

Churchdown Village Junior School

Inspection report

Unique Reference Number	115512
Local Authority	Gloucestershire
Inspection number	357765
Inspection dates	30–31 March 2011
Reporting inspector	Mo Roberts HMI

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	235
Appropriate authority	The governing body
Chair	Cerri Adams
Headteacher	David Clough
Date of previous school inspection	15 May 2008
School address	Station Road Churchdown Gloucester GL3 2JX
Telephone number	01452712330
Fax number	01452855978
Email address	admin@churchdownvillage-jun.gloucs.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed nine lessons and saw nine teachers in all. They also saw parts of lessons right across the curriculum. Meetings were held with a governor, senior staff and groups of pupils. Inspectors looked at the pupils' work and scrutinised the school's development planning, tracking and assessment information and files related to the provision for pupils with special educational needs and/or disabilities. Health and safety audits were also reviewed. Questionnaires from 44 parents and carers were analysed as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The transition arrangements between the infant and junior school.
- The extent to which the curriculum is adapted to the needs of all learners, especially those who did not appear, from the published data, to be making the expected progress.
- The impact of the increase of sharing management responsibilities amongst a wider group of staff.

Information about the school

This is a fairly large school serving a suburban community. Few pupils are known to be eligible for free school meals. A smaller-than-average number of pupils are from minority ethnic groups, new to learning English or have special educational needs and/or disabilities. Pupils' special educational needs are mostly related to moderate learning disability or behavioural and emotional issues. A few pupils come and go at non-standard times largely because of the local military establishment.

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?

2

The school's capacity for sustained improvement

2

Main findings

Churchdown Village Junior School gives its pupils a good, well-rounded education. Pupils attain standards that are significantly above the national average in English and mathematics. They also achieve especially well in music, art, history and information and communication technology (ICT). Pupils are exceptionally well aware of how to keep healthy, benefiting from a good range of sports clubs as well as from the Eco committee's work. Lessons are lively and engage the pupils fully almost all the time. This, together with their extra-curricular activities, ensures pupils are very active and busy. This contributes to the pupils' behaviour, which is exemplary. The school has an ethos of caring for each and every pupil as an individual, no matter what their circumstances. The high quality of pastoral care helps those whose life circumstances, including frequent relocation because of military needs, may make them potentially more vulnerable.

Teaching is consistently good, employing a wide mixture of strategies. Pupils use laptops in the classroom as well as the ICT suite to good effect. This means they have good opportunities to use and apply their new-found knowledge to real-life situations, such as obtaining maximum discounts on hypothetical web purchases! The curriculum is lively and engaging. It broadens pupils' experience and understanding through visits to places such as the Malvern Hills, and through the numerous visitors who come to the school. Pupils' learning is also well supported by the strong partnership with parents.

Test data and inspection evidence show that pupils attain high standards and make good progress from their starting points. The deputy head is now successfully developing the tracking of individuals and groups to help accelerate pupils' progress even more. The gap between the school's ambitious targets and the actual outcomes has begun to narrow. The pupils with special educational needs and/or disabilities receive good support and progress well.

The school leadership team runs the school smoothly and is constantly looking for ways to improve. The shared management works well; however, the subject coordinators have had insufficient time to monitor the teaching of their subject in the classrooms. The overall quality of teaching and learning is regularly monitored by senior leaders, but it lacks detail in relation to how well staff accomplish their development points. The school's self-evaluation is accurate and provides staff and governors with a clear overview of the school's effectiveness. Leaders are fully aware that greater precision in development planning and more rigorous evaluation of the impact of actions are necessary in order to support the school in moving from good to outstanding. The school's capacity for sustained improvement is therefore good. The school is well supported in its work by the governing body.

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What does the school need to do to improve further?

- Sharpen the focus of the school's development planning to make the timings more precise and to ensure the impact of the change is fully evaluated.
- Involve subject coordinators in unflinchingly evaluating the quality of teaching and learning in their subjects, initially through paired observations with senior managers.

Outcomes for individuals and groups of pupils

2

After a dip in attainment in 2009, in 2010 pupils' test results were once again significantly above the national average in English and mathematics. Pupils of all abilities do well and it is noteworthy that those who enter late, including some with low starting points, also make good progress. There is no one group of pupils who underachieve. Pupils respond to teachers' high expectations and clear instructions by behaving impeccably and taking pride in their work. They are involved in the local community through events in the church and through links with other local schools in the wider area. All pupils get on very well together, regardless of background or ability. They have a strong sense of fairness and are keen to see fair play and justice. Pupils are developing good working habits and work well in pairs, including in their computer work. Their basic skills are good and form a strong foundation for their future lives and economic well-being. They understand what it is to be a good citizen and to care for the environment. They can assess risks and know how to keep safe; for example, they are well aware of the dangers associated with the train line which is close to the school.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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

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

How effective is the provision?

The rich and stimulating curriculum gives pupils a lot of 'hands-on' experiences. It is well linked to pupils' interests such, as the work done on the differences in technology in the lives of their great-grandparents and people today. Links with the international community are strong and broaden pupils' experiences and knowledge of the world; the school's Kenya Club has helped pupils understand the issues in a developing country. Pupils have recently also helped people affected by the earthquake in Japan. The school is an inviting place, with numerous displays that support learning effectively. The newly refurbished library is bright and enticing. The new cloakrooms also enhance pupils' pride in looking after their belongings.

