

Charfield Primary School

Wotton Road, Charfield, Wotton-Under-Edge, GL12 8TG

Inspection dates 9–10 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school is extremely well led and managed. The headteacher, staff and governors have high ambitions and are committed to achieving the best possible outcomes for every pupil. They have successfully improved the quality of teaching and pupils' achievement, and plan to raise standards even further.
- All staff with leadership roles work effectively as a team, sharing the responsibility of ensuring school improvement.
- All groups of pupils make excellent progress across the school. By the end of Year 6, they reach standards in reading, writing and mathematics that are well above average.
- Children have an excellent start to their learning in the Reception class.
- The quality of teaching is outstanding. Teachers plan lessons carefully, based on what pupils already know and can do. They ensure that pupils are challenged to do their best. High quality marking ensures that pupils know what they need to do to improve their work.
- Teachers and teaching assistants work closely together to support the learning and progress of disadvantaged pupils and those with disabilities or special educational needs. As a result, these pupils make rapid progress.
- Pupils' behaviour in lessons and around the school is outstanding. Pupils greatly enjoy their school and are very proud to be members of it. They have excellent attitudes to learning and are very keen to do well. Pupils cooperate well with each other and there are very good relationships between pupils and staff.
- Pupils say that they feel completely safe in all parts of the school and that they are looked after very well. They report that bullying is very rare and that, on the rare occasions it occurs, it is dealt with quickly and fairly.
- Pupils are provided with a wide and interesting range of subjects, themes and activities. They enjoy their learning and talk about it with great enthusiasm.
- The school promotes pupils' spiritual, moral, social and cultural development very effectively. As a result, pupils are very well prepared for life in modern Britain.
- A good balance of challenge and support has been provided by the Castle School Education Trust, of which the school is a part.
- Trust board members and governors are highly effective. They show a very detailed understanding of the school's strengths and areas for further development.

Information about this inspection

- Inspectors observed pupils' learning in 10 lessons. Of these, six observations were made jointly with the headteacher or deputy headteacher. Inspectors also visited two assemblies and made a number of shorter visits to classes to observe the school's reading programme.
- Inspectors looked at pupils' work in their lessons and carried out a detailed scrutiny of their written work in several subjects. They listened to pupils read and talked with them about their reading.
- Inspectors held meetings with two groups of pupils to hear their views on learning and behaviour in the school. They also spoke informally with pupils during their breaks and lunchtimes.
- Meetings were held with the headteacher, the deputy headteacher, several other staff with leadership responsibilities and four members of the local governing body. The lead inspector held telephone conversations with a representative of the local authority and the Chief Executive Officer of the Castle School Educational Trust to gauge their effectiveness in supporting the school.
- Inspectors examined a variety of documents. These included records of current pupils' progress, self-evaluation reports and improvement plans, and behaviour and attendance logs. Inspectors also examined a sample of minutes of meetings of the governing body and other records relating to safeguarding and the management of staff performance.
- Inspectors took account of 63 responses to the online questionnaire, Parent View, and 15 questionnaires completed by members of staff. Inspectors also met a number of parents informally before the start of the school day to hear their views of the school.

Inspection team

Sean Thornton, Lead inspector

Additional Inspector

Alison Botarelli

Additional Inspector

Full report

Information about this school

- Charfield Primary School is smaller than the average-sized primary school.
- The school converted to become a sponsored academy on 1 September 2013 and is part of the Castle School Education Trust (CSET). When the predecessor school, also called Charfield Primary School, was last inspected by Ofsted it was judged to require special measures.
- Almost all pupils are of White British heritage. The proportion of pupils who speak English as an additional language is much below average.
- The proportion of disadvantaged pupils is well below average. These pupils are supported by the pupil premium, which is additional funding provided for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The early years provision consists of one full-time Reception class.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, there have been several changes in the school's teaching staff and leadership roles, and also in the membership of the governing body
- A national leader of education (NLE), from the CSET, provides the school with advice and support on its performance and strategic direction.

What does the school need to do to improve further?

