

Churchdown Parton Manor Junior School

Inspection report

Unique Reference Number	115564
Local Authority	Gloucestershire
Inspection number	338605
Inspection dates	21–22 January 2010
Reporting inspector	Colin Lee

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	The governing body
Chair	Andy Holness
Headteacher	Shaun Perfect
Date of previous school inspection	8 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent ten and a half hours looking at learning, visiting 24 lessons and observing nine teachers and two teaching assistants. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the data the school has collected on pupils' attainment and progress, the school strategic plan, lesson and curriculum planning and procedures for keeping pupils safe. Fifty parental questionnaires were returned and scrutinised by the inspection team, who also spoke with a number of parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and progress in mathematics
- the use of the whole curriculum for developing pupils' literacy, numeracy and information and communication technology skills
- teachers' use of information from assessment in the planning of pupils' learning.

Information about the school

The school is smaller than average. Pupils are taught in two single-age classes in both Years 3 and 6, a Year 4 class and two mixed-age classes of Year 4 and 5 pupils. Most of the pupils are from White British backgrounds. A small minority are from Traveller families. The current proportion of pupils with special educational needs and/or disabilities is well above average, with significant numbers having moderate learning difficulties, behavioural, emotional and social difficulties or speech, language and communication difficulties. The proportion with a statement of special educational needs is average. The headteacher was appointed in September 2007.

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

This is a good school. Some of its features are outstanding, most notably the drive and ambition shown in its leadership and management and the exciting, innovative curriculum that has been developed. These, together with good teaching, are the main reasons for pupils achieving so well and really enjoying their education during their time at the school.

Parents and carers, teachers and pupils agree that the school has been transformed since the headteacher's appointment. Many improvements are linked to the way that staff have worked closely together to improve pupils' behaviour and make radical changes to the curriculum. This has produced a better quality of learning for pupils and has led to them making good progress from low starting points in much of their academic and personal development. For some years, attainment at the start of Year 3 has been below average, and that of the most recent entrants was very low in reading and writing. Nevertheless, attainment by the end of Year 6 has risen sharply and is above average in English and science. Progress is slower in mathematics and attainment is only average, but there are signs that the emphasis placed on improving mathematical skills is gradually starting to have a positive impact. This is one of the main reasons why pupils' achievement is good rather than outstanding.

Pupils' enjoyment stems from the knowledge that they are valued and contribute much to the school community. They love physical activity and have an outstanding understanding of its importance, together with healthy eating, as the basis for a healthy lifestyle. Pupils say they feel safe and cared for at school and this reflects the outstanding quality of the care, guidance and support given to all pupils. Amongst the other outcomes in pupils' personal development, their good behaviour is particularly important because it contributes to the good working atmosphere in lessons. Teaching and learning are consistently good. Senior leaders have focused on improving the quality of teaching and creating ways for teachers to work with and learn from one another. This has led to teachers deciding to plan the curriculum in a new, exciting way. Subjects are linked together in topics, as they are in many schools. The difference here is how each topic is broken down into two-week blocks, with the first week spent on basic skills followed by a second week where these skills are applied in imaginative, creative learning activities. Pupils' learning is aided by target setting in literacy and numeracy. However, these targets are not always changed as soon as a pupil is ready for a new one, nor are pupils encouraged to record when they achieve a target. This can slow down progress, particularly in mathematics.

The outstanding leadership and management is the driving force behind the improving picture of attainment and teaching. The rapid rate of these improvements shows the

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school has a good capacity for further improvement in the future. The new curriculum has led to staff teams being created for leadership of different areas of learning. This collective approach works well. It makes self-evaluation a process carried out by everyone and, consequently, the school knows itself well. It knows, for example, that the low attainment at the start of Year 3 requires the teachers of this year group to adopt approaches to teaching early literacy skills that have not been needed before. This has raised a training need for the teachers concerned in order that the good literacy progress already evident in Year 3 can be increased even more and pupils can reach the attainment levels expected at the start of Year 4. The school has established outstanding partnerships with parents and carers, and with a wide range of educational and community organisations. The impact of these close working links is considerable and of great benefit to both pupils and staff.

What does the school need to do to improve further?

