

# INSPECTION REPORT

## **CHARLTON KINGS JUNIOR SCHOOL**

Charlton Kings, Cheltenham

LEA area: Gloucestershire

Unique reference number: 115736

Headteacher: Mr M Fry

Reporting inspector: David Westall  
2414

Dates of inspection: 10 – 11 June 2002

Inspection number: 198423

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	East End Road Charlton Kings Cheltenham Gloucestershire
Postcode:	GL53 8QE
Telephone number:	01242 526171
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Don Perry
Date of previous inspection:	3/11/97

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school has 363 pupils on roll, aged between seven and 11 years. The percentage of pupils known to be eligible for free school meals is well below the national average; and no pupils speak English as an additional language. The percentage of pupils identified as having special educational needs is broadly in line with the national average, and four pupils have statements of special educational needs. While there is a broad spread in pupils' standards when they enter the school, overall they are above national expectations.

### **HOW GOOD THE SCHOOL IS**

This is a very good school. It benefits from very successful leadership and has a clear sense of direction. Pupils achieve well in their academic learning, as a result of effective teaching from an able, committed staff. A high priority is given to pupils' personal development, and pupils' attitudes, values and relationships are very positive as a result. The school's strengths vastly outweigh its weaknesses, all of which can be addressed quite easily. Parents rightly hold the school in high regard, and it provides very good value for money.

#### **What the school does well**

- Pupils achieve well in English and mathematics as a result of effective teaching.
- Pupils attain above average standards in information and communication technology (ICT) due to much improved provision, planning and teaching.
- The school is very well led by the headteacher and key staff.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development.
- Pupils have very positive attitudes, relate exceptionally well to others and are developing into mature and responsible citizens.
- Very good provision is made for pupils with special educational needs.
- The school is a caring community where pupils have good support.
- There is a very strong partnership with parents, and they hold the school in high regard.

#### **What could be improved**

- The school improvement plan needs to provide a clearer picture of the planned curriculum initiatives.
- Pupils' annual reports need to provide information about pupils' achievements in all subjects of the National Curriculum.
- At present it is possible for children to access the school swimming pool and the pond without the supervision of school staff, and this needs to be rectified to improve safety arrangements.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress in addressing the weaknesses identified in the last inspection, in 1997. Boys are reaching higher standards in writing so there is now no significant difference between the achievements of boys and girls in English. Pupils are given more opportunities to take responsibility and to show initiative in lessons in mathematics and science. For example, in mathematics, Year 4 pupils have devised and plotted their own orienteering courses and Year 6 pupils are creating scale drawings of the swimming pool area which incorporate their own ideas for improvements. In a good science

lesson observed during the inspection, Year 5 pupils found creative ways of findings the conditions woodlice prefer for their habitats, and an analysis of pupils' completed work in science shows pupils now have ample opportunities to develop their enquiry skills across the school. The ability grouping in mathematics is more effective than in 1997; and the improvement in standards in ICT is particularly impressive.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	B	A	B	well above average A above average B average C below average D well below average E
Mathematics	A	B	A	B	
Science	A	A	A	B	

The table shows that the school's results in English, mathematics and science were well above the national average in 2001, and were above the average results of similar schools. Inspection findings confirm that pupils achieve well in English and mathematics, and that overall standards are higher than national expectations. Very few pupils do not reach the expected standard in these subjects in Year 6, and nearly half of all pupils are achieving at a higher level. The inspection also collected evidence to judge pupils' standards in ICT, since they were too low when the school was last inspected. The evidence clearly shows that current standards in the subject are above average, and now represent a strength in the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. They enjoy school and are keen to learn. In all lessons, they listen attentively to their teachers and concentrate on their tasks.
Behaviour, in and out of classrooms	Very good, throughout the school day.
Personal development and relationships	Pupils relate exceptionally well to one another and to the adults who work with them. They work together constructively, and their respect for one another is evident in their caring behaviour and in their ability to understand others' viewpoints. They enjoy the opportunities they are given to take responsibility and undertake their duties conscientiously.
Attendance	Above the national average.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>Years 3 – 6</b>
Lessons seen overall	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is a strength of the school. No unsatisfactory lessons were observed during the inspection and the vast majority demonstrated good, and sometimes very good, teaching.

In English, the teaching is mainly very good. Pupils are taught to think for themselves and to express their views clearly, for example when reflecting on texts they have read. The texts chosen by teachers for 'shared' work during the literacy hour are of very good quality and provide excellent models to show pupils how authors achieve their effects and engage their readers. As a consequence, pupils are able to identify the features of effective writing and can incorporate these in their own work. Routine skills such as spelling and punctuation are taught systematically and successfully, and pupils' development as readers is carefully nurtured. By providing a wealth of experiences and revealing their own appreciation of language, literature and drama, teachers inspire as well as instruct their pupils.

In mathematics, the teaching is mainly good and sometimes very good. As a result, pupils progress well in their learning. All lessons begin at a good pace with teachers asking well-judged questions to develop pupils' mental calculation skills. Teachers introduce and reinforce mathematical vocabulary well, and use pupils' mistakes as teaching opportunities. In the most successful mathematics lessons, pupils are working at the edge of their current capabilities and are able to make very significant progress in their learning.

