

# Christopher Rawlins Church of England Voluntary Aided Primary School

Inspection report

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<b>Unique Reference Number</b>	123186
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	359381
<b>Inspection dates</b>	2–3 March 2011
<b>Reporting inspector</b>	John Earish

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Ding
<b>Headteacher</b>	Rose McCready
<b>Date of previous school inspection</b>	3 March 2008
<b>School address</b>	Aynho Road Adderbury, Banbury OX17 3NH
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 15 lessons with eight teachers being seen. Meetings were held with representatives of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors also analysed 111 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by all pupils, especially the higher attainers, to determine if it is sufficient and consistent across the school.
- Consistency in the quality of teaching and use of assessment and its impact on raising achievement for all pupils.
- The roles of leaders and managers at all levels and governors in securing and sustaining improvements, particularly in relation to the quality of teaching and learning and progress in mathematics.

## Information about the school

This is an average-sized village school where almost all pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities varies from year to year and is below that found nationally. Most of these pupils have moderate learning difficulties or speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is below the national average. The school has achieved Healthy School Status and the Activemark for sport.

**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 where pupils make good progress and achieve well. The very large majority of parents and carers who responded to the questionnaire agree. One parent or carer, representing the views of many, commented, 'The school gives excellent opportunities to develop the whole child ? including sports clubs, musical activities and stimulating partnership initiatives.' Another added that, 'I have been very impressed with the excellent teaching, interesting topics and how teachers have met the individual needs of my daughter.'

Attainment is above average and improving as pupils in the current Year 6 are well on track to reach higher levels of attainment this year in both English and mathematics. Detailed analysis of the performance of other cohorts of pupils across the school and a scrutiny of their work show they too are making good progress and achieving well.

Achievement is good because teaching and learning are of good quality. This is because teachers and teaching assistants provide effective, targeted support and have a clear overview of each individual's performance. This is a consequence of the improvements to the systems for tracking, assessing and analysing pupils' progress since the previous inspection. Teachers are increasingly effective at using this information to constantly review and update pupils' individual targets to ensure they are sufficiently challenging. However, on a small number of occasions, teachers miss opportunities for pupils, especially the higher attainers, to explore their own ideas or do not give them enough time to do so. This means that pupils do not always use their initiative as well as they could.

Pupils are well cared for and feel secure and happy. As a result, the vast majority enjoy coming to school, attend regularly and behave well. The school's emphasis on promoting healthy lifestyles, recognised in its national awards, ensures that pupils have a good understanding of how to stay fit and healthy. Pupils find the targets they are given and the opportunities for self-assessment provide them with something to aim for and help them gauge how well they are doing. Although their books are marked regularly, teachers' written comments do not always clearly explain how they can improve their work.

Pupils make a good contribution to the school and local community and are broadening their understanding of the wider community. However, opportunities to increase their understanding of cultural diversity within the United Kingdom are not yet as well developed.

The good curriculum is imaginatively planned and contributes well to pupils' good learning and enjoyment. There are effective links between the different areas of learning so that skills learned in numeracy, literacy and information and communication technology are developed well in other lessons. A variety of programmes help pupils who are falling

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behind their targets to catch up. Learning is brought to life through a wide variety of additional activities that add much to the pupils' enjoyment of school. However, there are sometimes missed opportunities within planning to exploit fully opportunities for independent learning.

Senior leaders analyse assessment data carefully and rigorously check the performance of staff, as a firm basis for self-evaluation and identifying priorities for improvement. As a result, there has been considerable improvement through the concerted action to tackle identified shortcomings. This means the school is dismantling the barriers to learning with skill and determination and pupils are achieving well. The governing body, too, is making a good contribution to the strategic management of the school by acting as an effective critical friend. This gives the school good capacity for sustained improvement.

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

- Ensure that the quality of teaching and learning is consistently good or better by creating more opportunities for pupils, especially the higher attainers, to work independently.
- Ensure that teachers' marking consistently gives pupils a clear idea of what they need to do to improve their work.
- Strengthen pupils' understanding of cultural diversity within the United Kingdom.