- Develop and extend the range of leadership and management roles in the school in order to sustain rapid improvement in pupils' achievement.

Inspection judgements

The leadership and management are outstanding

- The headteacher provides very strong and effective leadership to a dedicated team of staff. School leaders, including governors, are very ambitious and have high expectations for the school. They have secured rapid improvements in the quality of teaching and pupils' achievement; they are committed to raise standards even further.
- There is a continuing and strong focus on improving teaching. School leaders check the quality of teaching frequently and share a full understanding of what constitutes high quality teaching and learning. A well-planned programme of training has led to the outstanding quality of teaching now seen in the school.
- School leaders ensure that pupils' behaviour is outstanding by insisting that all staff share the highest of expectations and by providing support for staff on the very rare occasions that this is needed.
- Leaders welcome pupils from all backgrounds and of all abilities. The headteacher and the governing body ensure that the school rejects all forms of discrimination, fosters good relationships and provides equality of opportunity. As a result, all members of the school community are respected.
- The school uses a wide range of evidence, including detailed tracking of pupils' progress, to identify areas for further improvement. This leads to extremely clear and well-structured improvement plans in which all staff and governors play a part.
- Middle leaders are highly effective. Subject leaders are involved fully in checking pupils' achievement in their areas of responsibility. Their own performance is monitored closely and they are set challenging targets for pupils' progress. Strong leadership in the early years ensures that children make a very good start to their progress in the school.
- The curriculum is rich, varied and well balanced. The provision has been reviewed to ensure that the subjects taught are responsive to the needs of the school's pupils. Reading, writing and mathematics are promoted well across many subjects. Pupils spoke enthusiastically about their recent science week, the range of outdoor activities, cultural visits and the many opportunities they have in music and sports.
- Pupils' spiritual, moral, social and cultural development is excellent. The school's six core values, which include collaboration, responsibility and courage, are central to all aspects of pupils' daily lives. There is a clear focus on social and moral issues. The school works very effectively to raise pupils' spiritual and cultural awareness through a variety of assemblies and visits, as well as through many aspects of the curriculum. Pupils learn to appreciate different ways of life and the principles of democracy so that they are very well prepared for life in modern Britain.
- The school uses the pupil premium funding very successfully to provide extra support for disadvantaged and vulnerable pupils either in the classroom, in small groups or individually. As a result, these pupils make rapid progress and gaps in attainment are reducing. The funding is also used to ensure that all eligible pupils can take advantage of the school's many enrichment activities.
- The school is using the additional primary sport funding very successfully. Sports coaches deliver high quality teaching to pupils, including those in the Reception class. They have also trained many of the school's staff so that they themselves are now confident in teaching physical education. The school has broadened the range of sports available for pupils and has increased the time pupils spend in high quality sporting activities. All pupils are now able to take part in a range of sports competitions.
- Arrangements and procedures for safeguarding pupils are fully in place and effective. The school meets all statutory requirements for safeguarding, including the implementation of robust systems to check the credentials of all staff who work for the school.
- Since 2013, senior leaders from the Castle School Education Trust have worked closely with the school and have contributed to its rapid improvement by sharing effective improvement strategies.
- The local authority has continued to work closely with the school. Considerable support has been provided in moderating teachers' assessments, and advising on how to improve the quality of teaching and raise pupils' achievement. Staff from the school have recently worked with the local authority in spreading good practice and advising other local schools on how to raise standards
- **The governance of the school:**
 - The school's governors work within the strategic framework of the board of directors of the Castle School Education Trust.
 - Governance is highly effective. Governors have carried out an analysis of their own skills and revised all their working practices. They attend a wide range of appropriate training to ensure that they are able to make a full contribution to the school's ongoing improvement plans. Governors and staff share the passion and commitment to ensure the best possible outcomes for all the school's pupils.
 - Governors have a very good knowledge of the use and analysis of information on the performance of

pupils and the school. They are very well informed about the quality of teaching and how this is linked to pupils' achievement. Consequently, they have an extremely clear understanding of the school's performance and how this compares with other schools nationally. Governors know how the pupil premium funding is spent and realise the successful impact it is having on the achievement of disadvantaged pupils.

