

Charleton Church of England Primary School

Inspection report

Unique reference number	113391
Local authority	Devon
Inspection number	378695
Inspection dates	23–24 April 2012
Lead inspector	Rowena Onions

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	22
Appropriate authority	The governing body
Chair	Reg Rew
Headteacher	Emma Summerfield
Date of previous school inspection	6 November 2008
School address	West Charleton Kingsbridge TQ7 2AL
Telephone number	01548 531275
Fax number	01548 531275
Email address	admin@charleton-primary.devon.sch.uk

Age group	4–11
Inspection date(s)	23–24 April 2012
Inspection number	378695



You can use Parent View to give Ofsted your opinion on your child’s school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to ‘Subscribe’.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
 Textphone: 0161 618 8524
 E: enquiries@ofsted.gov.uk
 W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Rowena Onions

Additional inspector

This inspection was carried out with two days' notice. Ten lessons were seen and four teachers, and some teaching assistants, were observed. Meetings were held with pupils, members of the governing body and staff. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at data about pupils' progress. In addition, she considered the school improvement plan, reports from the local authority and a range of other documentation. Twenty responses to the parents' and carers' questionnaire were received and analysed.

Information about the school

This very much smaller-than-average-sized primary school serves its local area. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is average. An average percentage of pupils have disabilities or special educational needs, with an average proportion being at school action plus or having a statement of special educational needs. These include speech, language and communication, and moderate learning difficulties. Pupils, including those in the Early Years Foundation Stage, are taught in mixed-age group classes. The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress. The school is in a federation with another small school. The two schools have a single governing body. At the time of the inspection, there was an acting executive headteacher who had been in post for just one week, leading both schools.

There is a pre-school, which is not managed by the school's governing body, which operates in the school. This setting receives its own inspection and the report is available on the Ofsted website at www.ofsted.gov.uk

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Charleton is a good school. Pupils achieve well. By Year 6, standards in English and mathematics are above average. Pupils become well-rounded young people who enjoy school and are a pleasure to know. The school is not yet outstanding because aspects of teaching and the curriculum are not promoting outstanding progress.
- Pupils are taught well. Teachers successfully plan and design work that interests pupils and motivates them to work hard. Teachers use questioning effectively to encourage pupils to think deeply and to articulate this thinking. This actively promotes good progress. However, sometimes teachers are not sufficiently specific in identifying exactly what they want each pupil to gain from a lesson.
- .The school is a happy, friendly place in which pupils state they feel safe and secure, and where behaviour is good, a view reflected by their parents and carers. Of note is the way that they support each other, in particular the way older pupils care for younger pupils
- The curriculum successfully promotes pupils’ achievement and their social, moral and spiritual development. However, pupils’ achievement is not accelerated when activities which allow practice of writing and mathematics skills in other subjects are not explicitly identified in planning. Additionally, there are too few planned opportunities to ensure pupils gain good knowledge of the cultures of others living in the United Kingdom.
- Successful leadership has helped the school make significant improvements since its last inspection, especially in increasing the impact of teaching on pupils’ progress. Performance management and the monitoring of teaching has been used successfully to improve the quality of teaching. The development of wider leadership, through the federation, training of leaders and strong governance, is ensuring the school continues to move forward and retains the confidence of parents and carers during the current staffing changes.

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

What does the school need to do to improve further?

- Move teaching and learning from good to outstanding by ensuring there is precise identification of what each pupil will learn or achieve by the end of each lesson.
- Improve the impact of the curriculum on pupils' achievement and personal development by:
 - making explicit the link between skills and knowledge taught in English and mathematics lessons and activities planned in other subjects
 - planning more opportunities for pupils to learn about the ways of life and cultures of others living in the United Kingdom.

Main report

Achievement of pupils

Throughout the school, pupils achieve well. From starting points that are broadly at the expected level for their ages, children in the Foundation Year quickly gain skills that help them to develop personally and academically. An activity to build a model seaside, for example, provided good opportunity for children to learn to work together, to think about what classroom resources they could use to represent seaside objects and to retell a story they had been read.

Systematic development of phonics (the sounds that letters make), alongside other key reading skills, means that most pupils attain standards in reading that are at or above average by the end of Year 2. By the end of Year 6, pupils' attainment in reading is above average. Due to well-judged school improvement work, standards in mathematics have risen steadily and are now above average. Pupils have a well-developed ability to explain their thinking in mathematics. For example, during a lesson about decimal fractions, showing how they were able to find the midpoint between two decimals. Standards in writing have, until this year, been lower than those in reading and mathematics. School data and pupils' books show that current school improvement work is being successful in accelerating progress, which is now good overall in writing. There remains, however, some variability in the quality of pupils' writing in different contexts. Pupils use their speaking, listening and reading skills in a wide range of other subjects, and older pupils do this with ease. There are not enough opportunities for them to practise their writing and mathematics skills in a similar way. Pupils are not, therefore, able to learn to apply these skills to the same extent.

Pupils with disabilities and those with special educational needs make good progress because they are supported effectively, both in class and through individual help. Parents and carers are almost unanimous in strongly agreeing that their child is doing well at the school.

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

Quality of teaching

Careful planning, based on good knowledge of both the interests of pupils and their levels of attainment, means that lessons are successful in promoting good learning and progress. Teachers are careful in the way they set different levels of challenge for the different ages and abilities of their pupils in their mixed-age classes. Relationships are strong and lessons are conducted in a calm, friendly way that promotes good concentration. Small classes mean that teachers are able to give pupils good amounts of individual help and support, and this accelerates learning and actively promotes pupils' personal development. Teaching provides opportunities for pupils to examine issues of national and international importance from a moral and social viewpoint, although there are fewer opportunities to learn about a wide range of different cultures.