In lessons seen other than in English and mathematics, the teaching was mainly good and otherwise satisfactory. Across the school, lessons are characterised by very positive relationships between pupils and teachers, an orderly atmosphere in lessons, clear explanations of tasks and effective planning by teachers. As a consequence, pupils enjoy their lessons and are strongly motivated to achieve well. It is clear that they like and respect their teachers, and that these feelings are reciprocated.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils benefit from a rich and stimulating curriculum which fully meets statutory requirements. Sufficient time is allocated to promote the key skills of literacy and numeracy, and this time is used efficiently.
Provision for pupils with special educational needs	Very good provision is made for these pupils. Their needs are accurately assessed and very well addressed.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' spiritual, moral , social, and cultural development. There is a powerful commitment to the development of pupils' personal development through a wealth of enriching activities both within and beyond the school day.
How well the school cares for its pupils	Charlton Kings Junior School is a caring and harmonious community. An inconsistency in the otherwise good provision for health, safety, care and protection is the fact that both the swimming pool and the school pond could be accessed by children without adult supervision.

Pupils benefit from an excellent range of extra-curricular activities. While annual reports provide parents with pertinent information about their children's work in most subjects, they do not always include reference to achievements in music or art and design.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the headteacher and key staff. The headteacher is astute and caring. He has very good interpersonal skills and fosters teamwork among staff very effectively. As a result, the school has a clear sense of direction and there is a shared commitment to school improvement. The professional partnership between the headteacher and deputy headteacher is strong, and the deputy provides very good support, particularly in relation to the management of the curriculum. Co-ordinators provide good leadership and have a beneficial impact on the standards achieved in their subjects. Overall, management is good, but there is scope to improve elements of the school improvement plan.
How well the governors fulfil their responsibilities	The school benefits from a strongly committed governing body which makes a valuable contribution to the leadership and management of the school. The governors with particular responsibility for literacy, numeracy and special educational needs are all well informed. Statutory requirements are met except in some annual reports to parents about their children's achievements.
The school's evaluation of its performance	The governors debate the results of statutory testing carefully, check whether targets are achieved and ask challenging questions to hold the school to account. The headteacher analyses the school's performance rigorously, including through systematic and regular observations of lessons; and the deputy headteacher has a good overview of the curriculum and is able to guide its development. Co-ordinators for English, mathematics, science and ICT monitor achievements in their subjects effectively.
The strategic use of	The school makes very good use of its resources.

resources	
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The principles of best value are applied well by the headteacher and governors when making key spending decisions.

The carry forward figure of over £50,000 is not a true reflection of the school's financial position since there were considerable outstanding accounts to be settled. The actual carry forward figure after these bills had been paid was about £28,000, which is satisfactory.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
Parents believe: <ul style="list-style-type: none"><li>• the school is well led and managed;</li><li>• their children are well taught and make good progress;</li><li>• the school encourages their children to become mature and responsible;</li><li>• children's behaviour is good.</li></ul>	There were no aspects of the school that a significant number of parents identified for improvement.

Inspection findings fully support parents' positive views.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Pupils achieve well in English and mathematics as a result of effective teaching.**

#### **(a) English**

1. Pupils of all abilities make good progress in English throughout their time in the school and, overall, standards are high. The results of national tests in English for pupils aged 11 have been above, or well above the national average for the last four years. In 2001, the results were well above the national average and above the results of similar schools. Almost half the pupils exceeded the standard set nationally for pupils of their age. Pupils with special educational needs also make good progress. By the time they are 11, very few of these pupils fall short of the expected standard. Inspection findings confirm the high standards attained in national tests. The work of the highest attaining pupils in most year groups is outstanding for their age in both reading and writing, and most pupils achieve standards which are above average in speaking and listening.
2. These high achievements are a result of very effective teaching, and they reflect sustained effort on the part of both pupils and staff. Teachers are well versed in the requirements of the National Curriculum and the National Literacy Strategy. They know what pupils need to learn, and their teaching methods empower the pupils. The very good relationships forged between teachers and pupils are a key factor in the success of both teaching and learning. Teachers and support staff value all pupils as individuals, irrespective of their ability, and pupils respond very positively to the help and encouragement they are given.
3. All teachers plan carefully structured lessons which address key elements of the National Literacy Strategy. They make sure that pupils know, from the outset, what they are intended to learn, and they pursue their declared objectives rigorously. Significantly, however, they also have the knowledge and the confidence to respond spontaneously to pupils' ideas and to seize any opportune moment, as it arises in the course of a lesson, to make valid teaching points. Furthermore, they know each pupil well and are quick to remind individuals of their particular 'targets' for improvement. Tasks set by teachers for group and independent work offer suitable challenges to pupils of differing abilities, while support staff are very well deployed to help specific pupils or groups of pupils.
4. The emphasis placed on the development of pupils' skills in speaking and listening, for example through discussion and collaborative work, contributes very significantly to pupils' progress in other aspects of English. Pupils are taught to think for themselves and to express their views clearly, for example when reflecting on texts they have read. The skills they develop in this kind of activity stand them in good stead when they are required to express their ideas in writing. They are 'trained' to think logically, analytically and coherently, and to develop ideas in depth and detail, far beyond the level of a simple statement or a superficial response. The thinking skills and the associated language acquired and 'exercised' during sustained discussions with teachers, whether in literacy lessons or other lessons, serve pupils well when they come to express and record their ideas in writing. By the age of 11, almost all pupils are capable of planning and producing well structured and coherent pieces of extended writing in a variety of forms and for a wide range of purposes in English and

in other subjects. They have been taught to think carefully about their choice of words, taking account of the needs and expectations of their readers.