- Raise attainment and increase progress, particularly in mathematics, by encouraging pupils to record their progress towards achieving their specific targets and by setting new targets as soon as pupils are ready for them.
- Provide professional development opportunities for the teachers of the youngest pupils to enable them to develop their understanding of the teaching and learning of early literacy skills.

Outcomes for individuals and groups of pupils**2**

Parents and carers are confident that their children make good progress, and the inspection shows this to be true of all groups of pupils, notwithstanding the fact that good progress in mathematics is only just starting to be evident. In many lessons, pupils' attainment was seen to be above levels expected of their age. For example, many pupils in a Year 6 information and communication technology (ICT) lesson showed advanced computing skills as they created a sophisticated layout for the front page of a newspaper. The lead article on this page was a piece of journalistic writing that the pupils had produced to report the death of King Duncan as part of their study of Macbeth. The good quality of many pupils' writing, and the confidence with which the pupils talked about their work, showed literacy skills to be clearly above average. This showed that the recent concentration on improving pupils' skills in writing across the school is successfully raising attainment. Although the inspection occurred during a week when lessons focused on basic skills, inspectors' scrutiny of topic work, many displays around the school and incidental evidence from events, such as assemblies, confirmed that pupils achieve well in areas such as art, music and history.

All groups of pupils achieve well in relation to their prior attainment. These include the gifted and talented pupils as well as those with special educational needs and/or disabilities. The latter's consistent progress owes much to the good quality of support from teaching assistants. Fluctuations in the progress of Traveller pupils are minimised by highly effective specialist support and the ongoing contact, support and work

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programmes provided by the school and the support service when the pupils are absent. Pupils appreciate the way they are consulted about school life, both formally through questionnaires and in weekly class councils. They know that they make a difference. They recognise, for example, how important the new playground rules are important for helping everyone to enjoy playtimes. Pupils are eager to contribute to school life, and those with specific responsibilities, such as school councillors or playground mediators, carry out their duties very conscientiously. Pupils have a good understanding for their age of other cultures and faith groups. They talk extremely knowledgeably about the importance of healthy eating and are keen to take regular exercise. The outcomes in academic and personal development mean that pupils are well prepared for the next stage in their education.

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	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

A cornerstone of the good teaching is the use of information from assessment to plan the next stages in pupils' learning. This ensures that pupils have tasks that are matched well to their different abilities. Regular reviews of pupils' progress lead to creation of

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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well-planned programmes to help those falling behind or finding learning difficult, and the success of this provision is constantly evaluated. Teachers' high expectations of pupils' attitudes and behaviour produce a calm, productive working atmosphere in lessons. Pupils assess how well they have achieved the lesson objective that teachers have explained at the start of a lesson. In contrast, neither teachers nor pupils are considering how well pupils are progressing towards individual literacy and numeracy targets. This leads to delays before new targets are set and the effect of this is most marked in mathematics because it slows down progress.

The very detailed planning of the curriculum has many outstanding features. Many opportunities are provided for pupils to develop their literacy, numeracy and ICT skills through the topics. The topics themselves include carefully planned progressions over time in the skills of different subjects for example pupils gradually learn about the different ways of looking at evidence in history, or reading maps in geography, or learning to use different media in art. The creative arts in general are a strong element in the curriculum and pupils talk enthusiastically about their learning opportunities in about painting, sculpture, film making, photography, music and dance. The very practical approach to learning is aimed at many aspects of pupils' development, for example, learning stick dancing when studying Hinduism, producing a display of Gypsy Roma art to help understanding of Traveller lifestyles. There is a wealth of opportunities for educational visits and for pupils to work in school with visiting artists. These, like the many clubs and activities out of school hours, are very popular with all the pupils.

Like the curriculum, the outstanding quality of pastoral care, guidance and support impacts very well on pupils' personal development. The needs of any vulnerable pupils are fully met and there is extra help and support for these pupils whenever they need it. The school works tirelessly with outside agencies to extend support to pupils and families wherever it can.

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	1

How effective are leadership and management?

