

# Charlton Kings Infant School

## Inspection report

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<b>Unique Reference Number</b>	115737
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	326261
<b>Inspection date</b>	13 January 2009
<b>Reporting inspector</b>	Colin Lee

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	264
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wendy Harbutt
<b>Headteacher</b>	Judith Pandazis
<b>Date of previous school inspection</b>	5 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lyefield Road East Charlton Kings Cheltenham GL53 8AY
<b>Telephone number</b>	01242 514483
<b>Fax number</b>	01242 230409

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## Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the consistency of pupils' rates of progress within and between year groups
- the impact of new strategies for assessment on pupils' achievement
- the strategies for improving children's language development in the Early Years Foundation Stage.

Evidence was gathered from discussions with the headteacher, other staff, pupils and governors, and from the parental questionnaires. Lessons were observed, and school self-evaluation and other documentation and samples of pupils' current and previous work were analysed. Other aspects of the school's work were not investigated in detail but were sampled to arrive at judgements in this report. The inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

The school is slightly larger than an average infant school. Most pupils are from White British backgrounds. The percentage of pupils with learning difficulties and/or disabilities is below average, although the range of these difficulties and/or disabilities is very broad. A kindergarten is based in the school's accommodation and the school provides additional childcare through breakfast and after-school clubs.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. It provides a very high quality of education for its pupils. Pupils attain very high standards and make excellent progress in many aspects of their learning. This is due to extensive first-rate features in the quality of provision, leadership and management. The school knows itself well and its self-evaluation judgements are accurate.

Pupils' impressive achievement commences from the moment they start school in the Early Years Foundation Stage (EYFS). They immediately make rapid progress in reading, writing and mathematics and this is maintained throughout Years 1 and 2. By Year 2, pupils' writing is of exceptional quality and reflects the school's continuing attention to improving the quality of writing across the curriculum. There is also a prompt reaction to situations where progress could be even better; for example, the emphasis placed in recent years on improving boys' writing has had marked impact on their enjoyment and standards. The measures recently introduced to increase the progress of pupils of slightly below average ability in mathematics are being similarly successful.

Pupils make outstanding progress because they are taught so well. A significant number of questionnaires returned by parents commented on the high quality of teaching. The inspection confirms that there are many aspects of teaching which have a positive impact on the quality of learning. The stimulating, exciting learning environments created both indoors and outdoors for the EYFS classes are matched in other years. Pupils love features such as their role-play areas and mathematics challenge tables. Teachers use a range of strategies to extend pupils' learning, such as a series of targets for pupils to work towards in reading, writing, and mathematics. Target setting starts in the EYFS and there is carefully planned progression in these targets from year to year. Pupils know their targets well, although they do not have enough opportunity to record for themselves their achievement towards them. They are ready for this type of self-assessment as they are showing by Year 2 that they can comment constructively on one another's work in writing and information and communication technology (ICT).

Teachers work closely together to plan lessons in year group teams. Within each class, teachers plan work that is carefully matched to the needs of pupils of different abilities. Those pupils with specific learning difficulties and/or disabilities have excellent additional support and the intervention programmes introduced to meet special needs are highly successful. Where it is appropriate, some pupils move between classes to ensure that they have learning experiences that best match their needs. This benefits both the more able and the less able pupils.

The school provides an extremely rich and varied curriculum. There is a strong emphasis on ensuring that all pupils acquire basic skills and many opportunities are planned for literacy, numeracy and ICT skills to be used in other subjects. The high levels of these skills mean that, for their age, the pupils are well prepared for the next stage in their education and for their eventual future economic well-being. The curriculum is well balanced, with excellent provision for the creative arts, and French taught very effectively in Year 2. An extensive range of activities are provided outside the school day for Year 2 pupils. These are greatly enjoyed and take-up levels are high. The curriculum is also enhanced by a very good range of visits and visitors that provide first-hand experiences for pupils and have significant impact on their learning.

