

# Inspection of a good school: Charborough Road Primary School

Charborough Road, Filton, Bristol, South Gloucestershire BS34 7RA

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Inspection dates: 17 and 18 May 2023

## **Outcome**

Charborough Road Primary School continues to be a good school.

## **What is it like to attend this school?**

Charborough Road Primary School is a warm, welcoming and inclusive school. Pupils and staff are proud to be part of the school. Pupils are happy and safe. They know that if they have any problems an adult will listen to them.

There is a shared commitment to include everyone within the school. Pupils are caring and celebrate differences. If they need individual support, trained staff are at hand to help them. Pupils are confident and gregarious. They are welcoming of visitors and keen to share what they like best about the school.

Leaders have high expectations. Pupils understand this and enjoy learning. For example, children in the Reception Year delight in watching their class chicks hatch. This helps them to learn about lifecycles.

Pupils take up the variety of experiences available to them in the classroom and beyond. They are enthusiastic about participating in sports clubs, such as netball and athletics. Older pupils welcome the opportunity to support younger children at play. This helps them to develop a sense of responsibility.

## **What does the school do well and what does it need to do better?**

Pupils follow a well-designed and rich curriculum. Leaders are ambitious for all pupils. They have spent considerable time researching principles around education to help them create a curriculum that suits the needs of pupils within their school. The important knowledge that pupils need to develop over time is explicit and sequenced carefully. Therefore, in most subjects, pupils are supported to build on their prior knowledge and are well prepared for what comes next. This begins as soon as children begin in Nursery. Teachers have detailed knowledge of the subjects they teach. Where necessary, they are supported to extend their subject knowledge.

In most subjects, teachers use assessment effectively to check pupils' knowledge of the curriculum. Teaching is responsive to this information, and this supports pupils to catch up and keep up. However, in some subjects, teaching is not adapted well enough to what assessment is highlighting. This means that pupils' understanding is either not secure or fully developed.

Staff encourage pupils to read widely. For example, they share their own favourite books in assembly each week. Children in the Nursery get off to a strong start. Staff read to children in a way that excites them. Children get to know stories well and enjoy retelling them. They then start learning to read as soon as they join the Reception Year. The teaching of letters and their corresponding sounds is well sequenced. The books that children read match their understanding accurately. As a result, pupils learn to read fluently and confidently. Pupils who fall behind are helped to catch up.

Staff in the specialist resource base have a thorough understanding of individual pupils' needs. They consider carefully the knowledge they want pupils to learn. Support is precisely tailored, which means that pupils make progress through the curriculum successfully. For example, pupils develop a secure understanding of number. This prepares them for their future learning of more complex mathematical concepts. When pupils need additional support or practise to recall knowledge, staff provide this promptly.

Pupils have many opportunities to broaden their personal development. This is a particular strength of the school. Leaders carefully weave into the curriculum opportunities for pupils to take part in exciting trips and visits, such as to museums and theatres. Pupils develop a keen sense of citizenship. For example, they talk proudly about how they recently raised money for charity by walking 2000 miles.

Leaders have established a strong relationship with the local community. Pupils understand the importance of the rule of law through the school's links with local police, for example. They have a clear understanding of fairness and believe everyone should be treated equally. Pupils are proud to take on leadership roles, such as school councillors.

The board of trustees and governors are highly committed to the school. They have a clear understanding of the school's strengths and the areas to focus on next.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety and welfare. Safeguarding leaders ensure all staff receive appropriate training. The procedures for recruiting staff are rigorous. Leaders from the multi-academy trust check the accuracy of safeguarding records. The school works closely with external agencies to secure appropriate support where necessary.

Pupils learn how to assess risk. They understand how to keep themselves safe, both online and in real-life situations. For example, pupils talk knowledgeably about road safety and the need to take particular care when crossing near parked cars.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, teachers do not use what they know about pupils' understanding of the curriculum to make necessary adaptations. Therefore, pupils do not develop the deep and secure understanding they need for their learning in the future. Leaders should ensure that assessment is used to inform teaching so that it supports pupils to build their knowledge cumulatively in all subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2017.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141638
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10268667
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	261
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Williams
<b>Headteacher</b>	Matthew Lankester
<b>Website</b>	<a href="http://www.charboroughroadprimary.org.uk/">www.charboroughroadprimary.org.uk/</a>
<b>Date of previous inspection</b>	8 and 9 November 2017, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, a new headteacher has been appointed.
- The school includes a specially resourced provision for pupils with speech, language and communication needs and autism spectrum disorder.
- The school includes an on-site nursery which caters for three- and four-year-olds.
- There is a school-run breakfast club on site.
- The school uses one unregistered alternative provider.
- The school is part of the Olympus Academy Trust, which comprises of five primary schools, three secondary schools and one all-through school.

## Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.

- The inspector held discussions with the headteacher, subject leaders, those responsible for the school's governance, trust leaders, those responsible for safeguarding, and other leaders.
- The inspector carried out deep dives in early reading, mathematics and art. The inspector held discussions with teachers, pupils and subject leaders, including leaders of geography and science. She visited a sample of lessons and reviewed pupils' work. The inspector listened to pupils read to a familiar adult.
- The inspector reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school.
- She considered how well the designated safeguarding lead acts on concerns about pupils' welfare and safety. The inspector talked to staff, pupils and governors about safe working practices.
- The inspector considered responses to the online survey, Ofsted Parent View, and free-text responses. She also reviewed the responses to the online pupil and staff surveys.

## **Inspection team**

Liz Geller, lead inspector

His Majesty's Inspector

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