

# Newbottle and Charlton Church of England Primary School

Inspection report

---

<b>Unique Reference Number</b>	122027
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	314196
<b>Inspection date</b>	5 March 2008
<b>Reporting inspector</b>	Helen Barter

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Deborah Hagger
<b>Headteacher</b>	Diannah Dean
<b>Date of previous school inspection</b>	3 November 2003
<b>School address</b>	Green Lane Charlton Banbury OX17 3DN
<b>Telephone number</b>	01295 811480
<b>Fax number</b>	01295 811480

---

<b>Age group</b>	4-11
<b>Inspection date</b>	5 March 2008
<b>Inspection number</b>	314196

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the progress of children in the Foundation Stage, pupils' achievement, particularly that of the more able, and the effectiveness of leadership and management. Evidence was gathered from sampling lessons, discussions with governors, staff and pupils, and the school's assessments of pupils' progress.

Other aspects of the school's work were not inspected in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

## Description of the school

This small primary school serves several villages near Banbury. Nearly all pupils are of White British background and none speaks English as an additional language. The proportion of pupils with learning difficulties is slightly below average. Currently, one pupil has a statement of special educational need. Children's skills when they start in Reception vary. This year, they are lower compared with children of a similar age.

The school has recently undergone an unsettled period following the unexpected death of the headteacher in January 2007. After interim leadership by a senior teacher, the new headteacher joined the school in September 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school provides pupils with a good education, and a number of features are outstanding. There is a shared commitment to improvement, a skilled and dedicated staff team and excellent links with parents and other partners, including local schools and the church. Parents hold the school in high regard, applauding the caring Christian ethos and the high expectations staff set for children and themselves. After an upsetting period for pupils, staff and parents, the school is securely back on track through the headteacher's purposeful and sensitive leadership and the caring attention of all staff, a factor praised by many parents in their responses to the questionnaire. Their many positive views are summed up in this typical comment, 'The ethos of the school as a caring, stimulating, safe place to learn, where the children feel valued members of their school family, means a great deal to us'.

Children get off to an excellent start in the Foundation Stage and most reach the expected goals for the end of the Reception Year in a very short time. Because the building blocks for learning are firmly in place by the time they start in Year 1, pupils continue to make good progress through the school. Although standards vary slightly each year because year groups are small, they are generally above average by the end of Year 2 and well above average by the end of Year 6. In 2007, pupils reached exceptionally high standards in mathematics. Whilst pupils achieve well overall, the school recognises that even more are capable of reaching the higher levels in writing and science. Standards in information and communication technology (ICT) have improved well since the previous inspection. Pupils confidently use their high level skills in this subject to enhance work in other aspects of the curriculum.

Pupils with learning difficulties make excellent progress, often reaching standards which are much higher than pupils of similar ability nationally. This is because of the in-depth knowledge all staff have of pupils' individual needs and the top quality support they are given. Teaching assistants are a particularly valuable asset in this respect and, with teachers, work very effectively with groups of pupils or individuals. Great care and concern is shown for each individual pupil, which has a huge impact on their outstanding personal development and well-being. The school is a happy and safe environment where it is clear that every child matters. There are robust procedures in place for safeguarding pupils and support for more vulnerable pupils is very good. Pupils say they feel very safe in school and have the confidence to talk to an adult if they have a problem. Pupils are articulate and confident because they know that their views are valued by adults, for example when the school council helped to interview their new headteacher.

Pupils' spiritual, moral, social and cultural development is excellent. They have strong respect for each other and value highly different cultures and beliefs. Pupils have an excellent knowledge of how to keep themselves healthy through sensible eating and regular exercise, reminding the inspector to 'always eat five-a-day if you want to be fit and well.' Pupils have a very good knowledge of how to keep themselves safe. This was shown when a young girl explained what you should do if you are offered a lift in a car by a stranger. The older pupils listened very seriously and praised her for being so sensible. Pupils contribute extremely well to school life and the wider community. They decide which charities to support, help to organise school events, and are good 'climate cops' when recycling waste products and switching off unnecessary lights. They make excellent progress in preparation for adult life through good teamworking and their good basic skills in literacy, numeracy and ICT. Pupils' exemplary behaviour and very high levels of attendance are testimony to their great enjoyment of school.