5. The texts chosen by teachers for 'shared' work during the literacy hour are of very good quality and provide excellent models of the kinds of language and writing that pupils are required to produce themselves. Teachers and support staff use the texts they have chosen very well to make clear to pupils how authors achieve their effects, how they engage their readers and how they match the language, style and form of their writing to its intended purpose and audience. By understanding how authors work, many pupils come to see themselves as writers. These valuable insights are immeasurably enhanced by contacts with real authors and poets who visit the school to work with the pupils. In one Year 3 class, for example, young pupils are very fortunate to have benefited from the friendly advice of the poet Judith Nicholls as a 'critical friend'. Pupils are also shown how non-fiction texts work. For example, in very effective lessons seen in Years 5 and 6, pupils learn to distinguish the key features of pieces of persuasive writing and to produce examples of their own. They are taught about the emotive quality of persuasive language, the kinds of words used to persuade readers, and also how the organisation and appearance of print on a page can have a desired impact on readers.
6. Routine skills such as those involved in spelling and the use of punctuation are taught systematically and successfully. Teachers' own practice has been influenced by a national initiative on 'grammar for writing', and this is evident in the good attention given to sentence structure and grammar in pupils' own writing. From Year 3 onwards, many pupils achieve high standards of technical accuracy for their age in their written work, and higher attaining pupils write with flair; by the age of 11, many write not only very competently, but are well on the way to developing a personal 'voice'.
7. Pupils' development as readers is carefully nurtured. Teachers' own enthusiasm for reading has a beneficial effect on pupils' own attitudes. Carefully planned library lessons, guided reading sessions, the home-school reading partnership and the generally high calibre discussions about shared texts during literacy lessons all play their part. As a consequence, by the age of 11, most pupils have well developed reading preferences and are able to respond both creatively and critically to many genres and many kinds of texts, both fiction and non-fiction.
8. Through the tasks they set, through timely interventions as pupils work, and through oral feedback in particular, teachers make sure that pupils apply what has been learned and persevere in order to overcome weaknesses in their performance. In lessons, they focus not only on the 'next' stage of the planned curriculum for English, but also on targets relevant to individual pupils. Teachers are conscientious and hard working, giving of their very best in order to help each pupils achieve well in national tests. However, it is also their own love of language and feeling for it that enthuses pupils and makes them keen to learn. Even in the songs chosen for assemblies, the spiritual appeal of language makes itself felt as a presence in the school. When pupils dare to use language adventurously, perhaps in a poem, or strive to pin down in words, very precisely, their evaluation of a technology activity, they know, whether consciously or subconsciously, that they have the same relationship with language as the adults who teach them. Just like the adults who model some of the best ways of talking, reading and writing, so pupils themselves demonstrate, in their interaction with others and in their work, their own respect for language and their feeling for it. By providing and sharing a wealth of language-rich experiences and by revealing their

own appreciation of language, literature and drama, teachers inspire as well as instruct their pupils.

