

Charlton Kings Junior School

East End Road, Charlton Kings, Cheltenham, GL53 8QE

Inspection dates 18–19 September 2014

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|--------------------------------|----------------------|--|----------|
| Overall effectiveness | Previous inspection: | Not previously inspected as an academy | |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils generally achieve well as a result of good and improving teaching.
- Their attainment is above average by the end of Year 6 in reading, writing and mathematics.
- Pupils' behaviour and arrangements to keep them safe are outstanding. Pupils are exceptionally polite and considerate, and are very enthusiastic about learning new things.
- Members of staff have high expectations for pupils' behaviour and set a good example.
- Teachers are knowledgeable and provide interesting activities that inspire the pupils to want to learn.
- Leadership and management, including governance, provide a strong driving force for the school, and are making sure that pupils' achievement and teaching are good and are continuing to improve rapidly.
- Provision for pupils' spiritual, moral and social development is strong, preparing pupils well for life in modern Britain.

It is not yet an outstanding school because

- Achievement in mathematics is not consistently strong for all groups of pupils across the school. Teachers do not always make sure that pupils are moved on to the next stage of learning quickly enough.
- Teachers, on occasion, do not check sufficiently in their mathematics teaching that disabled pupils and those with special educational needs understand what they are to learn.
- Teachers do not always encourage pupils, including the most able, to make full use of their literacy and numeracy skills to support their learning in other subjects.

Information about this inspection

- The inspection team observed teaching and learning in 24 lessons, four of them jointly with the headteacher.
- Meetings were held with senior leaders, teachers, pupils and members of the governing body.
- The inspectors took into account the 111 responses to the online survey, Parent View, 10 letters and emails, two telephone conversations and held informal discussions with a random sample of parents and carers.
- The inspectors considered the views expressed in the survey responses from 31 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, and records relating to behaviour, attendance and safeguarding procedures.

Inspection team

| | |
|----------------------------------|----------------------|
| Alison Cartlidge, Lead inspector | Additional Inspector |
| Kay Pettifer | Additional Inspector |
| Peter Wibroe | Additional Inspector |

Full report

Information about this school

- Charlton Kings Junior School is larger than the average junior school.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals and children who are looked after, is well below average.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Charlton Kings Junior School converted to become an academy school on 1 August 2011. When its predecessor school, with the same name, was last inspected by Ofsted, it was judged to be good.

What does the school need to do to improve further?

- Ensure that achievement in mathematics is consistently strong for all groups of pupils across the school by:
 - teachers responding quickly by adapting work when it is clear that pupils are ready to move on to the next step of their learning
 - pupils, including those who are disabled and those with special educational needs, understanding clearly what they are to learn.
- Make sure that teachers always encourage pupils, including the most able, to make full use of their literacy and numeracy skills to support their learning in other subjects.

Inspection judgements

The leadership and management are good

- The headteacher and deputy headteacher are a strong force behind the development of the school. They are passionate about the school and relentless in their pursuit of excellence. Over the last three years, teaching and pupils' achievement have improved rapidly.
- Leaders at all levels, including middle leaders, are clear about the next steps needed to improve the school. Information on how well pupils are doing is used effectively to evaluate effectiveness and to adjust provision. However, checking up on the use of information on how well pupils are doing in lessons is not as rigorous in mathematics as it is in English. Leaders are aware that despite reviewing policies for teaching mathematics a few inconsistencies in teaching remain.
- Leaders have recently made changes to the way disabled pupils and those who have special educational needs are being taught in mathematics. They are now given specialist help to enable them to make more consistent progress.
- The school takes the provision of equal opportunities very seriously and has been highly effective in supporting pupils who are entitled to additional funding. These pupils are provided with extra activities and individual support programmes to ensure they make the same good progress as other pupils.
- Systems for checking and improving teaching standards are well established and information collected is used to improve teaching and shared with governors. Members of staff are given relevant training and support. Procedures ensure that they are fully accountable for the standards of their work. Appropriate procedures are in place to reward good teaching and to tackle weaker performance.
- The school is making good use of the support more experienced mathematics teachers can offer to their colleagues.
- The school has established detailed plans for teaching various subjects and provides this information for parents on its website. Additional activities such as visits and visitors help to make learning meaningful and add to the richness of experiences provided. For example, pupils dressed up as evacuees to go on their visit to a museum as part of their learning about the Second World War. The emphasis on provision for pupils' progress in literacy and numeracy prepares them well for the next steps in education and later life.
- Pupils' spiritual, moral, social and cultural development is promoted successfully through the good examples set by members of staff and discussions in assemblies and lessons. A clear set of values, 'The Five Rs', are reflected in the pupils' exemplary behaviour. As a result, pupils are resilient, resourceful, respectful, responsible and keen to carry out research. Leaders, including governors, promote tolerance and respect for all cultures and backgrounds, preparing pupils well for life in modern Britain.
- Safeguarding arrangements meet current requirements. Training on how to care for the pupils is kept up to date and all adults working in school are checked for their suitability.
- The additional government funding to develop physical education and sport has been spent well on specialist coaches and staff training. Pupils have responded enthusiastically to the expansion of sports clubs and enjoy considerable success in local competitions. These activities, alongside good physical education lessons, contribute effectively towards the pupils' health and well-being.
- The very large majority of parents are pleased with the school. They typically make comments such as 'I couldn't fault it' and 'I've noted improvements over the last three years.' A few expressed concerns over the high turnover of teachers over the last three years and the provision for disabled pupils and those who have special educational needs. The inspection found that teachers currently at the school are positive about the school and pleased with the changes that leaders have made. Leaders have identified as a priority their work on improving provision for the small number of pupils who are not doing as well as they should, particularly in mathematics. This includes some disabled pupils and those who have special educational needs.
- **The governance of the school:**
 - Governors have a good knowledge of strengths in the school and next steps for development through their rigorous questioning and regular visits to school. They know how well the school compares with others, including how well the pupils are doing. Governors are aware of teaching standards and what is being done to help teachers to improve further. They are clear about how good teaching is to be rewarded and weaker teaching has been tackled. Governors check that additional funding is spent wisely to support the learning of eligible pupils and ensure that statutory duties, including the effective safeguarding of children, are carried out to a high standard.