Teachers and their assistants have good knowledge and understanding of the subjects they teach. Their lesson planning is conscientious and usually shows how different pupils are to be taught, even within classes that have already been grouped by their speed of learning. Appropriate changes are made if the pace of learning is different than expected, but in the odd lesson the overall organisation is not fully considered and some learning time is lost when pupils are moved around unnecessarily. Teachers are good at assessing pupil progress and they do not hesitate to re-teach or review if pupils are struggling with hard concepts; this was evident in a good lesson observed on early algebra, for able mathematicians. Pupils showed delight when they eventually mastered the challenging examples. Teachers' written responses to pupils' work help pupils to improve. Pupils have

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time to respond to advice and are, on the whole, self-motivating and quite independent about trying to improve their own learning. They know what they are aiming for in terms of targets. This is especially evident in their writing, which develops well throughout the year. Pupils with special educational needs and/or disabilities are given good in-class support. Pupils like the positive approach staff all take to managing behaviour; anything untoward is effectively nipped in the bud.

Teachers know their pupils well and as a result the care, guidance and support given are of a good standard. The one-to-one tuition some receive is having a positive impact on their achievement. This tailored approach helps to fill gaps where pupils may have missed something if they have moved around a lot, or were ill for any length of time. Transition from the infant school is reasonably well supported and governors have helped develop and improve this in recent years. Attendance is good, with prompt registration and good punctuality. Support for transition to the secondary schools is good and pupils feel confident about the arrangements. Support for the most vulnerable at this time is exceptionally well considered.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Leaders seek improvement in a thoughtful manner. Increasingly the leadership is a shared function, with everyone working hard to drive the school forward through various initiatives. Subject leadership is generally good but subject leaders have not had time to monitor the teaching of their subjects directly. A robust system to track the progress of individual pupils is beginning to help identify any areas where pupils' progress slows. Governance is good; governors understand their role to support and challenge the school. They keep up to date. Pupils appreciate the work undertaken by governors attached to their classes. At the time of the inspection good arrangements were in place to safeguard pupils. Issues about safety and well-being are appropriately incorporated into the curriculum. However, the joint access from the road for pedestrians and vehicles requires further urgent consideration to ensure everyone's safety. The school is a harmonious community where all have equality of opportunity. The high quality teaching and care bring out pupils' individual strengths. Pupils' understanding of community cohesion and diversity is good and is reflected in how well they run the school council and in their positive attitudes to visitors to the school from various beliefs and cultural groups.

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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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The response rate was low as the school had already conducted a survey of its own in the month that the inspection took place. Responses received in both the school questionnaire and the inspection questionnaires were very positive, with parents and carers strongly supporting the school. The few minor concerns raised were largely unsubstantiated when investigated. However, the inspectors followed through in detail the potential risk/safety issue regarding cars using the same entrance as the pupils. They received assurances from the staff and governors that prompt action will be taken as soon as the architects' report on how to solve the issue is received, and this was confirmed as being due at the end of April 2011. Email confirmation was seen that the report is due at the end of April.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Churchdown Village 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	68	14	32	0	0	0	0
The school keeps my child safe	24	55	18	41	0	0	1	2
My school informs me about my child's progress	20	45	23	52	1	2	0	0
My child is making enough progress at this school	19	43	22	50	3	7	0	0
The teaching is good at this school	24	55	19	43	1	2	0	0
The school helps me to support my child's learning	19	43	21	48	3	7	0	0
The school helps my child to have a healthy lifestyle	20	45	22	50	1	2	1	2
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)	19	43	22	50	2	5	0	0
The school meets my child's particular needs	16	36	26	59	2	5	0	0
The school deals effectively with unacceptable behaviour	17	39	25	57	1	2	1	2
The school takes account of my suggestions and concerns	13	30	25	57	5	11	0	0
The school is led and managed effectively	20	45	20	45	2	5	1	2
Overall, I am happy with my child's experience at this school	27	61	16	36	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



1 April 2011

Dear Pupils,

Inspection of Churchdown Village Junior School, Gloucester GL3 2JX

Thank you for the help you gave us when we visited your school. We enjoyed seeing you learn in class and in the computer suite. We also enjoyed talking to those of you who came to speak to us. Thank you for filling in the pupils' questionnaire; it was good to find out how much you enjoy school. We agree with you that you go to a good school. These are some of the best things about your school.

- You all behave exceptionally well and are well mannered.
- You listen and learn well in your lessons. This means that by year 6 you have made good progress and reach standards in English and mathematics that are well above the national average.
- Your headteacher and his leadership team do a good job and are always looking for ways to improve, and they are well supported by the governors.
- Your School is a happy community and you are exceptionally knowledgeable about how to keep fit and healthy.
- You all have great opportunities to do lots of exciting things because the curriculum is broad and balanced, with lots of opportunities for music and art.
- You are also well guided and cared for by all staff, including teaching assistants and the dinner staff.

To help your school get even better, we have asked the staff to do two things.

Firstly, to tighten up the school development plans and then check that everything is done promptly and that changes are effective in achieving the school's goals.

Secondly, to involve the teachers who lead subjects in keeping a close watch to see that all of you are making the maximum progress you are capable of in those subjects.

Please help by continuing to try hard in class, and good luck in your eco work.

Yours sincerely,

Mo Roberts

Her Majesty's Inspector

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