

Tribal  
Kings Orchard  
One Queen Street  
Bristol  
BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5307  
**Email:** Rachel.evans@tribalgroup.com



24 September 2014

Mrs Elaine Day  
Head of School  
Carterton Primary School  
Burford Road  
Carterton  
Oxfordshire  
OX18 3AD

Dear Mrs Day

### **Special measures monitoring inspection of Carterton Primary School**

Following my visit with David Westall, Additional Inspector, to your school on 22 and 23 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in December 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

- the school is making reasonable progress towards the removal of special measures
- the school may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Oxfordshire.

Yours sincerely

Lisa Moore  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in December 2013**

- Raise the quality of teaching and learning so that it is consistently good or better by ensuring that:
  - teachers use the information they hold on pupils to plan learning activities that are not too easy or too difficult for the different groups in their classes, especially the more able pupils
  - pupils are provided with clear guidance on how to improve their work, with short-term targets that are linked to the learning tasks they are working on
  - teachers check the progress of their pupils more closely in lessons to make sure all groups of pupils are actively engaged in their learning
  - teachers have high expectations of what pupils of all abilities can achieve, especially the more able.
- Ensure that all pupils consistently make at least good progress in English and mathematics in all years groups, particularly Key Stage 1, by:
  - developing and consolidating pupils' basic skills in mathematics and providing opportunities for pupils to apply their skills with real-world practical tasks and in other subjects
  - ensuring that pupils are given more opportunities in subject areas other than English to develop their skills in a wider range of writing tasks
  - ensuring that pupils eligible for free school meals, disabled pupils and those with special educational needs make faster progress and close the attainment gap with other groups.
- Improve the effectiveness of leadership and management, including governance, by ensuring that:
  - school leaders at all levels use information they hold about pupils' learning more efficiently to compare and evaluate the progress of different groups of pupils
  - a middle leadership team is developed that can effectively evaluate the quality of teaching and learning, and the improvements to the curriculum and so support the senior leaders in their efforts to improve and develop the school
  - development plans have specific action points that identify how the school is going to move forward and how these initiatives are to be monitored and evaluated
  - the governing body holds the school to greater account by rigorously monitoring the impact of actions aimed at raising the achievement of different groups of pupils, and the school's use of additional funds, such as the primary sport grant and pupil premium funding.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

## **Report on the second monitoring inspection on 23 and 24 September 2014**

### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the executive headteacher, the acting head of school, other senior and middle leaders, a group of pupils, the Chair of the Governing Body and one other member of the governing body, and a representative from the local authority. Inspectors spoke informally with parents at the beginning and end of the school day. Inspectors observed 11 lessons, 10 of which were seen jointly with senior staff. Aspects of safeguarding arrangements were checked. Inspectors looked at the English and mathematics books of a selection of pupils in each year group. Inspectors also spoke to pupils informally at break and lunch times.

### **Context**

Since the previous monitoring inspection an executive headteacher has been appointed with responsibility for Carterton Primary School and Carterton Community College. The deputy headteacher of Carterton Community College was appointed as acting head of school until January 2015 and is in school four days a week. Both these appointments were effective from 1 September 2014.

One teacher has left the school and has been replaced temporarily by a supply teacher. One teacher has been promoted to take on the responsibility of English coordinator.

On 1 September a federated governing body was formed for Carterton Primary School, Gateway Primary School and Carterton Community College.

### **Achievement of pupils at the school**

Pupils' achievement is improving. In 2013, in the Early Years Foundation Stage, the proportion of pupils achieving a good level of development improved significantly compared to the previous year. This was because effective training has enabled teachers to make better use of information about how well pupils are doing to plan stimulating lessons. There is still work to do to ensure that adult interactions with pupils in this area always help them to make progress.

Pupils' progress in phonics (the sounds letters and words make) has significantly improved as a result of good quality training for staff. This means there is a consistent approach to teaching phonics across the school.

In 2013, pupils' achievement in Key Stage 1 improved and was in line with or above national levels in reading, writing and mathematics. Pupils' levels of achievement in Key Stage 2 in reading and mathematics have remained in line with national levels and the proportion of pupils making expected progress in these subjects is above

those found nationally. Pupils attain lower standards in writing and do not make as much progress as other pupils nationally. This is because of a legacy of underachievement due to weaker teaching in the past. This has resulted in gaps in pupils' knowledge and understanding which still need to be addressed for the pupils to make up lost ground. More able pupils and pupils eligible for free school meals are still not making as much progress as they should. This is because the profile of these pupils has not previously been raised effectively across the school. In order for the progress of these groups of pupils to improve, teachers need to plan more effectively to meet their needs.

