning needs have reviews with staff, parents, outside agencies and the pupil to make sure their needs are met. The IEPs are then written, followed through and reviewed again to make sure the child stays on track.

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## **How are we working with parents and the community?**

We are an Open School which means that parents can come into see the staff at the beginning and the end of days.

Parents are invited to come into school each Friday morning to attend the Congratulations assembly.

My Learning Mentor is always available to help parents who have concerns and can signpost them in the direction they require; Social services, school nurse, etc.

The school has close links with the other schools in the area who regularly meet together

We have close links with our School Nurse and the Local police.

We work with the local factories and take children on visits.

We run groups for parents when the need arises.

We have close links with our Local Nursery school and have a transition package.

We invited parents to their children's SEN or IBP reviews.

We have 3 parents evenings

## **What have pupils told us about the school, and what have we done as a result?**

Through the School council and circle time:

1 They would like something to do at play times.

The school through the school council raising funds as well as the Governors have provided games equipment for each year group to use at playtimes.

2 That the toilets smell.

We first of all made sure that the toilets were cleaned properly each day and air freshners were fitted. Secondly we have put in a rolling programme of refurbishing all the children's toilets. A major task as we have seven independent blocks, one for each year group.

3 They would like something to do after school.

The Staff have agreed to run a series of clubs after school each night of the week.

4 The older children like to take part in adventurous activities.

We run outdoor education courses for all our Year 6 children.

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## **How do we make sure our pupils are healthy, safe and well-supported?**

This year we have gained our Healthy Schools Award, one of the first schools in Birmingham to receive the award under the new criteria.

We provide toast, fruit, and milk for the children at break time.

All school meals are now in line with the Healthy Schools policy.

All the children are provided with a water bottle so they can have access to filtered water throughout the day.

We have a close relationship with the school nurse and the Health Care Centre who make regular visits to the school both formally and informally.

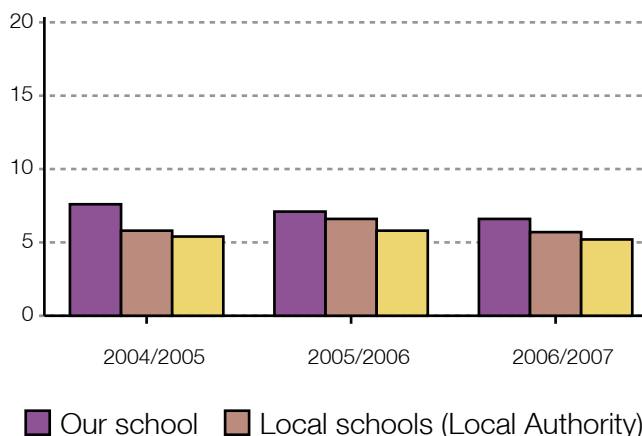
We have a good relationship with the local Police and Fire service who come into school to talk to the children and give advice.

The school has a Learning mentor who works with both children and parents. Ofsted thought that her work was outstanding.

Ofsted also said 'the work of the school undoubtedly improves the lives and future of many pupils'.

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## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

Attendance needs to improve but in general terms we are in line with schools that are in similar areas. At present we seem to be about the national average.

We do have a learning mentor who makes first day calls if parents do not phone in.

To improve attendance we have an award system for individual and class attendance.

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## What activities and options are available to pupils?

The school provides many activities for its pupils both as part of the curriculum and as extra curricular activities.

After school the staff run clubs for the children to cater for all the age range and for different interests; Bird watching ,gardening, craft, gym.sports etc.

During the week all the junior children swim.

The swimming team take part in both local and national championships

We have individual violin lessons free of charge for the gifted children.

The school has a football club and teams take part in local competitions.

There is a homework club for Year 6 pupils.

All the children take part in some sort of play or public performance.

All the children go on educational trips free of charge to local museums, farms etc.

Children in Year 2 and 6 have the opportunity to go on a residential visit during the year.

We have theatre groups come into school.

Children take part in inter house competitions.

Children have the opportunity to take part in outdoor education, rock climbing, canoeing and orienteering through the extended schools project

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## **What do our pupils do after leaving this school?**

Most of the pupils who leave Chivenor School go on to the local Comprehensive ( 95% ) ,Castle Vale School & Performing Arts College, others go to comprehensive schools nearer their own home

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## **Ofsted's view of our school**

Chivenor Junior and Infant is a good school. It successfully meets its aim to 'provide a happy, stimulating learning environment where every child will be valued'. The headteacher and his staff have the overwhelming support of parents and carers.

Most children enter the school with low standards overall, and very low skills in language for communication. They make good progress in their first three years at the school and standards are broadly average by the end of Year 2. National tests at the end of Year 6 show that standards are broadly average in English, mathematics and science. This represents good achievement in relation to these pupils' starting points, although progress is not consistently good from the start of Year 3 to the end of Year 6.

Learning in the Reception classes has improved since the previous inspection and all activities are now well planned. These classes are now strengths of the school and the children make good progress in all of the areas of learning.

Pupils' personal development is good. Behaviour in class and in the playground is good because pupils respect each other and the adults who work with them. Attendance has risen and is now close to the national average. Pupils know how to stay safe, and increasingly apply what they know about healthy lifestyles. The healthy snacks and meals provided by the school are popular. The school is effective in raising the pupils' awareness of other cultures, and their spiritual development is good. The work of the school council enables pupils to have an influence on how the school is run.

Teaching is good. In the majority of lessons pupils are clear about what they are learning and work enthusiastically on activities that interest and challenge them. The skilled teaching assistants work alongside teachers to provide very effective support for pupils who speak English as an additional language and pupils with learning difficulties. As a result these pupils succeed at least as well as everyone else. The school recognises the need to ensure that teaching is good in all classes so that pupils make consistently good progress. The good quality curriculum is strengthened by an exciting range of activities including gardening, residential visits and sport.

Care, guidance and support are good. The care given to vulnerable pupils is outstanding. In partnership with many external agencies, the school improves the behaviour, attendance and emotional health of many pupils.

Leadership and management are good. There is a clear focus on raising standards and promoting personal development. Rates of progress are improving. The school achieves particular success with groups who often underachieve nationally because it meets their needs outstandingly well. The leadership team has an accurate understanding of the school's strengths and weaknesses, but the school development plan is not clear about how actions to tackle weaknesses will be measured. At present it is difficult for leaders, including governors, to evaluate how effective the implementation of the plan has been. Governors are not always aware of areas of relative underperformance and are unable to evaluate the effectiveness of strategies for improvement.

The school provides good value for money. The headteacher is soon to retire but the qualities of leadership and management shown by the extended leadership team, particularly the deputy headteacher, ensure that the school has a good capacity to improve further.

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Date of last inspection: 07-Feb-2007

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Chivenor Junior and Infant School](#)

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## What have we done in response to Ofsted?

Having only just had an Ofsted we will need to look at the recommendations.

We will need to:

Make sure that all pupils make consistently good progress as they move through the school.

The new computerised tracking system will mean that we can have a far more accurate picture of the children's progress as they move through the school. It will also mean that we can better target resources including the teaching assistants.

Improve the rigour and sharpness of the school's self evaluation and improvement planning.

Again the new system should give us a much clearer idea of which level the children are working and appropriate targets can then be set both for the pupil and the class teacher which can be achievable and measurable.

Ensure the governing body is sufficiently informed to be able to challenge senior leaders about the standards pupils attain.

Having had a recent change in governors we will need to put on a training programme so that all the governors feel confident in their role. We have already had a course on 'the role of a governor'.

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## More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 121 7477156

Our website

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