

Chesterton Church of England Voluntary Aided Primary School

Alchester Road, Bicester, Oxon, OX26 1UN

Inspection dates 20–21 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress and achieve well. By the end of Year 6, they reach standards which are above average in reading, writing and mathematics.
- Teaching is now typically good. In the majority of lessons, teachers set suitably demanding activities and most pupils receive good written and verbal advice on how to improve further.
- Provision in the mixed age Reception class is good. From starting points that are typical for their age, children make good progress.
- Pupils from different groups, including disabled pupils and those with special educational needs, receive effective, targeted support so they make good progress.
- Behaviour is outstanding. Pupils feel very safe and show exceptional attitudes to learning. They use their initiative to help others
- The school is led and managed well and the headteacher has successfully improved the quality of teaching and the way in which teachers use progress information. This has led to improved results.
- Governors know the school's strengths and weaknesses. They provide good support and also ask demanding questions to make sure it keeps on improving.

It is not yet an outstanding school because

- Not enough pupils exceed nationally expected rates of progress for pupils' achievement to reach outstanding levels.
- Not all pupils have enough opportunities to take responsibility for their own learning in order to reach the target set for them.

Information about this inspection

- The inspector observed 10 lessons, three of which were jointly observed with the headteacher. In addition, the inspector observed support and small-group booster sessions.
- The inspector was also present during a class assembly, celebrating the meaning of Lent.
- Pupils were heard reading and the inspector also met with two different groups of pupils. She spoke with three school governors, a local authority representative and school staff, including senior and subject leaders.
- The 49 responses to the on-line Parent View survey were taken into account, as was a letter received during the inspection, and the inspector spoke to parents and carers who were bringing their children to school. Responses to 10 staff questionnaires were also considered.
- A number of documents, including the school's information on pupils' current progress, planning and monitoring, and records relating to behaviour, attendance and safeguarding were also scrutinised.
- The inspector spoke with pupils attending the breakfast club.

Inspection team

Aune Turkson-Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- Chesterton is smaller than the average primary school.
- The majority of pupils are from White British backgrounds. The proportions who speak English as an additional language, and those from minority ethnic groups, are well below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly above average. The proportion of those supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked-after children, pupils from service families and those known to be eligible for free school meals is well below average.
- The breakfast club on site is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher was appointed in January 2012 and most of the governors have taken up their posts since the last inspection.

What does the school need to do to improve further?

- Increase the proportion of pupils who exceed nationally expected rates of progress in English and mathematics by:
 - making sure that all teachers consistently create more opportunities in lessons for pupils to take responsibility for their own learning, so that they challenge themselves, and are clear about how to achieve their targets.

Inspection judgements

The achievement of pupils is good

- Children joining the school in the Reception class have skills which are in line with the levels expected for their age. They make good progress through the Early Years Foundation Stage because teachers and adults plan together well and make sure that they develop confidence and independence in their learning.
- Pupils, including those from minority ethnic groups, make good progress through the school and, by the end of Year 6, reach standards which are above average in all subjects. In previous years, the attainment at the end of Year 6 has been variable because teaching was satisfactory. School checks on pupils' progress shows that all pupils in Key Stages 1 and 2 now make good progress and the current Year 6 are on track to achieve even higher standards.
- Parents, carers and pupils say that progress is now good. Gaps in attainment between girls and boys are closing. The very small number of pupils known to be eligible for the pupil premium also achieve well. Their average points score in both English and mathematics is ahead of that of other pupils nationally and their achievement in reading and mathematics is particularly good.
- Extra funding through the pupil premium is used very effectively to provide targeted support in school and free breakfast club places and to allow pupils to access trips and activities, such as the residential week in Wales.
- Standards of reading have risen and are above average by the end of Year 2 and Year 6. The more able pupils in Years 2 and 6 read fluently and with good expression. Less able pupils in these years show a secure grasp of the principles of reading and how they have been taught to cope with unfamiliar words. Pupils speak happily about their enjoyment of reading.
- Disabled pupils and those who have special educational needs receive good quality support from skilled staff and achieve well as a result. Additional funding to provide adult support for smaller groups has been effective in promoting pupils' improved success in learning.
- School records show that in a few lessons, there is very high quality teaching which promotes rapid progress. However, not all pupils achieve at the highest levels, because not all teaching really stretches pupils' thinking, independence and their abilities to direct their own high level learning.

The quality of teaching is good

- Lesson observations, work seen in pupils' books and the school's own records show that typically good teaching over time enables pupils to make good progress and achieve well. This evidence also shows that teaching has improved over time and is occasionally of very high quality.
- Teachers in the school work as teams and plan together well, carefully taking account of what pupils already know understand and can do. This ensures that activities are suitably demanding for most pupils and engage the interest of both boys and girls, motivating them well.
- The school provides good support for disabled pupils and those who have special educational needs. All pupils receive high-quality support from teachers and dedicated teaching assistants at the right level for them within lessons and in one-to-one or small-group activities. Their progress is carefully checked so that they achieve well.
- Activities are varied and teachers use different methods and resources to bring subjects to life. Teachers use information and communication technology (ICT) and a range of activities to involve pupils more actively in their learning. Pupils frequently use small handheld computers to research topics, film others' activities and show their peers how they can improve their work. Pupils show high levels of interest, motivation and enjoyment of learning. This contributes to their good progress.
- Pupils are very keen learners and often rise to the challenges set for them by their teachers. For example, in a mathematics lesson, pupils solved a seating problem for themselves, having been given very few clues by the teacher. They rose to the challenge, sharing ideas, and explained their thoughts to the class, because most, but not all, have a strong belief in their own ability as

learners and problem solvers.