The headteacher's initial audit of the school's strengths and areas for development provided a clear agenda for school improvement. All staff have responded by matching his drive and ambition and it is their commitment to teamwork and determination to make things happen that is producing so many successes. This is exemplified by the work of the teams who are responsible for different areas of the curriculum. They plan

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together, they have developed excellent systems for assessing pupils' attainment and progress and they check that attainment and progress by monitoring and evaluating pupils' work together. They ensure that pupils of all abilities and interests have work that is challenging and meets their needs across the whole curriculum. All have a leadership and management role and all are outstanding in that role.

Senior leaders monitor rigorously the teaching and learning across the school. They work closely with class teachers in analysing the information about pupils' progress and constantly check how all pupils are progressing towards end-of-year targets that have been set for them. They have initiated a programme of opportunities for teachers to learn from one another so that best practice can be shared in order to maintain ongoing improvement in teaching.

Governance is good. The governing body monitors and evaluates school performance very thoroughly and contributes well to the strategic planning for improvement. Governors ensure that safeguarding arrangements are thorough and that staff are well trained and vigilant in their attention to health and safety, risk assessment and child protection issues. Governors and staff are very conscious of the need to promote equality and tackle discrimination and do this well, ensuring it permeates all aspects of school life.

The way that pupils contribute to the school community and life of the local and overseas communities reflects the school's good promotion of community cohesion. The school recognises that there is still work to do, so that pupils' understanding of other communities in the United Kingdom can be developed further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Views of parents and carers

Most parents and carers who returned questionnaires or who spoke to the inspection team are very happy with the school and are supportive. They say their children enjoy school and make enough progress. Inspectors were very impressed by pupils' enjoyment of all that they do at school and saw that all pupils make good progress and attainment is rising. A quarter of the questionnaires had additional, positive comments. These all included a high level of praise for the headteacher's leadership. The inspection team found many outstanding features in leadership and management. There are very few negative comments other than a concern or opinion that in most cases is unique to an individual.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Churchdown Parton Manor 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	50	23	46	0	0	1	2
The school keeps my child safe	29	58	21	42	0	0	0	0
The school informs me about my child's progress	19	38	28	56	3	6	0	0
My child is making enough progress at this school	16	32	30	60	3	6	0	0
The teaching is good at this school	19	38	31	62	0	0	0	0
The school helps me to support my child's learning	20	40	27	54	2	4	0	0
The school helps my child to have a healthy lifestyle	23	46	27	54	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)	20	40	25	50	1	2	0	0
The school meets my child's particular needs	18	36	29	58	3	6	0	0
The school deals effectively with unacceptable behaviour	30	60	18	36	2	4	0	0
The school takes account of my suggestions and concerns	20	40	26	52	3	6	0	0
The school is led and managed effectively	28	56	21	42	1	2	0	0
Overall, I am happy with my child's experience at this school	28	56	20	40	1	2	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 pupil's 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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 January 2010

Dear Pupils

Inspection of Churchdown Parton Manor Junior School, Gloucester GL3 2DR

Thank you for making us welcome in your school and for talking with us so willingly. We thoroughly enjoyed joining you in lessons and seeing you at work. We think your school gives you a good education and some things are outstanding. This is what we particularly appreciated.

- You make good progress and achieve above-average standards in English and science by the end of Year 6.
- You are taught well and teachers plan an outstanding curriculum that gives you many exciting learning opportunities. You behave well in lessons.
- You have an excellent understanding of the importance of healthy eating and exercise.
- You carry out responsibilities such as being a school councillor or playground mediator, and this makes an outstanding contribution to the life of the school.
- You say you feel safe in school ' this is because all the adults do an outstanding job in looking after you and making sure that you are safe and get help whenever you need it.
- The headteacher leads the school superbly and all the adults work well together to help the school to improve.

We have asked the school to do two things to help make things even better.

- You need to think about whether you are achieving your targets in literacy and numeracy and teachers need to give you new targets as soon as you are ready. This will help you get better at numeracy in particular so that you reach higher standards.
- Teachers in Year 3 need to have some extra training so that these pupils' work in reading and writing carries on from what they were doing in the infant school.

We hope you will carry on enjoying learning and helping your teachers to make Churchdown Parton Manor Junior School to be an even better school.

Yours sincerely

Colin Lee

Lead inspector

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