**(b) Mathematics**

9. All pupils, including those with special educational needs, make good progress in mathematics. This is reflected in the Year 6 statutory test results in 2001 which were well above the national average and were above the average results of similar schools. Very few pupils did not reach the expected standard and nearly half of all Year 6 pupils achieved a level above this standard. Current standards in Year 6 are broadly similar, and result from mainly good, and sometimes very good, teaching.
10. In Year 3, pupils recognise and can extend simple number patterns, such as 601, 501, 401, and use effective strategies for calculations, for example, they deduct 49 from 176 by subtracting 50 and adding one. They are able to measure using standard units, and are accurate to the nearest  $\frac{1}{2}$  centimetre. Year 3 pupils are also able to identify a range of three-dimensional shapes, including cuboids, triangular prisms, cylinders, cubes, cones and spheres. Higher attainers can describe these shapes with good precision, for example, stating that a triangular prism has nine edges and six vertices. In a very good lesson observed during the inspection, Year 3 pupils were able to calculate, mentally, that there were seven 50s in 350; and were able to identify two and three digit numbers which could be added together to make multiples of 50. In Year 4, pupils are able to use paper and pencil methods accurately to subtract, using three digit numbers, for example to deduct 309 from 608 or 434 from 622. They are able to 'round' figures to the nearest ten, 100 or 1000, and make good progress when multiplying or dividing – for example to calculate  $263 \times 7$  or  $664 \div 8$ . Higher attaining Year 4 pupils achieve well when creating orienteering courses and recording these using scale measurement, points of the compass and accurate measurement of angles.
11. In Year 5, pupils understand and can use the formula for calculating the area of rectangles to discover the total area of simple compound shapes which can be divided into two or three rectangles. They use paper and pencil methods accurately to multiply two digit numbers by two digit numbers, recognise parallel and perpendicular lines; and can change fractions to decimals – for example  $\frac{3}{5}$  to 0.6. In Year 6, pupils understand the meaning of congruent shapes and rotational symmetry. They use ICT well to create graphs which show the differences between their estimates and the actual weights, volumes and lengths of different objects. They can calculate the mean, mode and median for a range of shoe sizes, and make good progress when learning about ratio and proportion. Across the school, pupils usually take considerable care to present their mathematics work clearly, and make good use of homework to extend and reinforce their learning.
12. All teachers have good subject knowledge and some are particularly well informed. Mathematics lessons are carefully planned and individual lessons form part of coherent sequences which develop pupils' skills and understanding in key aspects of the subject. The learning objectives of lessons are clearly identified in the planning and teachers ensure that their classes are made fully aware, at the beginning of lessons, of what they are expected to learn. Good use is made of the time at the end of lessons for pupils to discuss what they have learned, and for teachers to check their understanding and skills. All lessons begin at a good pace with teachers asking well judged questions to develop pupils' mental calculation skills. Teachers explain the tasks to be carried out in the main activity very clearly and, throughout their lessons, motivate pupils well. Pupils like their teachers and try hard to meet the expectations which are set for them. They listen very attentively to their teachers and

concentrate on their tasks. In the most successful lessons, pupils are working at the edge of their current capabilities and are able to make very significant gains in their learning. Teachers introduce and reinforce appropriate mathematical vocabulary, use pupils' mistakes as teaching points and ask skilful questions to probe pupils' understanding. The teaching skills of the co-ordinator are particularly good, and all staff benefit from the inspired leadership she provides. Overall, the teaching in mathematics is a strength of the school and is reflected in pupils' good achievement in the subject.

**Pupils attain above average standards in ICT due to much improved provision, planning and teaching.**

13. At the time of the last inspection, pupils' attainment in ICT was below national expectations and this was a key issue for improvement. Since then, the school has made particularly impressive progress in addressing all the identified weaknesses and has benefited from a national training programme in ICT to increase teachers' subject knowledge. The school has also improved resources for ICT, and now has 46 new computers both in the ICT suite and in classrooms. Very commendably, ICT is now a strength of the school with pupils attaining above average standards.
14. The ICT co-ordinator has tremendous enthusiasm and has played a key role in raising standards and developing provision and staff expertise. She has worked alongside teachers, led training sessions, and offered 'drop-ins' for all staff, including teaching assistants, on particular aspects of ICT eg Logo and PowerPoint. Throughout this period, she has identified achievable steps towards improvement through her action plans, and has underpinned teachers' growing expertise with new schemes of work. These have been produced by merging several published schemes, including that of the Qualifications and Curriculum Authority, and discussing them with staff in their year group teams. A particularly strong feature of this planned improvement has been the emphasis on ICT across the curriculum. As a result, pupils have regular opportunities to use ICT to support their studies in many subjects. A successful example of this was observed during the inspection, when Year 4 pupils accessed the BBC website to research information about the Vikings. This well-taught lesson enabled pupils to develop their ICT, history and literacy skills simultaneously.
15. The co-ordinator has also collected many samples of pupils' work in ICT and, together with examples in displays, pupils' books and the two lessons seen, they clearly demonstrate good attainment across the school. In Year 3, for example, pupils use word processing, graphics and simulations, can download from a CD and add their own text, and send e-mails to the partner infant school. Year 4 pupils extend these skills by using the 'Creative Writer' program to enhance their word processing with art, borders and backgrounds; and use 'Publisher' to insert digital photos and create interesting newsletters, following an author visit linked to their Roman project. These pupils also generate graphs in science, using Excel, to show 'which materials keep ice-water cool for the longest time'.
16. In Year 5, pupils demonstrate consistently high standards through a range of ICT applications. They can import their own computer graphics into their writing; and have produced quality leaflets linked to environmental and other issues eg about endangered species, fair trading, drugs and alcohol abuse, and the importance of recycling rubbish, picking up litter and healthy eating. They have also produced a good PowerPoint presentation to compare the different localities of Charlton Kings, a village in the Peak District and Manchester; and understand how to use computers as calculators when using an Excel spreadsheet. While on a residential visit to

Kingswood Technology Centre, they successfully made and controlled Lego models; and have used handheld and computer controlled sensors, in school, to measure sound and temperature. These skills are further extended in Year 6, when pupils add hyperlinks to their PowerPoint presentations, scan selected images into their word processing, and use Excel Chart Wizard to record their friction experiments in science. E-mail is also used, across the school, to link pupils with their partner schools in other countries.

