

Charlton Kings Infants' School

Lyefield Road East, Charlton Kings, Cheltenham, Gloucestershire GL53 8AY

Inspection dates

22–23 May 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The headteacher has had a very positive impact on the school at many levels since her appointment in January 2017. Staff respect her leadership. They feel involved in decision-making and so they are well motivated and committed to new ways of working.
- As national expectations have risen, the school has not sustained an outstanding standard of education for pupils. However, the headteacher's actions, in a short space of time, have ensured that the school is securely good.
- In the early years, strong leadership, effective teaching and a rich, inviting environment have combined to ensure that outcomes for children are good and improving.
- A high proportion of pupils attain the expected standard in the Year 1 phonics screening check. Pupils' progress in reading is good. By the end of key stage 1, pupils' attainment in reading is above average. Teaching encourages pupils to read often.
- Key stage 1 pupils' attainment in writing was below average in the past. It is improving for current pupils. However, pupils' spelling is still a weakness.
- Teaching is consistently good and improving. Pupils are motivated and challenged well in class. However, work for the most able pupils is sometimes too easy, especially in writing.
- Senior leaders have introduced new approaches to teaching mathematics. These are helping pupils make good progress.
- Teachers' planning is consistently strong across the school. The curriculum is suitably broad and is enriched with many exciting activities.
- The contribution of teaching assistants in promoting pupils' good progress is variable in its effectiveness, particularly for pupils who have special educational needs (SEN) and/or disabilities.
- Pupils are friendly, polite and considerate. They behave well in lessons and respect their teachers.
- Senior leaders understand the school's strengths and weaknesses well. Their development plans are clear about what needs to be done to improve the school further.
- Many middle leaders are new to their roles. They are beginning to develop the rigour of their checks on the quality of teaching in their areas but these are not yet fully established.
- The governing body has restructured the way it holds the school to account. This is enabling it to challenge and support the headteacher more effectively.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievements by:
 - improving pupils' ability to spell a wide range of common words
 - raising teachers' expectations of what the most able pupils are capable of in their writing
 - providing teaching assistants with further training so they are more effective in supporting pupils with SEN and/or disabilities.
- Improve leadership and management by consolidating and extending the leadership skills of middle leaders so they further develop their monitoring of the quality of teaching, learning and assessment.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is well respected by staff. She leads with conviction and yet she is approachable. Her collaborative approach to leadership means that, although she has introduced many new systems in different areas of the school's work, staff have accepted change readily. Improvements are taking hold quickly.
- Senior leaders' roles have been reorganised and redefined. They have well-defined responsibilities, and so clear lines of accountability have been established. As a result, the headteacher's high expectations are communicated well to all staff. Her vision is shared by senior leaders. Their plans accurately pinpoint how to improve the school further.
- The headteacher and senior leaders have increased professional collaboration within school and with other schools and organisations. Teaching is improving as a result of this outward-looking stance. For example, new guidelines for pupils' handwriting have been introduced after discussions with a local junior school.
- Several middle leaders have taken on, or are about to take on, new responsibilities. They are receiving training to develop their leadership skills. However, they are not yet fully established in their roles. Their monitoring of the quality of teaching, and of pupils' progress, is not yet as detailed as it needs to be.
- Senior leaders ensure that teachers have appraisal objectives that will help them improve the quality of their teaching. These are carefully matched to the experience of staff and their responsibilities. Teachers receive training which aligns with the school's development priorities, for example training in new approaches to mathematics teaching. However, training for teaching assistants has not been as extensive, and so some are not yet fully effective in their roles.
- Senior leaders keep the curriculum under review, and ensure that it includes a broad range of activities such as science days and a 'mini-marines' programme provided by the Royal Marines. Some areas of the curriculum, such as English and mathematics, are taught as separate subjects. The rest of the curriculum is taught using a topic-based approach. The school has chosen activities which capture pupils' interest and encourage good attitudes to learning.
- Pupils' spiritual, moral, social and cultural development is provided for well throughout the curriculum. Pupils' recent choir performance at the Cheltenham festival is one of many examples.
- Pupils are prepared well, at a level appropriate for their age, for life in modern Britain. The school's values are known well by staff and pupils. During the inspection, for example, the value of the term was kindness. Pupils are taught to be tolerant of each other's differences and staff model consistently this inclusive attitude.
- Senior leaders are aware that additional funding for pupils who have SEN and/or disabilities is not yet consistently effective in supporting these pupils to make good progress.

- Senior leaders use pupil premium funding to support disadvantaged pupils by providing programmes to improve their well-being and engagement in learning. As a result, this funding contributes to getting pupils ready to learn, as well as providing extra academic help.
- Funding provided through the sport premium is used successfully to increase pupils' participation in sporting activities. Teachers' skills are enhanced because specialist coaches model good practice.
- Parents and carers are very supportive of the school and its staff. They appreciate the good communication they receive from the school. Parents who spoke to inspectors, and those who responded to the Parent View survey, would recommend this school wholeheartedly to other parents.

