

Inspection of Churchdown Parton Manor Junior School

Craven Drive, Churchdown, Gloucester, Gloucestershire GL3 2DR

Inspection dates: 23 and 24 May, and 13 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils are happy and safe. They have warm relationships with each other, and with staff. Pupils value projects which foster a sense of community, such as the 'growing hope' wall of memories. Parents say their children are safe and well cared for.

Pupils appreciate the many ways that leaders celebrate their personal successes. For instance, pupils talk enthusiastically about 'golden leaf' awards. The Year 6 'hall of fame' recognises pupils' contributions when they leave the school. Pupils feel that leaders listen to their ideas, such as how to manage activities during play times.

Staff encourage pupils to develop qualities such as resilience and teamwork. Pupils are keen to demonstrate the school's eight 'gem powers'. They enjoy being custodians of the 'gems' in their 'houses'. They talk excitedly about mascots, such as the 'helpful hedgehog' and the 'bounce-back badger'.

Pupils have positive attitudes to learning. They enjoy the wide range of clubs and activities that the school offers. Parents are positive about the school. They appreciate the help that staff give to pupils. The great majority of parents would recommend this school to others.

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

Leaders continually seek to make improvements to the curriculum. They have carefully sequenced the knowledge and skills that pupils should learn. For example, in art, leaders have planned the artistic skills that pupils should gain each year.

Leaders celebrate reading and encourage pupils to read a wide range of books. Pupils in the early stages of reading use books which are closely matched to the sounds they are learning. Older pupils follow thoughtfully chosen books from many authors. They are developing a love of reading. Consequently, even though published outcomes in reading last year were weak, pupils currently in the school are becoming increasingly confident readers.

Teachers adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). Pupils' needs are identified accurately. Even so, the information that leaders provide for teachers is not always precise enough. Therefore, the support provided to some of these pupils is not targeted as effectively as it could be.

The curriculum is designed to help pupils develop their speaking skills. While leaders' emphasis on oracy is helping many pupils to become more confident speakers, some pupils lack the specific vocabulary required to express themselves in each subject. As a result, they sometimes find it difficult to explain their ideas clearly.

Leaders have high expectations of pupils' conduct. Pupils live up to these expectations and follow routines well. As a result, the school has a calm

atmosphere. Bullying is rare. Pupils and parents share confidence that staff will resolve any issues quickly and successfully.

Leaders have planned a coherent personal development programme. Pupils develop an age-appropriate understanding of healthy relationships. They learn about how to keep themselves mentally and physically healthy. Pupils learn the importance of challenging discrimination and promoting mutual tolerance. Older pupils say they receive useful information about the next steps in their education.

Leaders ensure there are a range of activities to develop pupils' interests and talents. Pupils speak eagerly about clubs, such as rounders and reading. They enjoy performing together in the school play and participating in forest school. Pupils enjoy leadership roles. Some are school councillors, while others are 'playground pals'.

Governors are committed to the school and supportive of leaders. They ensure their statutory duties are fulfilled. Staff say that leaders are considerate of their workload. Leaders and governors are sensitive to staff well-being and find constructive ways to support them. Staff share leaders' and governors' passion for welcoming and including all pupils, no matter what their background. Staff are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe. They are confident reporting concerns to adults. Pupils learn how to keep themselves safe online. Leaders ensure there is close supervision of all pupils during social times, particularly those pupils with physical needs.

Staff know how to identify and report safeguarding concerns to leaders. Leaders make appropriate referrals to safeguarding partners and work with external agencies when required. Leaders have started to analyse trends in safeguarding concerns more robustly. They are using this information to strengthen further their safeguarding practices. Leaders ensure there are suitable checks on adults working in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders sometimes do not provide precise enough information to help teachers adapt the curriculum for pupils with SEND. Where this is the case, a small number of pupils do not make the progress through the curriculum of which they are capable. Leaders should ensure the information provided to staff is more precise.
- Some pupils do not have a wide understanding of subject-specific vocabulary. Therefore, they sometimes find it difficult to express their ideas confidently.

Leaders should ensure that the curriculum helps these pupils to develop their depth and range of vocabulary.

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

Unique reference number	115564
Local authority	Gloucestershire
Inspection number	10268669
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair of governing body	Iola Garbett
Headteacher	Darren Preece
Website	www.partonmanorfed.co.uk
Date of previous inspection	22 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school is in a federation with Churchdown Parton Manor Infant School.
- The school does not use alternative provision.
- The school has an above-average proportion of pupils with SEND.

Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Very occasionally, Ofsted's quality assurance process may suggest gaps in the inspection evidence base, which will cause Ofsted to conclude that the inspection is incomplete. This happened at Churchdown Parton Manor Junior School. One of His Majesty's Inspectors returned to the school on 13 June 2023 to gather additional information to secure the evidence base. In such cases, the inspection report is not published until Ofsted is satisfied that the inspection is secure.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, members of the senior leadership team, curriculum leaders and governors.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke with teachers and support staff, spoke with some pupils about their learning and looked at samples of pupils' work. Leaders met with a range of other curriculum leaders to discuss curriculum planning and evaluation.
- To evaluate the effectiveness of safeguarding, the lead inspector scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding lead and examined the school's safeguarding records. Inspectors also spoke with a range of pupils and staff about safeguarding.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including free-text comments. The lead inspector also considered the responses to Ofsted's online staff survey and to Ofsted's online pupil survey.

Inspection team

James Oldham, lead inspector	His Majesty's Inspector
Julie Griffiths	Ofsted Inspector
Paul Williams	His Majesty's Inspector

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