17. Overall, therefore, the school can be justifiably proud of its achievements in ICT.

**The school is very well led by the headteacher and key staff.**

18. The headteacher is astute and caring. He is strongly committed to developing pupils' academic and personal achievement, and is highly regarded by governors, staff and parents. He has very good interpersonal skills and has fostered teamwork among staff very well. The headteacher is supported by an effective governing body that takes its responsibilities very seriously. As a result, the school has a clear sense of direction, there is a shared commitment to improvement, and its aims and values are strongly reflected in daily life at Charlton Kings Junior School. The headteacher monitors the school's performance rigorously through the analysis of statutory and non-statutory tests, and regularly observes teaching in all classes. Consequently, he has a good awareness of teachers' strengths and areas for improvement, and staff benefit from his constructive feedback.
19. The professional partnership between the headteacher and the deputy headteacher is strong and they work well together. The deputy headteacher shares the headteacher's vision for the school and helps to communicate this to the school community. She works closely with co-ordinators to develop their roles and to agree strategies to secure further improvements in their subjects. As a result, the deputy headteacher has a good overview of the curriculum and is able to guide its development.
20. During the inspection, the co-ordinators for English, mathematics, science and ICT were interviewed. All are well informed about their subjects, are able to identify and target areas for improvement, and have a beneficial effect on the standards pupils achieve. They provide model lessons for their colleagues, analyse pupils' standards very carefully and organise well focused training sessions to increase staff confidence and expertise. It is clear that the staff at Charlton Kings Junior School enjoy working together. They appreciate the hard work of their colleagues and know their own efforts will be recognised.
21. One of the special qualities of this very successful school is the way in which pupils are involved in its day-to-day management. For example, the school council and the oldest pupils are actively encouraged to bring concerns and fresh ideas to the attention to the headteacher and key staff, and are entrusted with responsibilities for the care of younger pupils and a range of school facilities. This makes a valuable contribution to the smooth running of the school and makes a difference.
22. Overall, the school benefits from very successful leadership by key staff, inspired by the headteacher. Taken as a whole, this results in an aspirational approach to education and a highly effective whole-school partnership.

## **The school makes very good provision for pupils' spiritual, moral, social and cultural development.**

23. Charlton Kings Junior School has a strong personal character of its own. There is a powerful commitment to developing the whole child, through a wealth of enriching activities both within and beyond the school day. As a result, staff are very successful in creating a whole-school family atmosphere where pupils feel valued and a climate of friendship and mutual respect prevails. The group of pupils interviewed during the inspection emphatically supported these findings. Collectively, they expressed great enthusiasm and appreciation for all the opportunities provided for them, and spoke warmly about their relationships with teachers and other adults.
24. Pupils are actively encouraged to develop an insight into the values and beliefs of others through assemblies and a range of activities across the curriculum. This heightened awareness enables pupils to respond sensitively to each fresh experience provided and makes a significant contribution to their spiritual development. For example, pupils are visibly moved by the words and sentiments expressed in songs during an assembly and a music lesson. Well thought out writing tasks are also used to stimulate thoughtful responses in many subjects. Year 3 pupils, for example, use the knowledge and understanding gained from caring for tadpoles to write 'Tadpole Dictionaries', and choose their words carefully when they bring alive the sounds of the sea and pebbles in creative writing. In Year 4, pupils have the chance to record and reflect on their private thoughts and feelings when writing about their 'special places' in religious education. Older pupils, in Year 5, write with warmth about their experiences at Kingswood Residential Centre, having clearly enjoyed the opportunity provided to get to know their friends better. Pupils' self-expression is also very well promoted through a range of subjects, including drama and history, enabling pupils to empathise with the feelings of others. This results, for example, in sensitive responses by Year 6 pupils to life-changing events such as the outbreak of war.
25. Provision for pupils' moral and social development is very secure, and is highly successful in promoting very positive attitudes and relationships and pupils' strong sense of personal responsibility. Pupils are encouraged to work and play together amicably, and to develop an early allegiance to each other through the school 'House' system. The elected House Captains in Year 6 are able to help staff organise competitive matches and sports days; and all pupils are required to take increasing responsibility as they move through the school. This results in all Year 6 pupils being prefects, and they are expected to set a good example to others as they fulfil their assigned duties around the school.
26. The principles of right and wrong are reinforced consistently, and pupils are taught the importance of honesty, fairness and equal opportunities for all. The school council is well established and the headteacher and staff value its contribution to school life, and respond positively to the issues raised. For example, pupils have been given the opportunity to design a future adventure playground on the school site, and their concerns over creating outside shade and shelter have resulted in verandahs. Both these activities are also supported by the parent teacher association and demonstrate the whole school's commitment to corporate responsibility. Pupils are also actively encouraged to support those less fortunate than themselves through their own fundraising events. These have been highly successful and have raised considerable sums of money for worthy causes. A recent example is the 24 hour 'Musicathon' to help sick children through music, and a child in the Philippines is regularly supported through the 'Tear Fund'.

