

Churchdown Parton Manor Junior School

Craven Drive, Churchdown, Gloucester, GL3 2DR

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good. The headteacher, school leaders and governors are focused on continuing to ensure this is a successful school, holding teachers to account and raising standards, and this is reflected in the good progress and achievement of pupils.
- Systems for monitoring the effectiveness of teaching and learning are good and enable teachers to develop their practice.
- Teaching is good throughout the school and teachers are successful in engaging pupils' interest and helping them to make good progress in their work.
- This is a happy school and pupils are treated with respect and as individuals in an atmosphere of care and support. They get on with each other and with staff very well.
- Behaviour in and around school is good and pupils feel safe. Bullying rarely happens and pupils say if it does occur it is always dealt with immediately.

It is not yet an outstanding school because:

- Teachers are not consistently applying the school's marking and feedback policy and pupils are not always given the opportunity to act upon teachers' marking.
- In a minority of lessons teachers do not always ensure that the more able pupils are provided with tasks which encourage them to work independently and extend their thinking skills.

Information about this inspection

- The inspector observed 12 lessons and also made a number of shorter visits to classrooms. Three of these lessons were observed jointly with the headteacher.
- Meetings were held with pupils, governors, a local authority adviser and the school's staff including senior leaders.
- The views of 36 parents and carers who responded to the online questionnaire (Parent View) were taken into account, as well as those gathered through discussions with parents and carers. The inspector also received and considered the views of nine staff in their completed questionnaires.
- The inspector observed the school's work and looked at a number of documents including: the school's self-evaluation and planning for improvement; the information the school keeps on pupils' current progress and achievement; reports on the quality of teaching; teachers' planning and work in pupils' books; records relating to pupils' behaviour and attendance; and the school's safeguarding procedures.
- In addition, the inspector scrutinised pupils' work and listened to pupils reading.
- The inspector observed morning playtime, lunchtime activities and attended an assembly.

Inspection team

Sarah Somers, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average junior school.
- The large majority of pupils are White British with English as their first language.
- The proportion of pupils supported by the pupil premium (additional funding from the government for children in local authority care, those known to be eligible for free school meals and the children of service families) is above average.
- The proportion of pupils supported through school action is well above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is also well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics in Year 6.
- The school has appointed a new headteacher since the previous full inspection.

What does the school need to do to improve further?

- Raise the overall quality and consistency of teaching to outstanding by:
 - ensuring that all teachers have high expectations of what pupils are capable of achieving and consistently provide pupils, especially those who are more able, with work that encourages pupils to think for themselves and work independently
 - ensuring the school's clear policy for marking is applied rigorously by all teachers and that pupils are given opportunities to correct their work and respond to teachers' marking.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well. Pupils join the school at the start of Year 3 with below average levels of attainment. Several often join the school with well below average levels of attainment. However, pupils quickly gain positive attitudes to learning, achieve well and make strong gains in their personal, social and emotional development. Standards of attainment in mathematics and English in Year 6 are presently comparable to the national average
- In 2012 at the end of Year 6 attainment in English, including reading, was broadly average. Mathematics attainment dipped in 2012 and the school quickly identified this and put successful actions in place to rapidly improve the progress of all pupils.
- The school's well-developed tracking systems of individual pupils' progress show that the proportion of pupils making better than expected progress is increasing rapidly. This is particularly noticeable in the improved rate of progress in literacy and mathematics of pupils presently in Years 5 and 6.
- Pupils take part in collaborative group work daily and work together to support each other's learning extremely well. Every opportunity is taken to develop pupils' speaking and listening skills and this ensures that pupils become confident when speaking publicly.
- Disabled pupils and those who have special educational needs receive focused support to ensure that they too make good progress. Good support is provided by the inclusion manager, class teachers, teaching assistants and outside agencies. This ensures that work is set at the right level for them, enabling them to make progressive steps in their learning.
- The funding the school receives for pupils entitled to the pupil premium is used effectively to ensure they are provided with similar opportunities to all other pupils. The extra support they receive is wide-ranging and, as a result, the attainment and progress of eligible pupils presently in Year 6 is similar to that of all other pupils in this year group. The gap has narrowed significantly during this academic year. In the Year 6 national assessments in 2012 the performance of pupils entitled to this funding was two years behind other pupils in mathematics and 18 months behind in English. Discussions with parents and carers and their responses through Parent View show that the vast majority agree that their children make good progress at the school.

The quality of teaching is good

- The headteacher ensures that there is a clear focus on promoting high-quality teaching, promoting learning and raising achievement so that all pupils make at least good progress.
- Teachers usually plan lessons well to meet the needs of all pupils. However, occasionally in a minority of lessons pupils, especially the more able, are not moved forward in their learning quickly enough and are not encouraged to think for themselves or work independently. As a result, they do not always make the progress they are capable of.
- Teachers use questions skilfully in order to encourage pupils to think carefully and to assess how much they know. A mixture of questions requiring shorter or longer responses ensures lessons are not slowed down.
- Disabled pupils and those who have special educational needs achieve well. They are monitored carefully by the inclusion manager and their additional needs are identified promptly and when progress is not as rapid as expected, measures are applied to tackle this. Teaching assistants work very effectively alongside teachers and are skilled at giving additional support to pupils.
- The school has a clear assessment policy which includes an expectation that teachers' marking will include advice on how work could be further developed in order to reach current targets or what has to be done to move up to the next National Curriculum level. The policy also encourages pupils to assess their own work and to respond to teachers' comments in their books. There is a little inconsistency in its implementation, so that on occasions pupils are not

clear how their work could be improved.

