

Christopher Rawlins C of E VA Primary School

Aynho Road, Adderbury, Banbury, Oxfordshire, OX17 3NH

Inspection dates 18–19 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and reach high standards in reading, writing and mathematics.
- Teachers use their knowledge of pupils' achievements to plan work which is hard enough for them.
- Good teaching in the Early Years Foundation Stage leads to good achievement.
- Teachers use questioning well to check pupils' learning and to make sure that pupils are stretched.
- Good literacy and mathematical skills are developed through a wide and exciting range of subjects.
- Pupils are proud of their school and their achievements. They work hard and their behaviour and attitudes contribute well to their learning.
- Pupils say that they feel safe because of the care and support from staff.
- Parents express a high level of satisfaction and confidence in the work of the school.
- The headteacher's exceptional drive for improvement has ensured that all leaders are focused on raising standards. This has led to improvements in teaching and pupils' achievement.
- Governors have a clear understanding of the strengths and areas to develop within the school and are skilled in checking its work and holding staff to account.

It is not yet an outstanding school because

- Not all marking gives pupils enough guidance on how to improve the specific skills in their work.
- There is not always sufficient challenge to ensure that the most able pupils make the maximum possible progress in all areas.
- Assessment processes do not provide a continuous record across Nursery and Reception.

Information about this inspection

- The inspectors observed teaching in all classes and visited 12 lessons, accompanied by the headteacher and assistant headteacher.
- The inspectors held discussions with pupils, parents, the headteacher, other staff and governors.
- The inspectors took account of letters and emails from parents and the 58 responses to the online questionnaire, Parent View. They also took account of the school's records of parent surveys and the 20 responses to the staff questionnaire.
- The inspectors listened to pupils read, looked at their work and had discussions with groups of pupils about their learning.
- The inspectors checked the school's evaluation of its work, records relating to the management of the performance of staff, records of achievement, the improvement plan, minutes of governing body meetings, and records of behaviour, attendance and safeguarding.

Inspection team

Lynne Bradbury, Lead inspector

Kusum Trikha

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized primary school.
- Almost all pupils are of White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The proportion of pupils eligible for support from the pupil premium funding (those known to be eligible for free school meals or looked after by the local authority) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher and two of the senior leaders were appointed during the last year.

What does the school need to do to improve further?

- Improving the transition from Nursery to Reception by establishing a common system for tracking the progress of pupils across both year groups.
- Increase the proportion of outstanding teaching so that all pupils make the maximum possible progress by ensuring that:
 - all staff mark work in line with the best practice currently in school
 - the level of challenge for the most able pupils always stretches them as much as possible.

Inspection judgements

The leadership and management are good

- The inspirational headteacher has worked with great urgency to establish systems which have resulted in raising pupils' achievement considerably in all year groups. His work to raise standards has been effective.
- Governors and leaders at all levels have high expectations of everyone and this is shared by the whole school community. They work together in governor conferences to ensure that agreed priorities are addressed effectively.
- Judgements about teachers' success, and pay decisions, are based on pupils' progress and lead to appropriate further training. This has been effective in improving the quality of teaching. Teachers assess what pupils have learned at the end of each half term and are held to account by the headteacher for pupils making good progress.
- Subject leaders have an accurate understanding of the strengths and areas to improve within the school because they undertake rigorous checking. They have been effective in improving teaching and raising standards, particularly over the last year. They devise well-focused action plans to address areas which need to improve further.
- High-quality spiritual, moral, social and cultural development is evident in all subjects. Pupils' excitement in learning and their understanding and tolerance of difference helps them to develop the ability to reflect on their place in the world. They greatly appreciate the opportunity to work with and support those pupils with special educational needs.
- Subjects are combined into rich and exciting topics and the children respond to these with great enthusiasm. For example, in Year 4, the children produced excellent research on mountains in their homework, following a visit by a mountaineer. English and mathematics skills are made more exciting because they are developed through these interesting topics or focus on the text in favourite books.
- The commitment towards equal opportunities for all pupils is demonstrated in the good progress made by all groups. Pupils with many special needs are highly valued and funding is used to pay for additional staff and equipment to ensure that no pupil is disadvantaged.
- The local authority has given high-quality support in developing teachers' understanding of assessment through focussed school improvement work.
- Governors and leaders have used the sports funding to ensure that pupils have high-quality sporting experiences across a partnership of local schools. Pupils talk excitedly about their enjoyment in sport. They have been involved with local football and netball tournaments as well as increased opportunities in school. The school has also ensured that staff have benefited from training to develop their skills.
- **The governance of the school:**
 - Governors have undertaken a range of training and development to help them to be able to judge the work of the school for themselves. They bring a wide range of skills to their roles and are highly committed to continuous improvement in all aspects of the school. They have set ambitious targets for staff performance and have rigorous systems for checking progress and holding staff to account, including in making salary decisions. Governors work very closely with staff to identify appropriate priority areas for development, build action plans, and check progress against these rigorously. Their judgements are based on their good knowledge of pupils' achievement and the quality of teaching through regular visits to lessons and a good understanding of assessment tracking information. Finance is matched to improvement plans and carefully managed and monitored. Governors ensure that extra funding, such as the pupil premium and the additional school sports funding, is used to benefit every pupil, and they monitor their impact well. Safeguarding procedures meet statutory requirements.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. The school promotes positive relationships and these positive attitudes help pupils to make good progress. They are enthusiastic about their learning and do their best to achieve. They take care with presenting their work and use their targets to help them to improve their work.
- Pupils across the age range say that their staff are very caring and they trust them to help in all situations. Relationships between staff and pupils are warm and supportive.
- Pupils are polite and show respect for adults, and each other. They are keen to support those pupils who have particular needs and they enjoy the many responsibilities they have at school.