27. Pupils' cultural development is very well promoted through the school curriculum, extra-curricular opportunities and links further afield. Visits and visitors are used effectively to enhance a number of subjects. For example, Tudor and Viking visitors bring alive the traditions of times past; and authors, poets and theatre groups inspire enthusiastic responses to a range of literature. During their time in school, pupils have many opportunities to visit places of interest in the locality, such as the Cotswold Farm Park and Gloucester Cathedral; and to participate in residential visits in Years 5 and 6. A truly impressive range of extra-curricular activities also makes a very valuable contribution to pupils' cultural development, with all teaching staff giving freely of their time and expertise. Music and drama productions are regular features of school life; and the money raised from 'Oklahoma', in the near future, will be sent to help rebuild schools in Afghanistan.
28. The school is particularly proud of its strong international links with schools in India, Kenya, Latvia, France and Italy. Through the exchange of staff, information, photos and e-mails, pupils are able to identify similarities between our own and other cultures, and to value the richness and diversity of lifestyles across the world. These opportunities are well supported by a range of resources in school, and have helped to generate links with members of local ethnic minority groups. For example, the school enthusiastically encouraged local ladies from the Indian community to teach traditional dances and support pupils in their classroom studies.

**Pupils have positive attitudes, relate exceptionally well to others and are developing into mature and responsible citizens.**

29. Pupils come eagerly to school. They enjoy learning, and they respond confidently to the challenges presented by the work they are given. They concentrate during lessons, and they persevere well with their tasks. They clearly respect and value the teachers and other adults who work with them, and they are secure in the knowledge that they, too, are valued and respected. Because teachers and support staff clearly work hard and make every effort to include pupils as genuine partners in the learning process, pupils in their turn give of their best. They know what is expected of them in terms of standards, work-rate and effort, and they try hard to meet their teachers' aspirations for them. In accordance with the school motto, they believe in themselves and show growing confidence in their achievements. During discussions, they reflect thoughtfully on the subject matter concerned, are keen to put forward their own ideas, but are always interested in what others have to say. They work harmoniously with others, whether girls or boys, in pairs, small groups or in whole-class groups, and they share resources fairly. When required to work independently, for example during parts of the literacy hour, pupils of all ages can be trusted to work responsibly.
30. Pupils extend these same positive attitudes to the many other activities the school provides. They enjoy the many clubs, extra-curricular and enrichment activities organised for them, and they are extremely appreciative of the visits and visitors who enhance their lives and their learning. For example, they speak with delight of their encounters with authors who have given them insights into how to write, and they relish visits by 'historical figures' such as the 'Tudor man'. Always appreciative of aspects of life beyond the purely academic, they speak with equal warmth of visits to places such as the Cotswold Farm Park where they have learned how to care for animals, and of residential 'adventures' where they have learned new skills such as sailing and orienteering.
31. It is quite clear, when they speak, that pupils also derive very great enjoyment from the many opportunities they are given to socialise with others. They talk about simple

pleasures such as being with friends at playtime, and they express their appreciation that staff understand how much they like to work with their friends in class too. They establish exceptionally good relationships with their classmates, and also with other pupils. For example, older pupils take great delight in writing stories for children in the kindergarten or in preparing mathematics games for younger pupils in the school. All pupils enjoy participating in whole-school events, while whole-school assemblies are warm 'family' occasions where pupils show their genuine delight at others' accomplishments and efforts when awards are handed out.

32. During lessons, pupils work together well. For example, they enjoy working together to solve problems in mathematics, support one another well when carrying out scientific investigations, and share their knowledge very positively to help one another when using computers. Relationships between pupils and staff are excellent. Pupils appreciate the fact that teachers not only know how to help them with their lessons, but are also prepared to give of their own time to run clubs, and they express their gratitude that discipline is 'fair'. In lessons, it is clear from the way pupils listen and apply themselves that they have great respect for teachers' knowledge and skills. More importantly, they like their teachers as people and are therefore happy to join them in what is a genuine learning partnership.
33. With extremely rare exceptions, pupils behave very well at all times. They are courteous, helpful and friendly, whether in the playground, in assemblies, at lunch or in the classroom. They have a very good understanding of the difference between right and wrong, and their own moral values inform their views and their behaviour towards others. Acts of unkindness or bullying are extremely rare. Rather, pupils show concern for the feelings of others, support others' efforts and are sensitive to others' needs. Their generosity of spirit is reflected in the enthusiasm with which they organise and participate in fundraising events. Amongst other things, the school's involvement with other countries through the Comenius Project and other international initiatives has raised pupils' awareness of conditions in other countries. They are, therefore, very well motivated to help however they can, for example by sending shoe-box parcels of presents at Christmas to children in the Ukraine. Such practical demonstrations of caring attitudes and moral standards are mirrored by less obvious but no less real concerns. Taught in very explicit ways to care for others, for the environment and for all forms of life, pupils are also shown, by adult example, how to be in touch with their feelings. There are many examples, during lessons and in pupils' written work, where comments, phrases or statements reveal the more sensitive and reflective side of pupils' nature. For example, they respond sensitively when listening to music, describing their impressions of 'early morning, with the mist rising', of a 'patriotic celebration', or identifying with the cotton-pickers who were moved by the power of music to yearn for their spiritual home in heaven. When writing poems modelled on 'What is One?' by Judith Nicholls, pupils in Year 3 show how their imaginations have been fired, and their feelings for language, humanity, wildlife and the environment are fused in such apt descriptions as: 'a silent whistle of the wind'; 'a golden spear of light'; and 'a page blowing in the wind'.
34. Pupils of all ages take pride in carrying out classroom duties reliably and well. In Year 6, all pupils are prefects. They respond to responsibility in a very mature way and lead younger pupils by example. They welcome and help visitors, organise the hall for assemblies and act as monitors in the library. Through the House system, they do their best to inspire and encourage others. Members of the school council, from all year groups, take their duties seriously and are proud of the contribution they are able to make to the life and work of the school as a whole.