The behaviour and safety of pupils are good

- The school is a calm, friendly and very orderly place in which to learn. Behaviour is good in classes, around the school and in the playground areas.
- Pupils' attitudes are consistently positive and the good relations between pupils and staff are strengths of the school. Low level disruption in lessons is very infrequent but on the rare occasions it happens it is managed very effectively so that it does not disrupt teaching and learning.
- Pupils report that the school has a clear system of rewards and sanctions, which ensures that any unsatisfactory behaviour is dealt with effectively and promptly. Pupils who find behaving well more difficult are sensitively managed and skilfully supported so that, typically, their behaviour improves significantly.
- Pupils have a good understanding of different forms of bullying, including any that might be encountered through internet sites. They also have a good understanding of how to keep safe and say that they feel very safe in school. They say they are confident that any issues they raise will be dealt with promptly. Older pupils are trained peer mediators and support younger pupils in the playground. Pupils understand the need to have healthy lifestyles and exercise regularly. Through the school council, they demonstrate their pride in the school community and take their responsibilities very seriously.
- Pupils enjoy coming to school and this is reflected in their improved attendance. Pupils were very keen to emphasise how good they think their school is and they are very proud to attend.
- Pupils respond well to the strong moral and social guidance they receive. Pupils have a very clear sense of what is right and wrong. They develop very positive attitudes to life and learning through the teaching of common values and expectations through assemblies, in personal and social education lessons and through the successful 'GEMS' project, a project which encourages pupils to take responsibility for their actions and develops a range of skills for learning. One pupil commented, 'GEMS are great! They help us to have a good and happy life.'

The leadership and management are good

- The school is well led and managed and the headteacher models the professional standards she expects. Since her appointment, she has created a clear vision in which the achievement of pupils is a priority, while their wider social needs and understanding of the world are also promoted.
- The school's self-evaluation is rigorous. Leaders and managers have identified clear priorities for improvement. For teachers this is seen in the development of a termly 'Raising Achievement Plan' to help them get the best results for their pupils.
- The headteacher has developed a detailed and robust system for tracking the progress of individual pupils. Leaders have a thorough knowledge of how well individuals and groups of pupils are learning and making progress. This information is analysed and shared with the governing body and staff. Any pupils at risk of falling behind are quickly identified and given the support they need to help them catch up. This system has contributed well to the good progress made by pupils currently in the school.
- The headteacher has created a team spirit among staff. This was reflected in the unanimous positive comments of staff in their survey. The inspector fully agrees with the comment from a member of staff, 'We are a highly committed and hard-working staff. Relationships between staff and pupils are mutually respectful and warm.'
- Good levels of support for teachers, and training linked well to their individual development needs, have underpinned improvements to the quality of teaching. Staff have clear performance

management targets to bring about improvement. There is a strong link between teachers' pay and the quality of learning. During joint observations undertaken with the inspector, the headteacher was accurate in her assessments of teaching and learning and offered appropriate and developmental feedback to staff.

- A good curriculum and a range of experiences, for example the popular Forest School and trips to the theatre, enhance and add to pupils' enjoyment of learning. In assemblies pupils are encouraged to reflect on important issues. Positive relationships throughout the school, pupils' performances and many opportunities for creative work underpin pupils' spiritual, moral, social and cultural development.
- Equal opportunities are promoted well. Disabled pupils and those who have special educational needs are fully involved in all school activities. Discrimination of any kind is not tolerated.
- The school has ensured that its safeguarding policies and procedures are rigorous and meet all statutory requirements.
- The local authority has provided effective moderate support to this good school.
- Discussions with parents and carers and their responses through Parent View show that the vast majority agree that the school is well led and managed .
- **The governance of the school:**
 - provides appropriate challenge and support. The governing body has contributed to improvements in teaching and achievement by closely monitoring and conveying expectations of improvement. Governors understand the information they receive about pupils' progress and ask probing questions about any differences between the school's results and those of all schools nationally. They also understand the impact the well above average proportion of pupils with additional needs has on the school's performance in the national tests in Year 6. Governors have a clear understanding of the quality of teaching and how this links to teachers' pay, including the procedures for tackling any underperformance. They keep a close eye on the school's finances and have a clear understanding of the way in which funding, such as pupil premium, is used to raise the attainment of those pupils who receive it. Governors check closely whether arrangements for keeping pupils safe are being met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115564
Local authority	Gloucestershire
Inspection number	412938

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair	Alison Philcox
Headteacher	Frances Lark
Date of previous school inspection	21–22 January 2010
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