

Inspection of Charlton Wood Primary Academy

Charlton Boulevard, Patchway, Bristol BS34 5BN

Inspection dates: 7 and 8 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Laurence Pitt. This school is part of Trust in Learning Academies, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sue Elliott, and overseen by a board of trustees, chaired by Gerry Rice.

What is it like to attend this school?

Charlton Wood Academy is a successful school where pupils thrive. All adults share high aspirations for pupils. Pupils work hard to meet these.

Parents' views are overwhelmingly positive. They typically comment on the caring staff and dedicated support for pupils with special educational needs and/or disabilities (SEND).

Pupils' behaviour is exemplary. They move around the school with a quiet focus. Classrooms, corridors and social times are orderly and calm. From the beginning of the Reception Year onwards, pupils are kind and respectful to one another. They diligently follow the school's routines. Pupils show highly positive attitudes to learning. They feel safe at school.

Pupils know and understand the school's values of respect, understanding, perseverance and pride. They go out of their way to help and support other pupils.

The school provides opportunities for pupils to develop leadership skills. For example, they enjoy roles as members of the pupil parliament, corridor monitors and environment leaders. Pupils enjoy the range of clubs, including dance, cookery and a range of sports. This helps them to develop their talents and interests.

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

The school's curriculum is broad, rich, ambitious and well planned. It sets out the knowledge pupils are expected to learn in a range of subjects. Pupils follow a coherent sequence of learning in subjects. Staff present information clearly. They show pupils what they expect them to do. For example, in mathematics, the work pupils receive is chosen carefully so that new knowledge and vocabulary build on what has gone before. Pupils have regular opportunities to improve their reasoning skills. This develops and deepens their ability to solve complex problems.

Reading is a priority in the school. The sharp focus on pupils' communication and language skills weaves throughout the curriculum. This starts in Reception, where children learn to read as soon as they start school. Pupils are given books that closely match the sounds they learn. They practise phonics regularly. This helps them become fluent readers. Staff's accurate assessment in phonics and early reading means pupils' needs are quickly met. Pupils get extra help to catch up. High-quality reading materials inspire pupils to develop a love of reading. Pupils love listening to adults read carefully chosen books to them. They develop accuracy, confidence and their vocabulary.

The school continues to improve the curriculum in several subjects. Where the curriculum is strongest, staff frequently check how well pupils are learning before they move on. As a result, pupils deepen their knowledge and understanding. They confidently recall what they have learned in a range of subjects.

The implementation of the curriculum in some subjects is at an early stage. Staff are developing the use of assessment in some areas. This means they do not always identify which pupils have gaps in their knowledge and adapt the curriculum quickly to meet the needs of pupils. As a result, some pupils do not build the depth of knowledge they need for current and future learning.

The school has high expectations for pupils with SEND. Staff work closely with specialists and parents. Pupils with SEND receive extra teaching and pastoral support from staff. This means they learn the same curriculum as other pupils.

The management of pupils' behaviour is exceptional. This starts in Reception, where children learn how to play together and share. Pupils take pride in all they do, from supporting a member of staff on the playground to helping one another in times of need. Pupils' conduct is exemplary. They are persistent in their learning. The school takes appropriate actions that support pupils to attend well.

The early years provision in this school is exceptional. Staff secure children's habits and routines from the very beginning. Children play happily together and develop friendships. Warm, highly positive relationships exist between children and staff. Well-trained staff support children's language development exceptionally well.

The school support pupils' personal development well. Pupils know how to stay physically and mentally healthy. They learn about people of diverse backgrounds and faiths. Pupils hold respectful and tolerant attitudes towards others.

Governors and trustees share the school's vision. They know what is going well in school and where further improvement is needed. They question and hold leaders to account for their actions. Well-thought-out systems allow them to check the effectiveness of the school's actions. The school ensures that staff are well supported to manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school does not set out how pupils' learning will be assessed. As a result, pupils' errors and misconceptions are sometimes missed. The school and trust should clarify the use of assessment in these subjects and use the information to check the impact the curriculum has on pupils' learning.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147069
Local authority	South Gloucestershire
Inspection number	10298073
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 10
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	Board of trustees
Chair of trust	Gerry Rice
Headteacher	Laurence Pitt
Website	https://charltonwood.tila.school
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2023.
- The school does not use any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior and middle leaders, teaching and administrative staff, a governor, a trustee and leaders from the trust, including the chief executive officer.

- Inspectors carried out deep dives into these subjects: reading, mathematics, geography and history. They looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils, formally and informally, to hear their views.
- The lead inspector listened to pupils read to an adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector considered responses to Ofsted's online survey for parents, Ofsted Parent View. He also took into consideration the responses to the survey for pupils and staff.

Inspection team

Richard Vaughan, lead inspector	Ofsted Inspector
Steve Wigley	Ofsted Inspector
Kate Wilcock	Ofsted Inspector

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