### **Very good provision is made for pupils with special educational needs.**

35. Pupils with special educational needs are taught well and make consistently good progress throughout the school. Effective communication with the infant school means that no time is lost in addressing pupils' identified needs and that, from the start, pupils continue to build on the skills and knowledge they have already acquired. The special educational needs co-ordinator (SENCO) plays a pivotal and effective role in monitoring pupils' progress and in ensuring, in consultation with class teachers, that individual education plans are both rigorous and precise. She works in close collaboration with class teachers, support staff and parents: and she is quick to respond with purposeful action when alerted by class teachers to initial concerns about the progress or well being of any pupil. Several pupils with statements of special educational needs associated with physical disabilities and medical conditions are very well supported by trained staff and are helped to play a full part in all activities. During class lessons, teachers involve all pupils with special educational needs routinely and naturally in discussions and in all other activities. The pupils are given suitably challenging work, feedback to help them make progress, and they are encouraged, with good reason, to take pride in their achievements. Support staff are well informed about what pupils are intended to learn. They intervene when necessary to make new concepts and 'new' language accessible to pupils, but they also know when to allow pupils to work things out for themselves; like the teachers, they do their very best to help pupils achieve, but also to develop independence in their learning.
36. Some pupils benefit from short periods of literacy tuition by the SENCO, outside mainstream lessons. These intensive sessions are taught very well indeed, sometimes with additional support from a learning support worker. Work is directly related to the targets in pupils' individual education plans, and the sessions provide exactly the right opportunities for pupils to focus on essential skills. Great care is taken to ensure that the pupils concerned do not lose any entitlement to the full curriculum. Pupils with special educational needs related to numeracy are catered for effectively within the setting arrangements for mathematics.
37. Provision for pupils with special educational needs is very well managed. Teaching and non-teaching staff work together closely as a team to serve the best interests of all the pupils. Links with outside support agencies are constructive and helpful. The school is able to draw on the expertise of specialists in its endeavours to support pupils, and there are very constructive links with the educational psychologist, a physiotherapist, an occupational therapist, a speech and language therapist, staff for the hearing impaired and an outreach centre which supports a pupil with specific learning difficulties. Parents are kept well informed of their children's progress. Most parents value the school's efforts on their children's behalf and work in close partnership with staff, for example by helping pupils with reading and other assignments at home. Almost all parents attend regular reviews of their children's progress and share their perceptions of their children's needs with staff. Designated funds are used efficiently and wisely. Resources for special educational needs work are good, and those pupils who need particular facilities to help them have immediate access to suitable equipment such as lap-tops, special chairs and sloping desks. The special educational needs teaching room is well equipped, well organised and well resourced, and there are suitable ramps for wheelchairs at access points around the school. Staff training in aspects of special educational needs work is particularly relevant to their current needs. The two special educational needs governors play a significant and effective role by supporting and monitoring the school's provision. All

statutory requirements in regard to special educational needs are met, and the school has been quick to respond to the requirements of the new Code of Practice.

**The school is a caring community where pupils have good support.**

38. The school is a caring and harmonious community where all pupils flourish. Teachers and support staff know the pupils well and recognise the importance of promoting their personal development as well as their academic achievements. Relationships in the school are consistently very good and are firmly founded on trust, encouragement and high expectations. This results in pupils developing mature attitudes and a sense of self worth which makes them value themselves and each other. The staff create a variety of opportunities for pupils to talk about any concerns they might have about school life or relationships; many classes have 'worry boxes' or 'thought boxes' where pupils can write down their views and there are also regular sessions when they can talk about their feelings and listen to others' points of view. Teachers also encourage parents to share any concerns or changes in circumstances with the school; and the headteacher has regular meetings with lunchtime supervisors to brief them about the needs of individual pupils and to talk about any concerns they might have. This climate of valuing and listening to others ensures that particular problems can be quickly identified and sensitive support can be provided to address them.
39. The school is particularly careful to ensure that all adults who come into contact with pupils during the day are aware of child protection issues and brief refresher sessions on procedures to follow are held each year. The school is very successful in promoting pupils' good behaviour, high self-esteem, pride in their school and a strong sense of personal responsibility. They quickly learn to welcome and value others and to include those pupils with particular physical or medical difficulties so that they can play their full part in all aspects of school life. Incidents of poor behaviour, name calling or bullying are rare and are effectively addressed.

