

Inspection of Field Court Junior School

Courtfield Road, Quedgeley, Gloucester, Gloucestershire GL2 4UF

Inspection dates: 25 and 26 March 2025

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Outstanding

The headteacher of this school is Kelly Armstrong. This school is a single academy trust school. Other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Anna Macey-Michael.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since September 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils thoroughly enjoy attending Field Court Juniors. They are incredibly proud of their school. The school has high ambition for all pupils. The school's vision to be a 'beacon of excellence' aims to equip pupils with what they need for their learning now and for the future. Consequently, pupils are highly motivated and achieve well.

The school values are intrinsically woven throughout the school. They set out high expectations for behaviour such as the importance of being self-confident, trustworthy and resilient. Pupils understand the values well and consistently strive to embody them in their actions. Pupils demonstrate high levels of respect for one another and for staff. Pupils' behaviour is impeccable. Older pupils in particular demonstrate high levels of independence and maturity in their choices.

Pupils enjoy the range of rewards they receive for their positive behaviour choices. This includes earning the school's currency, 'courts'. Pupils enjoy spending their 'courts' in the school's emporium. This helps them to learn about saving and the value of money. Older pupils manage the emporium. They relish this opportunity. This helps them to learn about responsibility. Pupils also enjoy other leadership opportunities such as being ambassadors for reading and music.

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

The school has designed a well-sequenced curriculum. It sets out the essential knowledge it wants pupils to learn and remember. There has been a relentless drive to develop the curriculum. This work is ongoing.

There has been a significant focus on developing teaching strategies that support pupils' learning effectively. Teachers have the subject knowledge they need to teach the curriculum well. They provide clear explanations. Staff choose activities carefully to help pupils to learn new content. For example, older pupils confidently use appropriate mathematical vocabulary to explain how to multiply mixed numbers and improper fractions.

In the wider curriculum and science, the school has recently redesigned the strategies teachers use to improve pupils' recall of knowledge. These provide opportunities for pupils to revisit their previous learning. However, this work is in its early stages. Some pupils struggle to recall what they have learned previously. This means that they are not able to build on what they already know. As a result, in those subjects, some pupils' knowledge is less secure.

Reading is a priority. Staff support pupils to learn the strategies they need to read well. If pupils fall behind, they quickly receive the support they need to catch up. The school has identified high-quality texts to develop pupils' breadth of reading. Many pupils enjoy reading and read a wide variety of books. They talk enthusiastically about their favourite genres and authors.

There is an inclusive culture in the school. Staff swiftly identify pupils with special educational needs and/or disabilities (SEND). The school has recently made changes to the curriculum to better support pupils with SEND. The school is developing its use of adaptations across the curriculum. Some of this work is very new. At times, some pupils with SEND do not secure skills they need to be ready for later work, such as in writing.

Pupils demonstrate positive attitudes to their learning. Lesson time is calm and purposeful. Pupils learn without disruption. They play well together at social times. The school works closely with families to ensure that there are clear expectations for attendance. The school's actions help to improve pupils' attendance.

The school goes above and beyond to support pupils' personal development and to ensure that their learning extends beyond the academic. This prepares them well for the future. Pupils learn to be responsible and active citizens. For example, pupils raise money for charities. Before they fundraise, they write to the charities to find out how the charity works and how they will use the money. This helps pupils to learn about the difference that their actions can make.

Parents and carers are supportive of the school. They value the care and support that staff provide. Staff are proud to work at the school. They appreciate the support and consideration that leaders provide with regard to their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, recent changes to the school's approach to curriculum implementation are not embedded. This includes opportunities for pupils to recap and practise prior learning and strategies for adaptive teaching. This means that there is some variability in how well pupils, including pupils with SEND, remember essential knowledge that they have been taught before. The school should ensure that it embeds changes to the curriculum implementation, including opportunities for pupils to revisit important learning, so that they know more and remember more over time.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137432
Local authority	Gloucestershire
Inspection number	10344618
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	Board of trustees
Chair of trust	Anna Macey-Michael
Headteacher	Kelly Armstrong
Website	www.fieldcourt-jun.gloucs.sch.uk
Dates of previous inspection	18 and 19 September 2014, under section 5 of the Education Act 2005

Information about this school

- The school uses two alternative provisions. One is registered and one is unregistered.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher, curriculum leaders, groups of staff and other members of the school's leadership team.
- An inspector held meetings with members of the trust board, including the chair of trustees, and the school's external improvement partner.
- The inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited a sample of lessons, looked at samples of work and spoke to some pupils about their learning in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors spoke to parents at the start of the school day. Inspectors also considered the responses to Ofsted Parent View, including parents' free-text comments.

Inspection team

Nicky McMahon, lead inspector

His Majesty's Inspector

Lizzy Meadows

Ofsted Inspector

Nicola Berry

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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