Whole-class parts of lessons are almost always very successful because teachers use a good range of methodology, including individually targeted questioning. For example, an English lesson for younger pupils was very effective in teaching them to identify ways in which an author had used a range of punctuation to vary sentence structure. However, teachers are not always sufficiently precise in identifying and explaining exactly what each child is expected to achieve by the end of the lesson. As a result, there are occasions when some pupils could have learned a little more and taken some responsibility for their own learning or could have produced a higher quality outcome. Significant improvements have been made to the quality of marking since the school was last inspected. Pupils are aware of how well they are doing and what they need to do to improve.

Teachers are well supported by teaching assistants who play an effective role in promoting good achievement. This is particularly evident for children in the Foundation Year because it allows these children to benefit from being taught alongside older pupils, while still having access to a range of activities appropriate to their own age group. Teaching assistants also support teachers in the successful teaching of reading. This allows phonics to be taught in smaller groups and provides extra opportunities for pupils to read to an adult. Pupils with disabilities or special educational needs are well taught, promoting their good progress. Strong use of data to identify any pupil in danger of underachieving ensures that each pupil receives appropriate additional support. Pupils speak highly of the extra support they have had, for example in one to one teaching situations. Parents and carers are highly positive about the quality of teaching their child receives, and pupils cited teaching as one of the things they thought was best about the school.

Behaviour and safety of pupils

The behaviour and safety of pupils are good. Pupils behave well in class and around the school. Strong personal, social and health education ensures that pupils are well aware of how to keep themselves safe both in and out of school. Pupils report there is no bullying of any sort and that unkind behaviour is rare. School systems to promote good behaviour and tackle bullying are successful. The value that is placed

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

on the individual is evident at all levels and from all staff. Pupils respond well and become increasingly mature. In the vast majority of lessons, pupils' attention is caught and their behaviour makes a very positive contribution to learning. Pupils report that their learning is very rarely slowed by poor behaviour. In the main, pupils are in control of their own behaviour and adult prompting is not required. There are, however, just odd instances where self-control slips and pupils need reminding about what is expected of them. Attendance has improved significantly over the last 18 months and is currently above average.

Leadership and management

The school team works well together, both for the benefit of pupils at Charleton and others within the federation. There is a shared vision which provides staff with the motivation to continue to improve. Over the last four years, robust systems have been developed to underpin this. Good development planning leads to well-judged actions. There is evidence that improvement work has had good impact, for example, on progress in mathematics, achievement in writing and better attendance. Strong governance has successfully supported the school's improved sustainability and effectiveness through the federation and through wider links with other local schools. With federation has come the opportunity for teachers to work with others, to learn from each other and to broaden experiences for pupils. The strength of the school team, the very successful handover to interim leadership and the track record of improvements demonstrates the school's capacity to continue to improve.

Careful checking of the progress made by each individual pupil means that interventions are appropriately matched to need. School leaders and staff ensure that any form of discrimination is avoided and that there is good equality of opportunity. The regular checking of the quality of teaching in lessons has correctly identified aspects of provision that needed improvement. Staff professional development is linked well to individual and school needs, and has led to raised pupils' progress.

The curriculum is carefully planned to ensure good development of basic skills as well as to successfully interest and motivate pupils. The lack of very clear links between what is taught in English and mathematics lessons and work in other subjects means, however, that pupils do not have as much chance as they could to practise what they know in a wider context. Children in the Early Years Foundation Stage receive a lively, well-planned programme of work encompassing work both indoors and out. Pupils' social, moral and spiritual development is promoted effectively both through the curriculum and through the strong emphasis on care for the individual. The school is, however, right in identifying the need to further develop pupils' understanding of cultural diversity, especially in the United Kingdom.

School leaders and managers ensure that the safeguarding of pupils is strong and is focused on the well-being of all. Parents and carers are highly appreciative of all aspects of the school. Their opinions can be summed up by one who wrote, 'Charleton has a lovely sense of community. Its size means that the whole school is a

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

family. The way that children are taught means that, in many ways, they don't realise they're learning!

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 April 2012

Dear Pupils

Inspection of Charleton Church of England Primary School, West Charlton TQ7 2AL.

I really enjoyed my time in your school and one of the highlights was talking to you. You will be pleased to know that I agree with you that yours is a good school.

These are some of the things I liked best.

- You make good progress in reading, writing and mathematics, and by Year 6 attain above average standards.
- You are well taught. Your teachers are successful in making you interested in your work so that you want to learn.
- You behave well, work hard in class and want to succeed. I was particularly impressed by the way that you look after each other.
- Staff know each of you really well and take very good care of you. This makes you feel very safe and secure.
- School leaders, other staff and the governing body are working hard to make sure that your school gets even better as quickly as possible.

To make things even better I have asked your headteacher, governors and teachers to do these things.

- Be very precise in saying exactly what each of you will learn or achieve by the end of each lesson.
- Give you more opportunity to:
 - use your writing and mathematics skills when you are learning in other subjects
 - learn about the ways of life of other people living in the United Kingdom.

All of you can help by continuing to work as hard as you can.

I wish you every success in the future.

Yours sincerely

Rowena Onions
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**