**There is a very strong partnership with parents and they hold the school in high regard.**

40. Parents have very positive attitudes about the school and value the well-rounded education that their children receive. This strong support has been built on the importance of good communication and a consultative approach to school improvement. The school provides informative and well-presented information about the school and what is taught and regular newsletters keeps parents up to date with school activities. A group of parents also produces a booklet twice a term which celebrates the work and achievements of the school and this further serves to increase all parents' knowledge of the school and to share in its successes. Parents are particularly complimentary about the way the school is led and managed; they are clear about the educational priorities and aims of the school and the role they need to play in this. This close partnership has been fostered by asking groups of parents their views about the school improvement plan and listening to their concerns and suggestions. Their suggested changes and improvements in matters such as the timing of consultation evenings and school uniform have been implemented.
41. Parents find the staff easy to talk to and are confident that any matters of concern will be discussed with them at an early stage. Headteacher surgeries were introduced to make it easy for parents to discuss any issues with him, but have now been discontinued because parents are happy to speak informally as the need arises. For their part, parents are very supportive of the school and their children's learning.

Some parents also give generously of their time to help in classes or with extra-curricular clubs and the active parent teacher association raises funds for projects for school improvement suggested by parents, staff or the school council. They are proud of the school and enjoy celebrating their children's achievements.

## **WHAT COULD BE IMPROVED**

**The school improvement plan needs to provide a clearer picture of the planned curriculum initiatives.**

42. The school improvement plan provides a useful overview of the school's systems for review of the curriculum. However, the plan is largely focused on procedural issues in relation to curriculum development, identifying the school's intention to review most subjects on a three or five year programme and to respond to new initiatives. The plan is not augmented by details which show key objectives, methods for achieving these, specific costings, detailed timings or strategies for evaluation. As noted earlier in this report, all co-ordinators meet with the deputy headteacher to discuss their subjects and most have drawn up well organised action plans which are sufficiently precise. However, these are not assembled together to form an integral part of the improvement plan. This fragmentation of school improvement planning means that stake holders do not have ready access to a sufficiently detailed overview of initiatives in each year. In addition, it is difficult to judge whether the total of the initiatives planned by individual co-ordinators represents a realistic or over-ambitious programme for the school.

**Some annual reports on pupils do not provide parents with information about their achievement in all the required subjects, so do not meet statutory requirements.**

43. Annual reports provide parents with pertinent information about their children's standards in English, mathematics and science, and includes judgements about their effort in these subjects. In other subjects, the information provided is generally satisfactory. However, some reports do not provide parents with information about their children's work in either art and design or music. This occurs partly because the format of the reports does not specifically identify these subjects but includes a generic heading of 'The Arts'.

**The safety arrangements for the school swimming pool and the pond need to be improved.**

44. During the summer, when the swimming pool is used, the gates to it are open throughout the day. This means that the pool is accessible to pupils and to those coming with them at the start and end of the day. The school pond is protected by a fence which does not fully enclose the area and has two widely spaced rails which could easily be crossed. Although the school has undertaken risk assessments on these, both sites constitute safety hazards and this is unsatisfactory.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

45. The following issues should be included in the school's action plan for improvements:

- (1) ensure the school improvement plan includes sufficient detail about all curriculum initiatives to provide a coherent overview; (see paragraph 42)
- (2) meet statutory requirements by including information about pupils' achievements in all subjects of the National Curriculum in their annual reports; (see paragraph 43)
- (3) improve health and safety arrangements by ensuring children are not able to access the swimming pool or the pond without adult supervision. (see paragraph 44)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	10	6	0	0	0
Percentage	8	25	42	25	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	363
Number of full-time pupils known to be eligible for free school meals	n/a	9

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	82

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.4

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### **Attainment at the end of Key Stage 2**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	49	50	99

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	40	39	46
	Girls	49	45	50
	Total	89	84	96
Percentage of pupils at NC level 4 or above	School	90 (82)	85 (81)	97 (92)
	National	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	41	39	46
	Girls	50	46	50
	Total	91	85	96
Percentage of pupils at NC level 4 or above	School	92 (n/a)	86 (n/a)	97 (n/a)
	National	72 (70)	74 (72)	82 (79)

*Percentages in brackets refer to the year before the latest reporting year.*

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	2
White	348
Any other minority ethnic group	11

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	14.5
Number of pupils per qualified teacher	25
Average class size	30.3

#### **Education support staff: Y3 – Y6**

Total number of education support staff	12
Total aggregate hours worked per week	163

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Financial information**

Financial year	2001/2002
	£
Total income	703,354
Total expenditure	686,215
Expenditure per pupil	1,891
Balance brought forward from previous year	32,901
Balance carried forward to next year	50,040

FTE means full-time equivalent.

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	359
Number of questionnaires returned	140

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	3	0	0
My child is making good progress in school.	58	41	1	0	0
Behaviour in the school is good.	57	38	1	0	4
My child gets the right amount of work to do at home.	36	50	12	1	1
The teaching is good.	61	38	0	0	1
I am kept well informed about how my child is getting on.	48	42	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	75	24	1	0	0
The school expects my child to work hard and achieve his or her best.	75	22	2	1	0
The school works closely with parents.	44	44	9	0	3
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	65	34	1	0	0
The school provides an interesting range of activities outside lessons.	61	33	5	0	1