Governance of the school

- The governing body has changed significantly in the past two years. Having successfully recruited a new headteacher in January 2017, governors reconsidered their strategies for improving the school. From September 2017, they have been working within a new structure. Governors' roles are clearly defined and these now align with senior leaders' roles so the governing body is able to hold senior leaders to account effectively for the performance of the school.
- The chair of the governing body ensures that governors' skills are kept up to date and that all statutory duties to safeguard pupils are fulfilled. Using expert advice, he ensures that the performance of staff, including the headteacher, is managed rigorously. He uses external reviews of aspects of the school's work wisely. As a result, governors understand the impact of additional funding for disadvantaged pupils, for physical education and sport, and for pupils who have SEN and/or disabilities.
- Governors are highly skilled and committed to their work. They maintain good communication with parents. This contributes well to governors' clear understanding of the strengths and weaknesses of the school, and to parents' high level of satisfaction.

Safeguarding

- The arrangements for safeguarding are effective. Senior leaders ensure that the school's policies and procedures for keeping pupils safe are fit for purpose. Leaders keep detailed records of any concerns that are raised. Leaders liaise with external agencies effectively to follow up concerns.
- Detailed assessments are made of any risks that might be involved in school activities and how they may be minimised, for example when pupils go on school trips. Parents say pupils feel safe and are kept safe at school. They recognise the great care that staff take over their children's safety and well-being.
- Senior leaders make appropriate checks on all staff before they are appointed to make sure they are suitable to work with children. Staff receive appropriate training and updates to make sure they remain alert. Consequently, there is a culture of vigilance at the school which ensures that pupils' safety is maintained.

Quality of teaching, learning and assessment

Good

- Teaching is consistently good and improving. Senior leaders have changed the curriculum over the past year and provided teachers with training to help them take on board new ways of working. Teachers have been receptive to these new ideas and have readily collaborated to share good practice. Consequently, teaching is well planned and effective.
- Teaching of reading is a strength. Teaching encourages pupils to read and extend the types of books they choose. Pupils continue their enthusiasm for books beyond their lessons. Pupils' reading records show many read an increasing amount at home.
- Phonics teaching is regular and frequent so that pupils have many opportunities to practise their skills. Teaching develops most pupils' early reading skills well. However, some pupils could move on to harder phonics work more quickly.
- Teachers have changed their approach to teaching mathematics. Teaching helps pupils improve their fluency in handling numbers. As a result, many pupils are now more confident to use basic number facts and operations quickly.
- Senior leaders have worked with teachers to define clearly how pupils' knowledge, understanding and skills should develop as they progress through the school. Consequently, teachers' expectations of what pupils are capable of achieving have risen but are not yet high enough for the most able pupils in writing, particularly boys.
- Teachers' strong subject knowledge underpins good planning of learning tasks. Teachers use resources imaginatively and so pupils are interested and motivated by the activities they are given.
- Teachers and teaching assistants build positive relationships with pupils throughout the school. Pupils feel secure and well cared for, and this helps them to learn. Teaching assistants are well motivated and committed. However, their skills are not sufficiently well developed, particularly when helping pupils who have SEN and/or disabilities. As a result, the impact of their work on pupils' progress is not consistently strong.
- An overwhelming majority of parents who responded to the Parent View survey believe that pupils are well taught. The school's own survey of parents' opinions tells the same story. Parents are very happy with the quality of teaching, learning and assessment at this school.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show good attitudes to learning. They were keen to talk to inspectors about their work and express great pride in their school.
- Teachers make effective use of assemblies to develop pupils' ability to reflect and think about issues such as tolerance and respect. For example, visitors from a local church

present dramatised biblical stories. Pupils develop good personal and social skills because adults expect them to be respectful, kind and caring to others.

- Pupils feel safe and well cared for. They can talk about the different ways they keep themselves safe, at an appropriate level for their age. For example, Year 2 pupils understand they should never share personal information with others when using the internet.
- Pupils say that bullying is very rare. If pupils do fall out with each other, teachers and teaching assistants are good at helping pupils to solve any disagreements.
- Pupils' emotional well-being is seen as equally important to their academic learning. Pupils know there is always an adult they can talk to if they have any concerns or worries. Pupils are beginning to benefit from the healthy living and learning programme that leaders have recently developed.
- The school ensures that pupils are well prepared to move on to junior school when they reach the end of Year 2.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons and show respect to each other and their teachers. Pupils are always ready to help each other with their work and collaborate readily when they play.
- At playtime and at lunchtime, pupils show good attitudes to each other. They are well mannered and considerate as they move around the school. The school is an orderly environment where pupils are happy.
- Pupils' rate of attendance is consistently above the national average, but senior leaders are not complacent. Pupils' attendance is monitored closely, and those who find it difficult to attend school regularly are helped to improve. As a result, very few pupils are persistently absent from school.
- Parents are very positive about the standard of behaviour. The vast majority of parents who responded to the Parent View survey believe that pupils are well behaved.