The behaviour and safety of pupils are outstanding

- The behaviour of the pupils is outstanding. The overwhelming majority of pupils and their parents agree that pupils behave very well at school both in and out of the classroom. Pupils unfailingly respond courteously to members of staff and show high levels of enthusiasm and engagement. Pupils' very positive attitudes to learning promote their good progress. One pupil said 'This is the best school ever.'
- Pupils rarely lose concentration and only do so when the work they have been given is too easy. They are sensible and trustworthy. For example, at lunchtime they walk to and from the dining room in the adjoining secondary school without the need for adult supervision.
- Rates of attendance are high. Pupils take pride in the school and their accomplishments. Pupils work together very well and are keen to help check their own work to make sure that they have done their best. They are very polite and keen to help by caring for others. For example, pupils in Year 5 help the new pupils in Year 3 to settle into school life.
- The school's work to keep pupils safe and secure is outstanding. Discrimination of any kind is successfully discouraged. Records show that unkind or bullying behaviour is rare and is taken very seriously when it occurs. Pupils say that they feel safe at school and they know how to stay safe, for example, when using the internet. Parents responding to the inspection questionnaire, Parent View, were overwhelmingly positive about the pupils' safety.

The quality of teaching is good

- Teaching is good over time because leaders are rigorous in checking up on how well teachers are doing. Over the past year, there has been a successful emphasis on checking teaching in literacy, and this year leaders are raising expectations for pupils and staff in numeracy and looking more closely at the effectiveness of teaching in this subject,
- Teachers make learning interesting. For example, in science in Year 6, pupils investigated force by getting into the swimming pool to test ways of reducing or increasing water resistance.
- Pupils are clear about the purpose of their work. Special vocabulary related to subjects is shared clearly and teachers demonstrate a good knowledge of the subjects they are teaching. Close links are made with real-life situations. For example, in Year 6, pupils were looking at the use of measurements if they needed to replace the windows in the classroom.
- Teachers and teaching assistants form good relationships with the pupils and have very high expectations for listening and good learning behaviour. As a result, pupils, including the disadvantaged, can work quickly and quietly and concentrate on their work.
- Teaching assistants provide skilful support when working with small groups of pupils, including disabled pupils and those who have special educational needs. They use praise well to encourage pupils to try hard, and practical resources to support the learning of those who are finding the work difficult. At times, however, the progress in mathematics of disabled pupils and those with special educational needs is not checked well enough to ensure they fully understand the work they have been given.
- Opportunities for parents to help at home are available on the school website and parents are keen to support their children's learning.
- Teachers are good at asking questions to check the pupils' level of understanding, but they do not always respond straight away when it is clear that some pupils are ready for harder work. Pupils' work is marked frequently and helpful comments show pupils how to improve, especially in literacy.
- When pupils are working in subjects other than English and mathematics, they cover interesting topics, although some opportunities are missed for them to extend their literacy and numeracy skills. This is especially evident in the written work of the most-able pupils.

The achievement of pupils is good

- The attainment of pupils joining the school in Year 3 is above average. Pupils make at least good progress over time and do especially well in reading and writing. Attainment has been rising over the last three years and is above average by the end of Year 6 in reading, writing and mathematics. This prepares pupils well for the next steps in their education.
- Progress in mathematics, while good overall, is less consistent than in English. Occasionally, pupils do not move on to harder work quickly enough in lessons.
- The school is successful in promoting equal opportunities. The gaps in attainment of the small number of pupils entitled to additional funding are closed by the time they reach Year 6. In 2013, their attainment

was above others in the school in writing and mathematics, and equal to them in reading. When compared with all pupils nationally, their attainment was above average in reading, writing and mathematics.

- Disabled pupils and those who have special educational needs make good progress in reading and writing. They do not all do as well as they should in mathematics because teachers do not always fully take their individual learning needs into consideration. Leaders have changed the way that these pupils are being supported in this subject, but it is too soon to be able to show sustained and consistent improvement across the school.
- The most-able pupils do well over time, although occasionally they could be challenged more to develop and extend their literacy and numeracy skills to support their learning in other subjects.
- The provision made to help develop pupils' physical well-being is enabling them to reach the levels of which they are capable. For example, pupils in Year 4 demonstrated their dexterity and stamina when practising tag rugby skills.
- Pupils' exemplary attitudes towards learning are a key part of their good progress.

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

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| Unique reference number | 137266 |
| Local authority | Gloucestershire |
| Inspection number | 448619 |

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

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| Type of school | Junior |
| School category | Academy converter |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 371 |
| Appropriate authority | The governing body |
| Chair | John Shields |
| Headteacher | Lee Pajak |
| Date of previous school inspection | Not applicable |
| Telephone number | 01242 526171 |
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