



# Carterton Primary School

## Inspection Report

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**Unique Reference Number** 123015  
**LEA** Oxfordshire LEA  
**Inspection number** 281382  
**Inspection dates** 30 January 2006 to 31 January 2006  
**Reporting inspector** Barbara Atcheson AI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Burford Road
<b>School category</b>	Community		Carterton
<b>Age range of pupils</b>	3 to 11		OX18 3AD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01993 842502
<b>Number on roll</b>	329	<b>Fax number</b>	01993 840964
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Lyndsay Baker
<b>Date of previous inspection</b>	12 June 2000	<b>Headteacher</b>	Mr Mike Curtis

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Larger than most, this school draws half of its pupils from service families based at RAF Brize Norton. Many pupils arrive and leave on a weekly basis. A minority of children have not had pre-school provision. Attainment on entry is well below average. The proportion of pupils with learning difficulties and disabilities is just below average. Almost all pupils have White British heritage.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school has accurately evaluated that it provides a sound quality of education and satisfactory value for money. The pupils are well cared for. The frequent coming and going of pupils from service families is managed well and parents appreciate the support given to their children. The behaviour, relationships and attitudes of the pupils are good. Achievement is satisfactory overall. Attainment on entry to the Foundation Stage is well below average. However, because provision for the children is good, they achieve well both socially and academically in the nursery and reception classes. Between Years 1 and 6 the rate of progress is slower in mathematics and English and although it is satisfactory overall, it means they achieve average standards by the end of Year 6. Progress in science is good so that standards by the end of Year 6 are above average. Teaching is satisfactory with strengths in lessons where the pupils undertake practical activities, for example in science. However in some Year 1 and 2 lessons these opportunities to strengthen learning are missed and the pupils' progress over time fluctuates. The more able pupils are not always sufficiently challenged; this is especially the case in mathematics between Years 3 and 6. The curriculum is soundly planned with good extra-curricular activities. Leadership and management at the school are satisfactory. Senior staff and governors know the school's strengths and weaknesses well and demonstrate the capacity to build on recent improvements. The school has made satisfactory improvement since the last inspection, for example, provision for information and communication technology (ICT) is better and is now used well in subjects. Nevertheless, subject leaders are not playing a full enough role in school improvement because they do not analyse assessment data or monitor teaching and learning sufficiently in their own areas.

### What the school should do to improve further

\* Accelerate pupils' achievement in Years 1 and 2 \* Improve challenge in mathematics for more able pupils in Years 3 to 6. \* Ensure that subject leaders carry out their role effectively.

## Achievement and standards

### Grade: 3

Pupils start school with standards that are well below average. They make good progress during their first two years and their attainment is just below average by the time they complete the reception year. Progress is satisfactory in Years 1 and 2 and attainment in mathematics and English is broadly average by the end of Year 2. Progress continues to be satisfactory overall in Years 3 to 6 in mathematics and English. However, good teaching in science means that pupils make good progress and attain above national expectations in Year 6 tests. Many pupils entering the school other than at the start of the school year have low literacy and numeracy skills and some more able pupils do not make enough progress, particularly in mathematics. A combination of these factors means that although the school sets challenging targets they are not always met. The

progress of pupils with learning difficulties and disabilities has risen and is satisfactory as a result of well-targeted support.