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

**2**

Pupils' good behaviour and their willingness to help and support each other underpin the positive climate for learning in all classes. Inspection evidence shows that the recent dip in performance in mathematics at Key Stage 2 has been addressed well and all groups are making good progress across the school. The proportion of pupils on-track to reach the higher Level 5 in mathematics is improving significantly compared with previous years. Pupils' positive attitudes for learning, good achievement and well-developed social and interpersonal skills mean they are well prepared for the next stage of their education.

Children join the school in the Early Years Foundation Stage with skills and understanding that are broadly typical for the age group. Good provision for these children is enabling them to make good progress and achieve well. Inspection evidence shows that all groups of pupils across the school, including higher attainers and those with special educational needs and/or disabilities, are making good progress and achieving well.

Pupils enjoy learning because teachers made lessons fun, have high expectations of what they can do and encourage them to be creative. As one pupil said, 'We are expected to do well and the teachers are good at helping each of us do even better.' In a very successful Year 6 English lesson, for example, pupils were using different literary devices to compare contrasting settings. Pupils worked with partners extremely well and used technical vocabulary very confidently in their descriptions. They achieved this without the direct intervention of the teacher, and confidently shared ideas with each other. On another occasion, Year 4 pupils were fully engaged in using laptop computers to display data using bar graphs and charts. They listened to each other very carefully and showed considerable interest as they worked through the mathematical challenge. Everyone was involved and they helped and supported each other well. Occasionally, pupils' enthusiasm wanes a little

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when they are not given sufficient opportunities to work independently and explore their own ideas.

Pupils say they feel safe in school and have confidence in the teachers around them. They take their responsibilities around the school very seriously and have recently designed their own anti-bullying leaflet. Pupils enthusiastically support the work of the active school council. They have, for example, been consulted about lunch menus and grow their own fruit and vegetables. The Eco team and Power Rangers promote energy conservation and raise awareness of the importance of recycling. Pupils make a good contribution to the local community through, for example, the Rotary Club 'Alternative Christmas Card' appeal, the Banbury Charter Tapestry and activities at St Mary's Church.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is good in most lessons and in some cases is better. Typically, teaching is lively and grabs and retains pupils' attention. For example, in a Year 1 literacy lesson, pupils were learning to write sentences using imaginative words. They made imaginary faces from salt dough and then collected words they could use to describe them. They eagerly set about writing as their teacher moved from group to group helping, clarifying and challenging. There is an emphasis on developing language and mathematics skills in most lessons and teachers use pertinent questions well to stimulate thinking. Assessments of pupils' progress are used well to meet pupils' differing needs and targets are adjusted

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regularly to ensure work remains challenging. Occasionally, however, teachers fail to fully exploit opportunities for independent learning. Pupils say they much prefer learning in this way because it is both challenging and fun. It also makes them feel responsible for their own progress.

The school takes good care of pupils. Adults place pupils' well-being at the centre of their work and this makes the school a happy place to be. There are good partnerships with outside agencies to get additional support when it is needed and skilled teaching assistants also make a very valuable contribution to the learning of pupils who need extra help with their work. The school works well with parents, volunteers and a variety of external agencies to support those children most at risk.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The strong impact of leadership is seen in how effectively the headteacher and the senior leadership team are embedding ambition and driving improvement. A climate has been created where everyone is working successfully to improve the school further. Members of the senior leadership team and subject leaders fulfil their responsibilities well. The analysis of assessment information means that leaders are able to identify underachievement quickly and take action to remedy it. By checking carefully on the school's performance, senior leaders have a clear picture of the quality of teaching and where improvements are needed. Other leaders play an increasingly effective role in supporting the development of their colleagues through observing each other teach and the scrutiny of planning.

The governing body ensures that safeguarding procedures are of good quality and that all statutory requirements, including child protection and risk assessment, are regularly reviewed and approved. It is well established and has a good understanding of the school and the community it serves. It takes a strategic view of the school's development and is increasingly effective at holding the school to account for its performance.

The school is good at engaging with parents and carers and helping them to support their children's learning. A new computer-based interactive learning platform was being introduced to a small number of parents and carers during the inspection. This pilot is currently being evaluated and is shortly to be rolled out across the school. This will provide even more opportunities for parents and carers to engage in their children's education. The school also holds workshops to help them support their children's mathematical development at home.

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Promoting equality of opportunity and tackling discrimination is central to the work of the school and is effective. For example, the gap between the performance of boys and girls has narrowed in mathematics. The success of the drive to make this a cohesive school community and to ensure that discrimination of any sort is not tolerated is reflected in the way pupils of all backgrounds and abilities mix happily together.