In some classes pupils are making accelerated progress. This is because teachers have very high expectations of what pupils can achieve and present an increased level of challenge to pupils.

### **The quality of teaching**

The quality of teaching is improving. This is because of effective training, valuable visits to other schools to observe outstanding teaching and the impact of external support. Staff expectations of what pupils can achieve have been raised. Where teaching is stronger, teachers use assessment information to plan activities which meet pupils' different needs. Their skilful questioning maintains pupils' interest and provides a good level of challenge. As a result, pupils relish tackling the tasks provided for them and take pride in the work they produce. For example, in a Year 6 lesson about punctuation, all groups of pupils made outstanding progress because the teacher carefully exemplified what she expected the pupils to achieve. She questioned pupils' knowledge and understanding and then adapted her support accordingly. This strong teaching practice is not yet being effectively shared by leaders to the benefit of all staff in the school.

However, despite some improvements, teaching is not securely good. In some lessons, activities continue to be poorly matched to pupils' abilities, particularly more able pupils. Consequently, some pupils find tasks too easy and they make slower progress than they should.

The quality and frequency of marking and feedback pupils receive from staff remain inconsistent. Pupils rarely respond to feedback given to them by their teachers. Consequently, pupils are not always clear about how to improve their work or what their targets are for the future.

### **Behaviour and safety of pupils**

Pupils' behaviour is improving. Pupils behave in a calmer, more orderly and purposeful way around the school. They are polite and welcoming, and positive relationships exist between pupils and adults. Pupils spoke to inspectors with enthusiasm and confidence about their experiences of school. They report that the work they are given in lessons is more difficult than in the past. They are keen to rise to challenges presented to them. Leaders have high expectations of pupils'

behaviour and they respond well. In lessons where teachers' expectations are high, pupils want to do well and work hard. When tasks are too easy or too difficult, pupils can lose interest, their concentration wanes and they do not achieve their potential.

### **The quality of leadership in and management of the school**

The head of school and executive headteacher are leading the school with commitment and determination. They show enthusiasm and skill in managing the many changes required. Improvements in teaching are well led. Senior leaders have a good understanding of the strengths and areas for improvement and gauge the quality of teaching accurately. The good quality support from the local authority is being wisely used across the school to help teachers improve their practice. As a result, children are making better progress in the Early Years Foundation Stage, in phonics and mathematics. However, inconsistency remains. Leaders have correctly identified that pupils make slower progress in writing, and that more able pupils and those eligible for free school meals still achieve too little. In order to improve the quality of teaching more rapidly, the monitoring of teaching and the subsequent feedback and support teachers receive need to focus more sharply on these key areas for improvement.

Newly appointed middle leaders are taking a proactive and committed approach to driving forward improvements to their subjects. With effective support from local authority advisers, middle leaders have written detailed and challenging plans to tackle the areas for improvement. As a result, they have started to visit lessons to look at the quality of teaching and to provide training and support to staff. Additionally, these leaders are checking information about how well pupils are doing and, consequently, they have a good understanding of what still needs to improve.

Pupils' progress over time is more rigorously checked. Leaders' meetings with staff to discuss pupils' progress are making teachers more accountable for achievement in their class. Staff are using information about how well pupils are doing more effectively to direct support where it is needed.

The school improvement plan has been reviewed and improved. It now includes specific details about how senior leaders will check the progress over a long period of time.

The governing body underwent a review last term. As a result of its recommendations, it has been dissolved and a federated governing body formed. A small group of governors has been organised to focus on monitoring the progress the school is making against the key areas of improvement. This group is currently drawing up a plan of action for its work. Governors have started to make more regular visits to the school, which are enabling them to collect valuable information about the school's progress. Governors now have a better understanding of the strengths and areas for development in the school.

## **External support**

The local authority has provided a range of high quality support. Leaders and class teachers have all benefited from support to refine their planning. Effective training for the teaching of phonics has developed staff's skills and understanding. School staff report that this guidance is leading to improvements in teaching and learning. Additionally, staff from Carterton Community College have provided useful training and support to improve the quality of teaching, for example in English.