The excellent provision for pupils' personal, social, health and citizenship education results in outstanding personal development and well-being. Pupils look out for and care for one another,

they behave superbly and all work hard to meet the high expectations of them. This provision, alongside learning opportunities in science and physical education, has developed pupils' excellent appreciation of healthy lifestyles. They also have a mature understanding of safe practices in school and at home. Pupils have many opportunities to contribute to the school community. One of the most significant is the exceptional work of the ECO committee. These pupils are the driving force behind the understanding shown by all pupils of the need to protect the environment. Whether leading the singing of the school's own ECO song in assembly or coming up with practical ideas for recycling like organising a sale of used school uniform clothing, the committee exemplifies the way that pupils are listened to and encouraged to take on responsibility. Pupils talk with great pride about the national award they have received for their ECO work. They also appreciate that they are seen as an important part of the local community, working in partnership with local organisations and businesses, raising funds for local and national charities and taking part in local events such as music festivals. This reflects the school's strong commitment to developing community links, although it is recognised that there is now a need to extend such links to international communities.

The headteacher's excellent leadership has developed a collective responsibility for school improvement amongst all staff. The school leadership team carries out rigorous monitoring and evaluation of the school's performance, identifying areas for development and taking action that improves pupils' achievement and makes teaching more effective. Senior management also benefits from the significant expertise and experience present in the governing body, which ensures that the school sets itself challenging targets.

The school has an excellent capacity for further improvement because it has shown how successfully it has addressed areas for development identified by the previous inspection. The work done to improve the effectiveness of subject leadership, and the wide-ranging impact this has had, is exemplified by ICT. The subject leader has provided extensive professional development for colleagues. Their own skills have improved and this has led, for example, to teachers making excellent use of a computerised system for continuous assessment of pupils' learning. This has improved the quality of their planning for individual pupils. It has made the teaching of ICT skills more effective. The example observed of Year 1 pupils confidently using an interactive whiteboard to produce an animated story with sound effects, thereby showing skills far beyond those expected of the age, typifies this school, where excellence is the norm.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children settle quickly into school life as a result of the excellent liaison with the pre-school providers and parents and carers. All staff, including those in the well-organised, popular breakfast and after-school clubs, are highly committed to ensuring that the children's welfare is their uppermost concern. This pleases parents as much as the progress they see their children making. Excellent leadership and management have led to a highly effective team approach, with all staff in the three classes working closely together. High quality teaching and learning and a well-planned curriculum enable children to become confident learners who progress rapidly. Their progress is checked constantly in all areas of learning and all staff are fully involved in the recording and evaluating of the children's achievements. The thoroughness of this assessment of what the children are learning and what they need to experience next is a key feature of the planning of the curriculum. There is a strong focus on children's language development, which is an area of comparative weakness in a significant number of children when they start school. In other areas of learning, their attainment on entry is slightly above

expected levels. By the end of the year they have more than caught up and most children enter Year 1 at well above average levels in all areas of learning.

There is a well-planned balance of indoor and outdoor activities. Classroom and the outdoor environments are attractive and well resourced and stimulate learning very successfully. Children develop a love of learning that stays with them throughout the school.

### **What the school should do to improve further**

- Develop ways in which pupils can evaluate and record for themselves their achievement of learning targets.
- Develop pupils' knowledge and understanding of international communities.

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**Annex A**

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

14 January 2009

Dear Children

Inspection of Charlton Kings Infant School, Cheltenham GL53 8AY

Thank you for making us welcome in your school and for talking to us so willingly. We thoroughly enjoyed seeing you at work. You told us how much you enjoy going to school. This is not surprising because you have an outstanding school that is very successful in helping you to learn. The school does many excellent things. This is what it does particularly well:

- Children in Reception make an excellent start to their education.
- You are making terrific progress in your work and reach very high standards by the end of Year 2.
- Your behaviour is excellent, and this makes your school a friendly, pleasant place where everyone helps one another.
- In addition to your hard-working ECO committee, many more of you have responsibilities around the school that you carry out splendidly and this helps the school run smoothly.
- Teaching is excellent and your teachers work hard to plan interesting things for you to do in your lessons. This is helping you to learn well.
- All the adults look after you carefully and make sure that you are safe and get help whenever you need it.
- The headteacher leads the school superbly, and all the adults, including the governors, work very well together to improve it.

We have two recommendations to help your school to get even better:

- We want you to learn for yourselves how to keep a record of when you are achieving your targets in reading, writing and mathematics.
- You need more opportunities to learn what life is like for people who live in other parts of the world.

We hope you will carry on enjoying learning and helping your teachers to make Charlton Kings Infant School to be an even better school.

Colin Lee Lead inspector