## **Personal development and well-being**

### **Grade: 2**

The personal development of pupils is good, which is particularly impressive since many pupils start school with poor social skills. Parents appreciate that their children enjoy school and this is reflected in the good attendance. Pupils are generally keen to learn and work well individually, in pairs and in small groups. They behave well and most treat one another respectfully. Pupils feel safe in school and are confident that any incidents of bullying, which are rare, will be dealt with effectively by adults. Pupils make good progress in learning about keeping safe and healthy and the school has a 'Healthy Schools Award'. Many attended the early morning 'keep fit' session during the inspection. Pupils' social, moral, spiritual and cultural education is good. They respect the cultural differences of others. The quality of relationships is good and pupils' views are valued. The school council point proudly to improvements they have helped to make such as the pond and the 'friendship stop'. Pupils' contribution to the community is good. The school has close links with RAF Brize Norton and pupils visit local businesses and shops. This, together with the satisfactory development of basic skills means they are soundly prepared for secondary school and the world beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall although there are examples of good teaching where pupils benefit from a wide range of practical experiences which make learning fun. Interactive whiteboards are used effectively to make lessons more interesting. Year 6 pupils carried out an investigation in a science class to separate solids using a variety of methods. The teacher challenged their ideas, and as a result they made changes to their approach and deepened their understanding. Teaching assistants work effectively with the teachers to promote learning. Children's self confidence blossoms in the Foundation Stage because practical experiences stimulate language and social skills. These opportunities are not fully exploited in the rest of the school. This is especially the case in Years 1 and 2, resulting in a slower pace of learning overall and insufficient challenge for some of the more able pupils. The teaching of basic skills is satisfactory overall. Teachers make appropriate use of performance data to set targets for pupils; however these are not routinely accurate enough to stretch individual pupils appropriately. A minority of pupils are not clear about their targets and this hinders their understanding of what they need to do to move on to the next level.

## **Curriculum and other activities**

### **Grade: 3**

The school's curriculum is satisfactory and a particular strength is the interesting range of after-school activities and visits, which add to pupils' enjoyment of learning. In science, the teachers give pupils many opportunities to experiment for themselves, and this contributes to the higher standards. This is not as well developed in mathematics. Links between subjects are well established with science and arts weeks helping to develop pupils' imagination and creative talent. Pupils' understanding of how to stay safe and healthy, and how to contribute to the community, is promoted well throughout the curriculum, and especially through personal, social and health education. The provision for information and communication technology (ICT) has improved and it is now used well in subjects. For example, in reception, children enjoyed using the computer to help them match letters to sounds. Support for those with learning difficulties and disabilities is good and enables these pupils to take part fully in the school's curriculum. The Foundation Stage curriculum is good and provides an effective blend of practical, group and individual work.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care and support for its pupils. When they first arrive, effective induction procedures help children to settle down well. This gives parents confidence and begins a fruitful partnership between home and school. This is particularly important as a significant number of pupils arrive and leave at various points of the year. One parent commented 'a good effort is made to understand children's needs when parents are sent away due to service commitments.' Arrangements for the protection of children are fully in place and all staff are well trained. Health and safety routines and risk assessments are robust. Last year the school won an Oxfordshire award for outstanding practice. The school is committed to providing for pupils with complex learning needs and works closely with a range of outside agencies to offer support and advice.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The school has a positive ethos and equal opportunities are promoted effectively. The governing body has a well-informed knowledge and understanding of the school and is fully involved in its life and work. Governors are guided effectively by the head teacher who provides vision and shows a good understanding of the school's strengths and shortcomings. The senior leadership team is enthusiastic and committed to school improvement. They undertake regular monitoring and evaluation of teaching and learning and this has led to improvements in the quality of teaching. However, subject leaders do not yet have the opportunity to do this and consequently some of the teachers are not receiving the support they need to develop provision further. Fluctuations in the budget relating to pupils coming

in and out of the school can present difficulties but financial management is good and resources well deployed. The improvement plan is satisfactory and linked to raising standards. However the focus is not always sharp enough and some success criteria lack the clarity to enable progress to be measured. A new system that keeps a check on pupils' learning is beginning to help teachers plan the way in which pupils' individual learning needs are met. The school gives satisfactory value for money. It is accurate in its own self-evaluation and is in a satisfactory position to build upon its recent improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Following our visit to your school we would like to thank you for making us welcome and sharing your thoughts with us. We thought you would like to know what we liked about your school and how we thought it could get even better.

\* The school looks after new arrivals very well\* You are lucky to go to such a caring school where your headteacher and staff look after you so well\* You enjoy school and are keen to learn\* You work well on your own, in pairs and in small groups\* You behave well, know your class rules and how to keep safe and stay healthy\* Pupils in Years 3 to 6 do well in science.

This is what we have asked the school to do to make it even better.\* Some of you in Years 1 to 2 are not working as hard as you can. We know that you and your teachers can work together to help everyone work as hard as they should\* In some mathematics lessons a few of you in Years 3-6 do not do as much work as you should. We know that you and your teachers can also work together to help everyone work as hard as they should\* Teachers in charge of subjects are always looking for ways to help move learning forward as much as possible and will be doing more of this in the near future.