

Churchdown Village Junior School

Station Road, Churchdown, Gloucestershire, GL3 2JX

Inspection dates 11–12 June 2014

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.

- The headteacher instils an enthusiasm for learning in pupils, staff and parents. A positive climate permeates the school.
- Teachers take into account a wide and varied range of information about pupils' progress before planning learning. This enables all groups to make good progress in reading, writing and mathematics.
- High expectation and aspirations, with challenging tasks and activities, ensure all pupils achieve well.
- Over time, an increasing proportion of pupils make good progress across the school.
- Activities in a range of subjects are matched extremely well to pupils' interests. This leads to relevant and purposeful teaching which engages pupils fully in their learning.
- Pupils' behaviour is impeccable. Pupils have extremely positive attitudes to learning and have high aspirations to do well.
- Pupils feel and know how to stay safe. Parents are overwhelmingly positive about safety.
- The headteacher, staff team, governors and pupils embrace the school's vision and follow its principles of honesty, enthusiasm, aspiration, respect and team work ('heart') in all of their work.
- The school's leaders and governors have an accurate understanding of the school's work. Staff performance is checked with rigour.

It is not yet an outstanding school because

- Pupils of broadly average ability do not make progress as quickly in mathematics by the end of Year 6 as other pupils.
- Teaching in mathematics has improved this year but is not always as good as it is in reading and writing.

Information about this inspection

- Inspectors observed teaching in 12 lessons taught by eight teachers. In addition, they made a number of short visits to lessons.
- The inspectors looked at past and current information about pupils' progress and pupils' work in books and on display.
- The inspectors also looked at the school's own assessments of its strengths, school improvement planning and documents relating to behaviour and safeguarding.
- The inspectors met with small groups of pupils to talk about their learning and to find out what they thought of the school. Inspectors also met with staff and a group of governors.
- Inspectors talked to parents informally at the start of the school day. They considered 73 responses in the online questionnaire (Parent View) and also took account of the school's own recent parent survey.
- The inspectors took note of 15 staff questionnaires.

Inspection team

Georgina Beasley, Lead inspector

Additional inspector

David Mankelow

Additional inspector

Full report

Information about this school

- Churchdown Village Junior School is an average-sized school.
- Nearly all pupils are from White British backgrounds.
- The proportion of pupils supported by the pupil premium is well below that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion supported at school action plus and with a statement of special educational needs is well below average.
- The school meets the government floor standards which set the minimum expectations for pupils' progress and attainment.

What does the school need to do to improve further?

- Improve the quality of teaching in mathematics by ensuring that:
 - activities enable pupils to build precisely on their previous knowledge, skills and understanding of numbers
 - activities are modified when pupils are found to be struggling with them.
- Strengthen systems for checking the progress of middle attaining pupils in mathematics so that a greater proportion makes more rapid progress by the end of Year 6.

Inspection judgements

The achievement of pupils

is good

- The school's information about pupils' learning and work in books indicates that pupils across the school make good progress over time.
- The proportion of pupils making at least good progress has increased over the last two years from their well-above-average starting points.
- Attainment continues to rise in reading, writing and mathematics and remains significantly above average at the end of Year 6. The most able pupils in the current Year 6 have made particularly good progress this year and an above-average proportion are on track to reach the higher Level 6 in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress because they receive the support that they need to succeed. Nearly all make expected progress and a few exceed this to reach their potential.
- The small numbers of pupils who receive additional funding make good progress in reading, writing and mathematics. In some year groups, the gap between pupils who receive the additional funding is wider than other pupils in the same class, and in others the gap is closed completely. In the current Year 6, all pupils who received the funding have made expected progress and half have done better than this.
- Pupils enjoy the range of activities to support their good learning in history, geography, computing, science and religious education. Pupils who receive instrumental music lessons play their instruments confidently as soloists and in ensembles. Additional government funding provides numerous extra opportunities for pupils to apply their skills in a range of sports. Their expertise is reflected in the school's success in numerous sporting competitions.
- The school is successful in speeding up pupils' progress in reading, writing and mathematics, especially for the most able pupils. Pupils of broadly average ability do not make progress as quickly in mathematics by the end of Year 6 as other pupils. This group of pupils, in particular, struggles to apply their knowledge and understanding of numbers to problem-solving activities.