- Governors are highly supportive while holding the school to account very effectively. They do this by asking probing questions of the headteacher and other leaders, and by setting challenging targets for future improvements. They make sure that pupils' achievement is taken fully into account when making decisions about teachers' pay and ensure that the school's finances are sound and well managed. Governors have supported the headteacher in dealing with staff underperformance.
- The governing body ensures that the school's arrangements for safeguarding are effective. It ensures that the school meets all the statutory requirements for safeguarding.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are exceptionally well mannered and welcoming. They speak politely to all staff and to each other, and frequently offer to help visitors find their way around the school.
- Pupils spoken with during the inspection reported that poor behaviour is very rare, and school records confirm this. Pupils know how they are expected to behave and set very high standards for themselves. They say that 'everyone gets on really well' and that on the very rare occasions that pupils misbehave, staff deal with it quickly and fairly.
- In all the lessons observed, pupils showed tremendous enthusiasm for learning. They follow all instructions promptly, but also show initiative and a consistent desire to challenge themselves in order to make the best possible progress. Pupils persevere even when finding tasks really difficult.
- Pupils play enthusiastically and support each other during breaks. When going to lessons, they move calmly and sensibly around the school, holding doors open for adults and each other.
- All pupils spoken with during the inspection said how much they enjoyed school. They take pride in their appearance and look after all school resources very well. They celebrate the successes of one another, for example in their celebration assemblies.
- There are many opportunities for pupils to take responsibility, such as the school council where pupils are elected by their classmates and work with staff to improve the school.
- Pupils' very strong social and moral development enables pupils to respect each other and understand the consequences of their actions. This contributes to their outstanding behaviour.

Safety

- The school's work to keep pupils safe and secure is outstanding. There are excellent systems and routines in place to keep all pupils safe. Pupils told inspectors that they feel completely safe in all parts of the school site and that they are cared for very well.
- Attendance is consistently well above average and the proportion of pupils who are persistently absent is low. When any pupil's attendance is below the high level expected in the school, staff work closely with the family concerned to improve the situation. Pupils are punctual for all their lessons because they enjoy them.
- During the inspection, pupils showed a very good understanding of the different types of bullying, including cyber bullying. They reported that bullying is extremely rare and that if it occurs it is dealt with quickly and effectively. The school's detailed records support this view.
- Pupils have regular lessons on how to keep themselves safe on the internet and know what to do if they have any concerns. The school's website contains useful information for parents on e-safety.
- Almost all parents who responded to Parent View agreed that their children were happy and safe in school and that the school manages pupils' behaviour well.

The quality of teaching is outstanding

- The overall quality of teaching across the school is outstanding and enables all pupils to make excellent progress.
- Pupils learn exceptionally well because teachers have very high expectations of what they could and should achieve. Teachers provide an interesting variety of activities to promote learning, which

encourages pupils to try their best.

- Lessons are very well planned, based on detailed assessments of pupils' prior achievements. Pupils' learning is checked throughout their lessons and work is adapted so that pupils can move on to more challenging tasks.
- The teaching of reading is excellent. Younger pupils use their knowledge of phonics, the sounds that letters represent, to help them read new words. Older pupils read with confidence and understanding, and show a love of reading. By the end of Year 6, standards of reading and spelling are extremely good.
- Writing is taught consistently well across the school. Pupils' work in other subjects reinforces their good understanding of grammar and spelling. Pupils enjoy improving their work to reach a level of which they are proud and discuss their written work enthusiastically with visitors. Standards of handwriting are more variable, but the school has introduced strategies to address this.
- The teaching of mathematics is a great strength. Pupils make outstanding progress because the tasks that are set strengthen their core number skills, but also present interesting and relevant problems to be solved. For example, pupils in Key Stage 2 developed a good understanding of probability by tackling a problem about the number of different ways that presents could be put into party bags. They approached this with great enthusiasm and were keen to explain their reasoning.
- Pupils explain their thoughts on solving problems and give their considered opinions on the books they are reading. As a result, pupils develop their oral communication skills to an unusually high standard.
- Teachers mark pupils' work regularly, consistently and well. They use praise very effectively to motivate and engage pupils, give clear guidance about the next steps in their learning, and check that pupils respond to this advice. As a result, pupils are confident that they know how well they are doing and what they need to do to improve.
- Pupils who need extra help, such as those who have special educational needs, benefit from high quality teaching which responds to their individual needs. Teachers and teaching assistants work closely together to ensure that these pupils make rapid progress from their starting points.