Outcomes for pupils

Good

- Pupils make good progress and so attain well at Charlton Kings Infants' School. In 2017, the proportion of pupils who reached the expected standard in reading by the end of key stage 1 was above the national average. Pupils enjoy reading. They speak confidently about their favourite books.
- Key stage 1 pupils' attainment in mathematics is around the national average. Girls are now making better progress in mathematics than in the past as a result of improvements in mathematics teaching. In Year 1 in particular, their improved progress means that the girls have caught up with the boys.
- Pupils' attainment in writing at the end of key stage 1 in 2016 was below that of other pupils nationally. Pupils made better progress in writing in 2017, and so their

attainment at the end of key stage 1 was in line with the national average. Current key stage 1 pupils' writing skills are continuing to improve. However, too many pupils misspell common words.

- Pupils' phonic knowledge is secure. The proportion of Year 1 pupils who reached the expected standard in the Year 1 phonics screening check has been above average for the past three years. The school's assessment information indicates that current Year 1 pupils will also attain well in the screening check.
- The most able pupils make good progress in reading and mathematics. A high proportion of pupils who were exceeding expectations at the end of the Reception Year go on to attain at a greater depth by the end of key stage 1. However, the progress of the most able pupils, particularly boys, is not as strong in writing.
- Disadvantaged pupils are well supported in key stage 1. The school has effectively used pupil premium funding to provide well-being support that ensures that disadvantaged pupils are emotionally ready to learn. They make good progress as a result. There were too few disadvantaged pupils in key stage 1 in 2017 for their results to be reported without the risk of identifying individuals.
- Pupils who have SEN and/or disabilities receive effective support as a result of better identification and assessment of their needs. More of these pupils are now making good progress from their starting points.
- Pupils achieve well in a range of subjects because they are interested and motivated to learn. For example, current pupils make good progress in art and science.

Early years provision

Good

- Leadership in the kindergarten and in the Reception classes is strong and provides clear direction for all adults working in the early years provision. Staff comment on the strong team spirit and the high degree of trust that exists between them. As a result, staff communicate well with each other and they are well motivated.
- Most children enter the early years with skills and abilities that are typical for their age. They make good progress. The proportion of children who reach a good level of development by the end of Reception Year has been above average and rising for the past three years.
- Self-evaluation is honest and accurate. Leaders are aware that a small number of disadvantaged children are not on track to reach a good level of development. They are taking steps to improve the progress of this group.
- Leaders ensure that all children are kept safe and they learn how to keep themselves safe. Staff are well trained and vigilant. All welfare requirements in the early years are fulfilled.
- Teaching is effective in the early years. Staff are adept at developing children's confidence and independence. For example, when playing a collaborative game, 'duck, duck, goose', staff initially modelled the activity and then gradually withdrew to let the game run without their help.

- The early years curriculum fires children’s imaginations and motivates them. Children were excited when they were asked to set a trap for some pirates who had stolen the rings from the royal wedding. Staff link these experiences to learning effectively.
- Indoor and outdoor activities provide a lot of scope for children to investigate, explore and find things out for themselves. For example, children throughout the early years find out about nature through forest school sessions on the school site.
- Children’s behaviour is good. Staff model routines and rules well. Children are polite to each other and to adults. In the kindergarten they happily share toys and equipment with each other. Children in Reception cooperate well with each other when they are playing.
- Staff engage well with parents and families. They share information regularly through an online system. Parents are invited into school for workshops and events to learn about their child’s education. Parents are pleased with the early years provision and have great confidence in its leadership. They were very keen to tell inspectors about the positive experiences of their children.

School details

Unique reference number	136999
Local authority	Gloucestershire
Inspection number	10033160

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	Board of trustees
Chair	James Attack
Headteacher	Katie James
Telephone number	01242 514483
Website	www.ckis.org.uk
Email address	head@charltonkings-inf.gloucs.sch.uk
Date of previous inspection	Not previously inspected as an academy

Information about this school

- Charlton Kings Infants' School converted to become an academy in September 2011. Its predecessor school, with the same name, was last inspected by Ofsted in January 2009. It was judged to be outstanding overall at that time.
- The chair of the governing body took up his role in September 2015. The headteacher was appointed in January 2017.
- The school is an average-sized infants' school. The school has a kindergarten which provides education for children aged three and above.
- The proportion of pupils who have SEN and/or disabilities is below average.
- The proportion of pupils who are supported through pupil premium funding is well below average.
- Most pupils are of White British heritage.

Information about this inspection

- Inspectors met with the headteacher, the chair of the governing body and three other governors, senior and middle leaders.
- Inspectors observed learning across all age groups and scrutinised a wide range of pupils' work. Inspectors spoke with several teachers and teaching assistants about their work.
- Inspectors spoke with pupils in lessons and at playtime and lunchtime. The lead inspector held a meeting with pupils from the school council and the eco committee.
- Inspectors looked at a range of documentation including minutes of governors' meetings, development plans, analysis of pupils' progress, safeguarding documents and the school's review of its own performance.
- Informal discussions took place with several parents. Inspectors also took account of 155 responses to the online questionnaire, Parent View, and the school's own analysis of parents' views.

Inspection team

Paul Williams, lead inspector	Her Majesty's Inspector
Paula Marsh	Ofsted Inspector
Ross Newman	Ofsted Inspector

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