

Inspection of Carterton Primary School

Burford Road, Carterton, Oxfordshire OX18 3AD

Inspection dates: 18 and 19 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Most pupils feel happy and well cared for at this school. They enjoy talking about their learning and want to do well. Pupils are eager to explain how they helped decide the new school values of respect, confidence, determination, aspiration, enthusiasm and kindness. Pupils know that developing these values will enable them to build positive attitudes to learning, which will help them to achieve their best.

Until very recently, expectations have not been high enough. Pupils were given work that was too easy and they did not achieve well. However, this is now changing. The new interim headteacher is determined to ensure that all pupils have every opportunity to flourish and succeed.

Pupils are polite and helpful. They generally treat each other with respect. Most pupils feel safe in school. They say that bullying sometimes happens. However, there is confidence that school leaders will work alongside pupils to help them resolve bullying when it occurs.

Pupils develop a sense of belonging by contributing to their local community. They are proud to lead singing at the town hall when the Christmas lights are switched on. Pupils also learn about the importance of good citizenship by growing vegetables to donate to the local food bank.

What does the school do well and what does it need to do better?

Leaders and governors want all pupils, including those with special educational needs and/or disabilities (SEND), to achieve well. The very new interim headteacher is determined to build a school community where everyone buys into the motto 'together we'll soar'. However, leaders recognise that in recent years, pupils have not received the quality of education they deserve.

Leaders are beginning to develop an ambitious curriculum. In some subjects, for example science, important knowledge is clearly identified and organised into a coherent sequence of learning. In science, teachers know exactly what to teach and how to support pupils to achieve well. However, the curriculum for many other subjects is at an earlier stage of development. Leaders know this and are taking action to ensure every subject is carefully planned right from the start of Nursery through to the end of Year 6.

In some subjects, subject leadership is also at an early stage of development. Where this is the case, leaders' subject knowledge is not detailed enough to provide support for teachers to teach effectively. Senior leaders have rightly identified that they need to introduce a programme of training for all leaders, so they can lead their subjects well.

Because of this, teachers lack expertise in delivering the curriculum in a way that helps pupils to know and remember more. Often, teachers do not use the most effective strategies to help pupils connect new knowledge to what they already know. For example, in Reception, teachers plan exciting activities in areas, such as the mud kitchen and the art table, but do not ask appropriate questions or provide prompts to develop children's understanding further. Furthermore, in history, teachers plan activities which develop pupils' skills in English rather than their knowledge of history. This means that learning does not always help pupils achieve well across every subject.

Support for pupils with SEND is starting to improve under the guidance of the interim headteacher. She has begun to work alongside teachers to ensure pupils' specific needs are identified securely, so that all pupils can be supported effectively to access the full curriculum.

Leaders have made learning to read a priority for all pupils. Pupils are taught to read using a well-sequenced phonics programme. However, there are inconsistencies in how well this is delivered. In Reception, children learn phonics securely. However, pupils in key stage 1 do not always build on this successful start because staff do not have the expertise needed to deliver the programme consistently.

Most pupils behave well. Right from the start of Nursery, children are taught to follow clear rules and routines. However, a minority of pupils in other year groups struggle to behave consistently well. Teachers do not always act swiftly enough to challenge the behaviour of these pupils. However, everyone recognises that recently introduced strategies are beginning to have an impact, meaning behaviour is starting to improve.

Pupils value the trips and visits that are provided to enhance the curriculum. At the time of the inspection, Year 6 pupils were eagerly looking forward to developing skills in outdoor and adventurous sports during their forthcoming residential experience.

The interim headteacher and governors are determined to improve the school rapidly. The headteacher recognises the training and support needed for leaders at all levels to ensure all pupils can achieve well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of vigilance. They have clear systems in place to identify those pupils who are at risk of harm. Regular training ensures that all staff know what to do if they have a concern about a pupil. Leaders work closely with external agencies to make sure that pupils and families in need of additional help access this quickly.

Pupils learn how to keep themselves safe, particularly when online. They have an age-appropriate knowledge of what to do if they have a worry or concern while using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In many subjects, the curriculum is not yet effectively sequenced and lacks precision about what should be taught and when. This means that pupils do not learn enough knowledge across the whole curriculum. Leaders need to complete and embed a coherently sequenced curriculum from Nursery to Year 6 in all subjects.
- There are inconsistencies in how well some pupils are supported to learn to read. This means that some pupils do not learn to read quickly enough. Leaders should provide training and support to ensure all staff help all pupils learn to read consistently well.
- Teachers' pedagogical knowledge is not strong. Pupils do not always learn as well as they should because teachers do not use the most effective strategies to ensure that pupils transfer knowledge into their long-term memory. Leaders need to strengthen teachers' pedagogical knowledge to ensure that pupils learn and remember the curriculum well.
- Some subject leaders do not have detailed subject knowledge and expertise. They are, therefore, unable to support staff to implement the curriculum effectively. Leaders should ensure that subject leaders get the training and support they need to implement the curriculum successfully.
- Some pupils do not get the right help and support to behave well. This means that learning can be disrupted. Leaders need to develop a consistent approach to behaviour management, which is implemented effectively by all staff to ensure behaviour continues to improve.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, ['disadvantaged pupils'](#) refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	123015
Local authority	Oxfordshire
Inspection number	10241515
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair of governing body	Kevin Moyes
Headteacher	Ellie Green (Interim headteacher)
Website	www.carterton-pri.oxon.sch.uk
Date of previous inspection	19 and 20 March 2019, under section 5 of the Education Act 2005

Information about this school

- This is a smaller-than-average primary school.
- The interim headteacher joined the school in September 2022.
- The school has an on-site nursery with places for three- and four-year-olds.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID 19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, senior and subject leaders and with representatives from the governing body, including the

chair of governors. The lead inspector also met with representatives from the local authority.

- The inspection team carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records and interviewing staff, and through discussions with pupils.
- The views of parents and carers were considered through their responses to Ofsted Parent View. Further views of pupils and staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Sue Keeling, lead inspector

His Majesty's Inspector

David Cousins

Ofsted Inspector

Chris Parker

His Majesty's Inspector

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