The achievement of pupils is outstanding

- Pupils make excellent progress in developing their knowledge, skills and understanding throughout the school. As a result, they are exceptionally well prepared for the next stage in their education.
- In 2014, the standards reached in reading, writing and mathematics by the end of Year 6 were all well above average. Attainment in mathematics was particularly good. The school's records for 2015 show that attainment is now even higher for all groups of pupils.
- The proportions of pupils making and exceeding expected progress by the end of Key Stage 2 are high in comparison to national averages. Again, the school's results for 2015 show that pupils' rapid rates of progress in reading, writing and mathematics are continuing to improve.
- The most-able pupils make very rapid progress. The proportions reaching the highest standards in mathematics and reading are above average and are increasing.
- Standards reached by the end of Year 2 are well above average in reading, writing and mathematics. Attainment in reading is particularly high. Although pupils join Year 1 with levels of attainment that are slightly above those expected, the extremely high standards reached by the end of the key stage show that progress is outstanding.
- The results of the national phonic check at the end of Year 1 are consistently well above average. A very high proportion of pupils reach and exceed the expected standard.
- Inspection evidence from the work in pupils' books and the school's most recent records show that all groups of pupils are currently making very strong progress throughout the school.
- Disabled pupils and those who have special educational needs benefit from extra support and teaching that are well structured and focused on their particular needs. The progress they make from their starting points matches those of other pupils in the school.
- Disadvantaged pupils make rapid progress in reading, writing and mathematics. Their rates of progress across Key Stage 2 are similar to those of their classmates, and greater than those of other pupils nationally. In 2014, the attainment of these pupils in reading, writing and mathematics was about four terms behind that of their peers and two terms behind that of other pupils nationally.

The early years provision**is outstanding**

- Children make excellent progress in the early years because of highly effective leadership and management, very strong teaching and excellent provision. A strong transition programme ensures that children settle quickly in the Reception class, learn school routines and work well with staff.
- Communication with parents is frequent. Parents receive regular feedback on their children's learning and are able to contribute to assessment through 'wow' statements about what has happened at home as well as contributing to electronic learning journals.
- The quality of teaching in the early years is outstanding. The classroom is bright and provides a rich learning environment with resources readily available for children to use independently. The outside area supports learning in all areas of development. Staff record and assess children's progress regularly and accurately, and use this information to plan activities to further develop their learning. They use questioning skilfully to encourage children to communicate clearly and think about what they are doing.
- Most children join the school with knowledge, skills and understanding that are typical for their age. By the end of the Reception Year, the proportions of children who reach and exceed a good level of development are much above average and are increasing, showing that progress is outstanding. In 2014, boys did not make as much progress as girls in a small number of areas of learning, but the school has addressed this issue successfully and in 2015 the differences are much smaller
- The school's phonics programme begins in the Reception class and is very effective in developing reading skills so that children are well prepared to continue their rapid progress in Year 1. Imaginative activities engage children in tasks that develop their basic number skills and encourage them to write about their successes.
- Behaviour and safety in the early years are outstanding. Children quickly develop a wide range of social skills. They share equipment fairly and safely, and are polite and respectful to others. Children are exceptionally well motivated, approaching all their activities with tremendous enthusiasm, and are keen to share their learning with adults and each other. The children themselves are very aware of how to keep themselves safe. Parents are very happy that their children are achieving well in a very safe and caring environment.

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	139935
Local authority	South Gloucestershire
Inspection number	450244

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Jason Lugg
Headteacher	Dafydd Lawday
Date of previous school inspection	Not previously inspected
Telephone number	01454 260518
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