- Teachers are sometimes very effective in creating opportunities for pupils to apply ideas, and to understand how they learn and how to achieve greater success in their work. However, this is not yet widespread across the school and sometimes teachers are not always clear enough in setting out their expectations to pupils or in helping them to direct their own learning.
- Marking across the school is good, and pupils say that they value this as it helps them to know how to improve, but this is not always the case as occasionally teachers do not explain this in enough detail to help pupils reach the highest levels in their work. Pupils record if they understand their work and also respond to teachers' comments, which help them to refine their work and efforts.
- Homework is set regularly and the 'personalised approach' allows pupils the freedom to make their own choices about how they will present it. This allows them more opportunity to develop their own interests in learning and to share these with their parents and carers.

The behaviour and safety of pupils are outstanding

- Pupils have exceptionally positive attitudes to learning. They manage their own and others' behaviour very well and play an active part in maintaining the positive atmosphere in the school. School councillors represent pupils well and act as positive role models for others in the school.
- The parents and carers who responded to Parent View, and staff who completed the school questionnaires, agree that behaviour in lessons and around school is typically excellent. Pupils' attendance levels are above average.
- Pupils express great pride in their school and were seen to be polite, courteous, and well mannered. They treat each other and staff with respect and are tolerant of each other's differences.
- School councillors form a proactive group, representing their peers very well and taking actions to improve the school seriously. They played an important role in developing the new behaviour policy, agreeing the rules and system of sanctions. Having established the new policy, pupils also carried out a follow-up survey to monitor its effectiveness and discussed this with the headteacher.
- Bullying is rare and dealt with effectively when it occurs. Pupils understand risk and know about different types of bullying and how to keep themselves safe, especially on the internet. There are few racist incidents, and discrimination in any form is not tolerated.
- A group of older pupils chose to use a homework task to create their own anti-bullying video, to show others how hurtful and damaging bullying can be. The video was shared with their class and may also be used with others in the school.
- Pupils say that they feel very safe in school and know how to keep themselves safe outside.

The leadership and management are good

- The headteacher and school leaders have been successful in establishing and communicating a clear vision of improvement for the school. Members of the leadership team work well together and their high expectations are reflected throughout the school.
- Thorough systems are now in place and staff are highly positive about being able to use progress information to plan their lessons and adapt work so that most pupils are suitably challenged.
- Leaders act quickly to address any gaps in pupils' learning and ensure that the pace of progress is not hampered. School development plans are realistic and they illustrate the school's ambition to seek ongoing improvement. Plans to raise standards are linked directly to the monitoring of teaching and learning and, in turn, to pupils' progress. School leaders have successfully aided improvements in pupils' reading, writing and mathematics across the school.
- The quality of teaching has risen and the vast majority of lessons are consistently good or

better. Leaders make sure that the way they check on teachers' performance links directly to whole-school priorities, the impact on pupils' progress, and, in turn, staff salaries. This has raised the quality of teaching and pupils' learning.

- Pupils are taught a broad and interesting range of subjects, enhanced by a series of topics which are deliberately chosen for their interest. Pupils greatly enjoy the regular visits by specialist music and sports teachers and their weekly outdoor learning opportunities. Those who are eligible for pupil premium funding are involved in more clubs and activities so they feel more settled and included in the life of the school, and this has secured their good progress.
- Equal opportunities are rigorously ensured. No pupil, regardless of background or need, is denied access to anything the school has to offer. Leaders ensure that there is no discrimination against any pupil.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. A strong pastoral programme ensures the 'all-round' development of each pupil. The school has strong links with the local community, and boosts cultural knowledge with a series of visits and trips. A residential visit to Wales enables pupils to develop their maturity, environmental awareness and physical skills.
- The local authority has supported the new headteacher very well. As the school has improved, the offer of support will remain in place.
- Since her appointment, the new headteacher and leadership team have established a number of new systems, particularly those promoting the quality of teaching since the previous inspection. However, these positive changes have not been in place long enough to move teaching and pupils' learning to the highest levels..

■ **The governance of the school:**

- Governors work in close partnership with the school and the local authority. They show a clear determination to raise pupils' achievement further, while retaining a strong commitment to support the emotional and pastoral needs of each pupil. Members of the governing body are highly skilled and this includes a strong background in education. They have been instrumental in changing the atmosphere in the school and developing a productive partnership with school staff to achieve better results. Governors make regular visits to check directly on key areas of the school's work. They have a good understanding of how well the school is performing in relation to other schools, based on the available data. Governors ensure that financial resources are efficiently managed, for example in the way that pupil premium money is spent on providing free breakfast club places, funding trips and a reading skills programme to encourage language development. Governors see that targets to improve the performance of staff are checked carefully and that teachers' pay is linked to how well pupils are doing. Governors' monitoring is thorough and visits are recorded, and governors are highly committed to ongoing participation in training to refresh and update their own skills. This helps them to have an insightful working knowledge of the school's strengths and what can be improved.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123101
Local authority	Oxfordshire
Inspection number	402134

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	123
Appropriate authority	The governing body
Chair	Maxine Slater
Headteacher	Victoria Woods
Date of previous school inspection	20 October 2009
Telephone number	01869 252498
Fax number	01869 244012
Email address	Office.3082@chesterton.oxon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', 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.



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 and as part of the inspection.

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 2013