The contribution the school makes to community cohesion is satisfactory. While links with the immediate community are well developed, pupils' knowledge and understanding of other communities in the United Kingdom are at a much earlier stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Consistently good teaching means that children achieve well from their starting points. Children settle quickly and benefit from well-structured routines and organisation that help them to feel safe, secure and excited about coming to school. They behave well, are well aware of routines and know what is expected of them. This is because adults are good at promoting their personal development and well-being.

There is a good balance of child-initiated and adult-led activities across all areas of learning and children benefit from good opportunities to promote independence, investigation and communication skills. For example, children were seen during the inspection designing posters to let others know when the library was open. They worked collaboratively together, taking turns and sharing resources. The adults used every opportunity to develop their vocabulary and number skills through careful use of questions.

Regular observations and assessments are made in each aspect of learning and children's learning journeys provide useful records of progress. Tracking shows development over



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time is good and children from all backgrounds flourish in the caring environment. However, there are missed opportunities to link observations of what pupils are doing to their next steps in learning.

The provision is well led and managed and the adults work well together as a team. Good, well-informed leadership successfully ensures good provision for the children. Great care is taken to guarantee that all children are equally involved and safety and safeguarding are high priorities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Just under half of the parents and carers responded to the questionnaire, which is a higher proportion than that typically found for primary schools. The very large majority believe their children enjoy school and make good progress. Inspectors agree. A very small minority of parents and carers do not think the school deals effectively with unacceptable behaviour. Inspectors interviewed a random selection of 30 pupils drawn from all classes. They found that behaviour was good and that pupils feel happy and safe. There were a few written comments about improving ways of sharing notices and information with parents and carers. The school has already responded by introducing text messaging and investigating better ways of using email. A few parents or carers commented on the turbulence in staffing since the previous inspection. One parent pointed out, 'the vast improvement over the last year' and inspectors agree. A small number of constructive criticisms were shared and discussed with the headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christopher Rawlins Church of England Voluntary Aided Primary 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 111 completed questionnaires by the end of the on-site inspection. In total, there are 228 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	55	48	43	1	1	1	1
The school keeps my child safe	64	58	40	36	5	5	1	1
My school informs me about my child's progress	53	48	52	47	4	4	1	1
My child is making enough progress at this school	45	41	46	41	17	15	2	2
The teaching is good at this school	45	41	55	50	6	5	1	1
The school helps me to support my child's learning	57	51	48	43	2	2	2	2
The school helps my child to have a healthy lifestyle	49	44	50	45	11	10	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)	42	38	52	47	7	6	1	1
The school meets my child's particular needs	44	40	53	48	11	10	1	1
The school deals effectively with unacceptable behaviour	41	37	52	47	12	11	4	4
The school takes account of my suggestions and concerns	43	39	49	44	13	12	2	2
The school is led and managed effectively	33	30	59	53	11	10	3	3
Overall, I am happy with my child's experience at this school	57	51	43	39	6	5	2	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



4 March 2011

Dear Pupils

**Inspection of Christopher Rawlins Church of England Voluntary Aided Primary School, Banbury, OX17 3NH**

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to many of you. We were pleased to hear that you like your school and enjoy helping each other. I particularly enjoyed listening to the choir practising hymns for the Ash Wednesday Service. It was good to see boys and girls of all ages singing enthusiastically and tunefully.

Yours is a good school, where staff and governors are working successfully to make it even better. This means that there are lots of things that it does really well, but also that there are some things that could be even better.

We were particularly impressed that you want to do well. You behave well, and help and support each other in all that you do. This means that your teachers can get on with teaching you new things and are not distracted by any misbehaviour. You also told us that you find your lessons interesting and usually challenging. To make them even better, however, we are asking your teachers to give you more opportunities to use your own initiative during lessons and to work independently so that you can make even faster progress. We have also asked them to give you a clearer idea of what you need to do to improve your work when they mark your books.

Your teachers and governors have also been asked to build more links with communities within the United Kingdom which are different from yours so that you can have greater knowledge of what it means to live in a multicultural society.

Each of you can play your part in making this school even better by continuing to work hard to meet the challenging targets teachers set for you.

Yours sincerely

John Earish

Lead inspector

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