- Pupils are motivated to learn and the very few disruptions to lessons are dealt with effectively by staff. Pupils value the school's reward systems and respond well to praise. They show care and consideration for others in moving about the school and playing sensibly in the yard. Older pupils enjoy supporting those who are younger, as buddies and playground leaders.
- Pupils are proud of their school, their achievements and their exciting topic work. They enjoy the wide range of exciting learning activities as well as the sports and clubs outside lessons.
- The school's work to keep pupils safe and secure is good. Safeguarding processes meet statutory requirements and effective policies and practices are followed by all staff and pupils.
- Pupils know how to keep themselves safe and understand the different forms that bullying can take, including those which involve mobile phones and the internet. They say that any bullying is dealt with by the staff very quickly.
- Staff, pupils and those parents who met with the inspectors said that behaviour is good in all year groups. They also said that pupils are cared for and kept safe. Records within school show that this has been the case for a long time.
- Attendance is above that nationally, and the policies in place to support any pupil who has difficulties in this area have been shown to be effective.

The quality of teaching is good

- Staff ensure that pupils have the opportunity to make good progress in an atmosphere of respect and pride in their achievement.
- Each half term, teachers check pupils' progress through tests or assessments. They use this knowledge about what pupils have achieved to plan exciting and challenging learning activities. However, the most able pupils are not always stretched sufficiently for them to make the maximum progress in all lessons.
- In most classes, excellent marking and feedback by teachers help pupils to know how to improve their work as they move on to new learning. However, this good practice is not yet fully in place across the school.
- Pupils respond enthusiastically to homework based upon topic work, and this makes a significant contribution to pupils' progress. It includes a focus on reading, number and spelling skills each week, and the opportunity to explore their topics in more detail at home.
- Staff build good relationships with pupils and use the reward system to ensure that pupils are focused on their learning so that they can make good progress in all year groups.
- Basic skills of reading, writing and mathematics are developed in the exciting topics which teachers plan, based upon their pupils' interests. Pupils are very excited about this work and do their best to achieve high standards.
- Teaching assistants deliver extra work to help pupils practise skills or to support pupils with special educational needs. This is effective and makes an important contribution to pupils' learning.

The achievement of pupils is good

- Pupils in all year groups make good progress and reach above-average standards by the end of Year 6. This is because their work is interesting and encourages them to do their best.
- Pupils in Year 1 develop their skills in phonics (letters and the sounds they make) well. In 2014, they achieved levels above those nationally in the Year 1 phonics check.
- In 2014, pupils in Year 2 achieved standards in reading, writing and mathematics which were well above average.
- Year 6 pupils also reached standards which were well above those nationally in English and mathematics in 2014. This was because the school has focused on raising levels of challenge for pupils.
- Work set for the most able pupils is not yet stretching them all to reach the highest standards in lessons. As a result, they are not making as much progress as they could.
- Pupils in all classes enjoy their reading, talk with great enthusiasm about what they have read, understand their reading and know how to use books to find information. Where pupils make the most rapid progress, guided reading lessons focus on stretching pupils' ability to understand their reading books through the teacher's highly challenging questions.
- Work in pupils' books confirms that most pupils develop high-level skills in English and mathematics as they move through the year groups. They understand what they are learning and they are keen to

improve their work.

- Reading, writing and mathematical skills are developed well through the wide range of topics studied. For example, a topic on the Global Cafe enabled pupils to explore many aspects of life in other countries through research in books, writing letters and reports. They were able to use calculations and statistics in preparing food from around the world.
- Disabled pupils and those who have special educational needs make good progress because teachers track their work carefully and plan extra work to support their needs.
- The achievement of pupils receiving support from the pupil premium cannot be compared with their peers in school or others nationally because the number of eligible pupils in the school is very small. However, these pupils make good progress.

The early years provision

is good

- Children join the Nursery with skills and knowledge which are generally in line with those typical for their age. They make good progress because of the interesting and exciting learning activities which are provided for them. They show awe and wonder in the exciting topics offered. For example, they use stories and nursery rhymes to explore the world around them. This continues in the Reception class, and they enter Year 1 with skills and knowledge which are above average and with positive attitudes towards learning.
- Good teaching helps children in the Nursery and Reception class to make good progress. Staff use their good understanding of children's past achievements and what they need to learn next in each area of learning. Children develop the ability to learn independently or in partnership with others.
- Behaviour and attitudes in the Nursery and Reception class are good and the children settle to their work quickly and happily. This helps them to make good progress. They make friends and are confident in their work. Parents are welcomed as partners in their children's learning.
- Leaders check the effectiveness of their work so that they know the strengths and areas which need to improve. They have ensured that there are effective systems in place to track children's progress and to plan new learning. There are different systems for recording progress in the Nursery to those in Reception, and this hinders a smooth transition between the two classes.

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	123186
Local authority	Oxford
Inspection number	443883

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Jeremy Finch
Headteacher	Philip Goldsworthy
Date of previous school inspection	2–3 March 2011
Telephone number	01295 810497
Fax number	01295 810497
Email address	Head.3453@christopher-rawlins.oxon.sch.uk

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