

# Inspection of Charville Academy

Bury Avenue, Hayes UB4 8LF

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Inspection dates: 11 and 12 May 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils enjoy coming to school because they make friends, and their teachers help them to learn and remember interesting facts and key knowledge. Pupils are proud to receive certificates for demonstrating the school's values, such as being respectful, caring and determined.

Leaders have high expectations of pupils' achievement in all subjects. Over time, pupils develop skills successfully in communication, including listening well and debating different points of view maturely. They are well prepared for the next stages in their education.

Pupils like the recently introduced house system. Collecting house points inspires them to focus on their learning and encourages them to behave sensibly. Staff in the school keep children safe. They sort out any upsets and rare instances of bullying.

Leaders organise special events, such as educational outings and guest speakers to help pupils' learning. For example, pupils in Year 2 recently heard what it is like to be an Antarctic explorer and pupils in Year 6 learned more about the Second World War on a recent museum visit. Pupils take on responsibilities, including as members of the school council and class librarians. Pupils organise fundraising events, such as cake sales, and contribute to the school's weekly newsletter.

## **What does the school do well and what does it need to do better?**

Leaders have designed a well-organised curriculum across all subjects. Subject leaders have thought about the themes pupils should be taught each year. Leaders break down the key content into explicit steps so that teachers know what leaders expect pupils to be taught. Leaders provide helpful guidance to teachers in subjects in which they are less confident by anticipating and clarifying common misconceptions. Pupils learn subject-specific knowledge and skills.

Leaders ensure that pupils have regular opportunities to recall and remember what they have been taught in the past. Teachers identify areas that pupils need to revisit before moving on to more complex ideas. Teachers use a range of resources and strategies to adapt their teaching to ensure that all pupils, including those with special educational needs and/or disabilities, access the same curriculum.

In a few subjects, leaders' identification of the precise content pupils should be taught and in what order is in development. Leaders continue to review the curriculum to ensure that teachers know what key facts and vocabulary pupils should learn and build on over time.

The programme for the teaching of reading is securely embedded in the school. Staff receive regular training in phonics. Pupils are taught phonics consistently and effectively. Leaders identify any pupils who fall behind and put extra help in place. Pupils develop decoding and blending skills and become fluent readers. Staff

organise activities to encourage pupils to read, including visiting authors and weekly visits to the library. Children in the Nursery were attentive and settled as their teacher read them a story.

Pupils' learning across all subjects is enriched through reading non-fiction texts selected by leaders that are specifically relevant to what pupils are studying. Leaders have taken care to reflect the diversity of backgrounds represented by pupils and their families in the school's community. Pupils learn about notable figures in subjects such as art and geography. They consider points of view from different perspectives, thinking about how, for example, a scientist or historian, would respond to a question.

Leaders introduced a revised behaviour policy earlier this academic year. New routines have been effective in improving pupils' behaviour. Pupils are motivated by and attentive to their teachers. Pupils engage in discussions enthusiastically and purposefully.

There is a range of extra-curricular clubs for pupils, including various sports, performing arts, computing and cookery. Leaders give everyone an equal opportunity to take part. In personal, social and health education, pupils are taught about a broad range of themes. For example, pupils in Year 6 were taught about banking and finance and received guidance about travelling safely as they prepared for more independence when they move to secondary school. Leaders worked with parents and carers to develop the programme of relationships and sex education. Pupils are taught about the people who care for them and who to talk to if they are worried about anything.

Leaders regularly communicate with parents about their children's experiences at school. Leaders support staff with their workload. All staff appreciate the training they receive relevant to their roles. Leaders act swiftly when they identify that improvements are needed. They work productively with external partners and make helpful links with other schools to share ideas and strong practice.

The governing body knows the school well. The governing body receives the necessary training and information from leaders so that they fulfil their statutory responsibilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are knowledgeable about the latest safeguarding requirements. They ensure that all staff receive training and know the signs to look for, and their responsibilities to report any safeguarding concerns. Leaders and staff know and follow the appropriate referral procedures. Leaders work with a wide range of external agencies to support pupils and their families. Leaders are alert to local safeguarding risks to pupils. Pupils are taught about ways to keep safe in a wide range of

contexts, including road safety, and not to talk to strangers online and out in the community.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, leaders' identification of the precise content that pupils should be taught and the order in which it is sequenced is in development. In these subjects, the progression of pupils' knowledge and skills is not as carefully thought through. Leaders should continue their review of the curriculum so that the precise subject content they expect pupils to learn and the sequence of delivery are clearly identified.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139609
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10228202
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	468
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Suzy Ford
<b>Headteacher</b>	Nicola Kelly
<b>Website</b>	<a href="http://www.charvilleacademy.org">www.charvilleacademy.org</a>
<b>Dates of previous inspection</b>	25 and 26 April 2017, under section 5 of the Education Act 2005

## Information about this school

- The school does not make use of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with school leaders, including the chair of the governing body and four other members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, history, mathematics, music and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in some other subjects.

- The inspection of safeguarding included meeting with the leaders with responsibility for safeguarding, scrutiny of documentation, speaking to staff, pupils and parents, and consideration of relevant aspects of the curriculum.
- Inspectors took into account responses to online surveys completed by staff and pupils. Inspectors also looked at the responses to surveys carried out by school leaders. The views of parents were considered in response to the online survey and by speaking with parents at the school gate.

### **Inspection team**

Amanda Carter-Fraser, lead inspector	His Majesty's Inspector
Karen Kent	His Majesty's Inspector
Meena Walia	Ofsted Inspector

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Piccadilly Gate  
Store Street  
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