

Charlton Kings Junior School

Inspection report

Unique Reference Number	115736
Local Authority	Gloucestershire
Inspection number	338652
Inspection dates	29–30 June 2010
Reporting inspector	Anthony Shield

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Andrew Wall
Headteacher	John Moore
Date of previous school inspection	18 June 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 12 lessons or parts of lessons, and 12 teachers were observed. Inspectors held meetings with governors, members of staff and pupils. They also spoke to a few parents and carers at the school gate, observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school improvement plan and records of pupils' progress. In reaching their judgements, they took into account the views of 196 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following.

- The extent to which targets, both for individuals and the school as a whole, are challenging and being used to raise expectations and drive improvements.
- Whether teaching is sufficiently challenging, including for middle-ability girls and more able pupils in mathematics and science.
- The impact of action taken to tackle weaknesses in mathematics and science.
- Evidence to support the school's judgement that pupils' personal development, the school's curriculum, and its care, guidance and support for pupils are outstanding and strengths of the school.

Information about the school

The school is an above-average-sized junior school that draws most of its pupils from the immediate area. Most pupils are from a White British background, with a small number from other ethnic heritages. The proportion of pupils known to be eligible for free school meals is below average. The proportion of those with special educational needs and/or disabilities is lower than is found in most schools. Most of these pupils have specific learning or language and communication difficulties. The school has received a number of awards in recognition of its work in promoting basic skills, the arts, sports, its international work, ecological awareness and healthy lifestyles.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school is an above-average-sized junior school that draws most of its pupils from the immediate area. Most pupils are from a White British background, with a small number from other ethnic heritages. The proportion of pupils known to be eligible for free school meals is below average. The proportion of those with special educational needs and/or disabilities is lower than is found in most schools. Most of these pupils have specific learning or language and communication difficulties. The school has received a number of awards in recognition of its work in promoting basic skills, the arts, sports, its international work, ecological awareness and healthy lifestyles.

There are a number of key strengths and some weaker areas.

- Attainment in English has been consistently above average. Pupils are articulate and express their ideas confidently in writing and orally. While attainment in mathematics and science is not so good, it is improving as a result of concerted school action. Pupils' work in music and in the arts generally is a considerable strength. The singing and dancing observed during the inspection was both inspirational and moving.
- The school offers outstanding value for money.
- Pupils really enjoy school and attendance levels are high.
- Pupils' behaviour is exemplary. They are thoughtful, kind and considerate of others' feelings. Their mature understanding of how to maintain a healthy lifestyle is impressive. They also demonstrate an excellent understanding of their responsibilities to the school and wider community through their enthusiastic involvement in such things as Young Leaders or their work in fundraising for charity.
- Pupils learn to work and play together very well. The sense of team spirit is strong and, alongside their confident personal skills and ability to apply their good language, numeracy and computer skills, they are exceptionally well prepared for their future beyond school.
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- The curriculum is highly innovative and imaginatively planned to ensure high levels of interest and motivation. The emphasis on first-hand learning experiences offers pupils relevant and meaningful themes in which to use and apply their skills in different subjects. Pupils' positive attitudes make a good contribution to the progress they make.

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- Classrooms buzz with excited and curious learners. While most teaching is good and is sometimes inspirational, some inconsistent approaches remain. Pupils do not make as much progress when teachers do not use information about how well pupils are doing to set tasks designed to meet the needs of all pupils.
- Parents and carers are seen as key partners in their child's education. The school actively seeks their views and takes them into account in thinking about the school's future. Partnerships with other schools and external agencies are also fruitful and pupils and the school benefit from a range of links with partners both locally and beyond.
- The headteacher is widely respected. Leaders and managers at all levels show commitment and work hard to maintain the good standards for which the school is known. Nevertheless, not all leaders are confident in making a contribution to whole-school planning. The school's plans for improvement set out the way forward, but lack clarity and a sharp focus with targets that are based on the analysis of performance data. In addition, subject action plans do not always reflect key whole-school priorities.

The school has the confidence of parents and carers and the community it serves. Almost all parents and carers are happy with their child's experience at school. As one parent wrote: 'The school has been the making of my son. He really enjoys school and is enthusiastic about his learning, activities and teachers.'

What does the school need to do to improve further?

- Improve and accelerate the learning and progress of all pupils by:
 - making more consistently better use of assessment information to set and adapt tasks and activities in lessons to meet the learning needs of individual pupils
 - spreading good practice more widely
- Sharpen school improvement planning by:
 - setting clear and specific targets for improvement based on the analysis of performance data
 - ensuring these key priorities are reflected in subject action plans
 - focusing the school's monitoring of teaching on the impact on pupils' learning and progress
 - extending the capacity of leaders and managers at all levels to make a stronger contribution to strategic planning.