The quality of teaching

is good

- Teaching is typically at least good. The atmosphere in lessons is such that pupils are interested and fully engaged in their learning. During the inspection, Year 3 pupils were observed thoroughly enjoying learning about the Second World War and what it was like to be evacuated, before writing about their experiences. Year 4 pupils learned a considerable amount about creatures that live in and around ponds in science.
- In most activities, pupils are able to practise and improve reading, writing, mathematics and computing skills in a number of different subjects. For example, Year 6 pupils researched and calculated flights, car hire, tours and hotel costs to find the most cost efficient, yet enjoyable and exciting, holiday for a family of four going to Australia.
- Teaching assistants and teachers give thoughtful and effective support to disabled pupils and those who have special educational needs to enable them to be fully involved in learning in lessons. Teaching assistants repeat teachers' questions to check that the pupils have listened and understood, and help to ensure that they fully understand what is expected when completing tasks.
- Teachers ask questions that readily enable them to check what pupils already know and can do, and then give additional challenge or support to extend learning effectively. The information is used well to give guidance and advice to pupils who struggle initially with new learning. Good challenge is given to the most-able pupils so that they are now achieving at a much higher level than pupils of the same age nationally.
- Occasionally, number problems in mathematics are too difficult for some pupils to solve without

considerable help from adults. Teachers and teaching assistants give good advice and guidance to enable some to understand. They do not always then make the tasks and activities more accessible for those who still find the work too difficult.

The behaviour and safety of pupils

are outstanding

- Pupils bring to school an enthusiasm for learning and high aspirations to succeed. They know precisely how well they are doing and what they need to do to improve further.
- Pupils have considerable opportunities to be leaders. Pupils who are digital leaders support pupils in younger year groups in computing. Trained playmakers support learning in physical education lessons, again in younger year groups, and organise playtime activities. Reading buddies support one another's reading; learning detectives help check that everyone is following the school's 'heart' vision. School councillors play an active role in the school's decision making and the eco-committee ensures everyone keeps the school tidy and is energy efficient.
- Pupils say 'inspired learning is making a real difference to our progress'. They enjoy posting their learning on the school blog as a means of celebrating success and to keep parents and visitors informed about their progress. One example of their successful learning was reflected in the 'Grow £5' project when Year 6 pupils grew £5 into over £600. They are now awaiting their 'magical mystery tour'.
- The behaviour of pupils is outstanding. They are respectful to each other and to adults. They know and understand the rules and follow them diligently. While they think there have been few yellow and red cards given out this year for unacceptable behaviour, they also say that they cannot be sure 'because it is confidential'.
- The school's work to keep pupils safe and secure is outstanding. The parent and child support adviser (PACSA) gives timely and highly effective support to families and children who are experiencing particular difficulties in their lives.
- Parents who completed the online questionnaire overwhelmingly agreed that their child was safe and almost all that the school deals with bullying effectively. Pupils have an astute understanding of what is bullying, including cyber bullying. They say that bullying incidents are extremely rare and are confident that they would be sorted out quickly if they did happen.
- Attendance has been consistently high since the previous inspection. Despite enjoying playtimes with their friends, all pupils move quickly back into school as soon as they are asked and settle immediately to their work.

The leadership and management

are good

- The headteacher has established a vision that is embraced by pupils, staff, governors and parents. 'Heart' (honesty, enthusiasm, aspiration, respect and team work) is understood by all and how it drives all aspects of the school's work. Everyone values the consequent positive atmosphere in school.
- Pupils are clear that inspirational learning helps them to achieve well. Parents who spoke to inspectors and who responded to the online questionnaire said how much their children enjoyed school. In particular, parents of pupils in Year 3 valued the arrangements for helping their children move from the infant school this year.
- All staff are proud to be a member of staff at the school. Staff value being able to work together to plan activities that enable pupils to use skills learned in one subject in another. They also recognise the strong contribution that activities make to pupils' spiritual, moral, social and cultural development.
- Staff training has supported improvements to the quality of teaching since the previous inspection. Information about pupils' progress is used to set performance targets for all staff. School leaders, including governors when appropriate, make decisions about pay which are

based upon how well pupils achieve.

- Subject leaders lead the areas for which they have responsibility well. Processes for checking on how well pupils are achieving ensure all staff know who is making at least good progress. Teaching assistants work closely with teachers to identify when the progress of individuals and small groups of pupils slows and to plan the support that they need to catch up quickly. As a result, pupils' progress continues to improve.
- The additional funding for sport pays for staff training to improve their skills in teaching a wide range of sports, including tennis, tag rugby, athletics and cricket. Pupils enjoy taking part in many additional clubs and fixtures as a result of the improvements to the teaching of sport. This has a positive impact upon their health and well-being.
- The local authority gives the school good support. The headteacher, subject leaders and governors have been active in seeking guidance and attending training in order to support the drive for improvement. This is especially so in establishing a focus on progress as well as attainment and in improving the quality of teaching.
- **The governance of the school:**
 - Governors have a very good understanding of the school's strengths and priorities for improvement because of their full involvement in reviewing and planning for every aspect of its work. Governors' understanding of pupil progress information and the quality of teaching helps governors to ask challenging questions and to plan actions and finances that support the school's drive for improvement. Governors ensure all statutory requirements are met, including those relating to safeguarding. Governors and school leaders regularly check the individual plan of each pupil who receives additional funding and make sure that what is being provided is making the planned difference to their achievement.

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	115512
Local authority	Gloucestershire
Inspection number	443879

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	240
Appropriate authority	The governing body
Chair	Kerrie Adams
Headteacher	Mark Bacon
Date of previous school inspection	30–31 March 2011
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