Outcomes for individuals and groups of pupils**1**

Since the last inspection, challenging targets have been used successfully to raise expectations and sustain improvements. Pupils' attainment is above average and their progress is good. Standards are highest in English, which is a well-established strength of the school. Pupils are articulate, listen well and make consistently good progress in

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developing as skilful readers and writers. This was seen in a Year 6 English lesson in which pupils' creativity and imagination were exploited by skilful questioning and clear explanations. Standards have risen this year in mathematics. Well-targeted school action has enabled pupils to progress well in the subject, and standards are now securely above average in Year 6. In science, standards have also improved this year. They are now above average, having dipped to average in 2009. The main reason for this improvement is the increased opportunities for pupils to develop their scientific and investigative skills. This improvement is yet to be fully embedded, however, and there is currently too little rigorous and effective monitoring to develop the subject. Pupils with special educational needs and/or disabilities make good progress as a result of effective teaching, including well-judged individual and group support. The progress of the most able pupils is generally good, although they occasionally mark time in lessons which lack specific challenge for them.

Pupils of all ages are keen to learn. They listen attentively and cooperate sensibly when working with 'response partners'. Activities are helping them develop good skills in developing ideas, negotiating with others and making decisions. Analysis of the school's performance data and lesson observations show that most pupils, including middle-ability girls and more able pupils, are making good progress towards the challenging targets set for them.

Pupils' personal development is a strength of the school. During the inspection, the pupils welcomed pupils from a school in Gloucester to spend the day with them. Their friendly welcome and generous spirit made sure everyone was immediately at ease and comfortable.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils, and parents and carers are extremely appreciative of the school's work to provide good care, guidance and support. Care for individuals is at the core of the school's work, and as one pupil remarked, '99% of the time, people are nice to each other!' Transition to the adjacent secondary school is particularly good with many opportunities for pupils to make early contact. Care for vulnerable children is sensitively managed and extensive links with external agencies are in place to ensure they feel valued and well looked after. Pupils with special educational needs and/or disabilities are well supported through well-targeted support and interventions.

Much work has gone into the provision of a stimulating curriculum which offers memorable experiences. Learning is frequently practical and based on real life. The school maximises links with the local area to offer a range of visits and visitors ensuring that pupils understand how their learning fits into a context. An extensive programme of clubs further enriches the opportunities for pupils. Music, drama and dance are particular strengths and the enthusiasm with which Year 6 pupils rehearsed their end of term production of *A Hatful of Heroes* was infectious.

A purposeful atmosphere is characteristic of all lessons. Teachers use 'response partners' well to encourage pupils to share ideas and get involved in thinking for themselves. Activities are well chosen to motivate and enthuse the pupils and a practical approach ensures learning is relevant and active. In the most effective lessons, the pace of learning is rapid, questions are used skilfully to probe for understanding and explanations make clear any misunderstanding. However, this good practice is not consistent. Usually, teachers plan well for the range of abilities in the class, including the most able. However, this is not consistently the case, and progress slows when tasks fail to match the needs of individual pupils. In addition, pupils make less progress when the teacher talks for too long and pupils grumble that they, 'have to sit for too long' before getting on with the work.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The school is ambitious for its pupils. It has used challenging targets to 'raise its game' and for the most part has been successful in turning its ambition into reality. Above average standards have been maintained and the school's provision does much to promote pupils' belief in themselves. The school's work to promote community cohesion is outstanding. The school is a positive and caring community in which pupils feel valued. Respect is carefully fostered. The school works successfully in the local community to develop pupils' sense of their responsibility to others. This has now been extended to give pupils an understanding of cultural diversity within the United Kingdom, alongside pupils' already acute awareness of global issues.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

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Parents and carers responding to the questionnaire were extremely supportive of the school and are highly appreciative of all that the school does for their children. Almost all believe that their children enjoy school, are safe and doing well at school. Many parents and carers who added comments said how much they appreciated the way teachers cared for their child: 'a very friendly and inviting school'; the quality of teaching: 'full of dedicated teachers'; and of the leadership and management: 'the headteacher is both approachable and encouraging'. There were very few negative comments, although a small number of parents and carers commented that their child could do better in numeracy, comments which the inspection team agrees with, although progress in mathematics this year has improved significantly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charlton Kings Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 196 completed questionnaires by the end of the on-site inspection. In total, there are 380 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	135	69	59	30	1	1	0	0
The school keeps my child safe	124	63	70	36	1	1	0	0
The school informs me about my child's progress	77	39	107	55	9	5	2	1
My child is making enough progress at this school	102	52	88	45	2	1	1	1
The teaching is good at this school	122	62	70	36	1	1	0	0
The school helps me to support my child's learning	91	46	93	47	9	5	0	0
The school helps my child to have a healthy lifestyle	124	63	72	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	107	55	77	39	0	0	0	0
The school meets my child's particular needs	101	52	88	45	7	4	0	0
The school deals effectively with unacceptable behaviour	92	47	86	44	6	3	4	2
The school takes account of my suggestions and concerns	86	44	99	51	7	4	0	0
The school is led and managed effectively	130	66	65	33	0	0	0	0
Overall, I am happy with my child's experience at this school	133	68	62	32	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

the school even better, but we have asked them to look more carefully at the way they plan for improvements to the school.

Thank you once again for your help during our visit, and best wishes for your work in the future!

Yours sincerely

Tony Shield

Lead inspector

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