Teaching is good across the school. Although there is scope to challenge pupils even more, the reason why pupils achieve well is because teachers are dedicated to helping them enjoy their learning. Classrooms are bright and attractive, where displays support pupils' learning well and celebrate their academic and personal achievements. Pupils gain much from lessons because teachers plan interesting, practical activities that naturally link the subjects of the curriculum together, although the use of too many worksheets in science limits the more able pupils' progress. Teachers use ICT very well to help pupils learn visually when trying to grasp new concepts and to encourage their independent research skills. There are outstanding relationships between pupils and adults, and pupils know that they will get all the help they need. Marking is linked closely to pupils' new targets for literacy and numeracy and their work is discussed regularly with them. Pupils speak very positively about the excellent academic guidance they receive. They feel it is helping them to improve, saying, 'it helps you realise how much you need to put into your work'. Already, the impact of this is seen in pupils' improving progress in writing, where more pupils are on track to reach higher levels than in previous years.

The good curriculum offers pupils plenty of opportunities to practise their basic skills of literacy, numeracy and ICT. Links with partner schools and organisations broaden pupils' learning in sport, art and music and contribute greatly to their enjoyment of school. The video editing club for pupils is a good example of the way the school uses the ICT expertise of the specialist secondary school to extend the curriculum for more able pupils. The school plans the curriculum on a rolling programme to ensure that pupils in the mixed age classes do not experience the same topic in consecutive years. However, subject leaders have not yet monitored whether the curriculum ensures pupils progressively develop their skills year by year in all subjects.

The headteacher has a clear educational vision for the school's future development. Since her arrival, she has worked effectively with staff and governors to evaluate accurately what the school already does well and prioritise improvements in a new school development plan. A new system for tracking pupils' progress in English, mathematics and science is helping subject leaders to have a better view of how well pupils are doing and to identify where there is any potential for underachievement. The school already knows that pupils are not always stretched enough to reach the highest levels and has used new information about their progress to set more challenging targets. Staff are enthusiastic and have made a good start in their new roles as subject leaders. They rightly recognise that they do not yet play a full part in monitoring the curriculum and the quality of teaching to ensure pupils always make the best possible progress in all of their learning. Governors are well informed through regular meetings and visits and are able to challenge as well as encourage. They are thoroughly supportive of the headteacher and staff as they work to develop the school. Together, leaders and managers have good capacity to bring this about.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The significant proportion of children on track to exceed their early learning goals by the end of Reception is testimony to the high quality Foundation Stage provision made for them. Outstanding teaching, with a strong emphasis on developing children's language, social skills and independence in a happy, caring and stimulating environment, ensure that the majority make excellent progress. Thorough assessment procedures have been established this year by the new Foundation Stage teacher and are being used very effectively to plan exciting, imaginative activities which are extremely well suited to the children's needs, including those of children who have individual learning difficulties. The skills of communication, language and

literacy are particularly well taught because adults use every opportunity to promote them. For example, children's vocabulary was thoughtfully extended as they talked to the teacher about what happens when ice melts. There is a strong emphasis on creative activities, with children able to practise and develop the new skills that they have been taught. Children thoroughly enjoyed playing outside in the 'airport', writing their names, addresses and ages on 'passports' and developing good cooperative and social skills as they acted out a journey on an aeroplane.

### **What the school should do to improve further**

- Increase the level of challenge in teaching so that the more able pupils achieve as well as they possibly can, particularly in writing and science.
- Develop the expertise of subject leaders to enable them to monitor more effectively the quality of teaching and the curriculum.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

7 March 2008

Dear Pupils

Inspection of Newbottle and Charlton Church of England Primary School, Banbury OX17 3DN

Thank you for the friendly welcome you gave me when I visited your school recently. I really enjoyed meeting you, visiting some of your lessons and seeing all the exciting things you do. When I asked you to give your school a grade, you told me that it is 'good with outstanding bits'. Spot on! That is exactly what I found too.

These are some of the really good things about your school:

- Children in the Foundation Stage get off to a flying start and many do much better than other children of their age.
- You are taught well, which helps you to make good progress in your work and reach standards which are generally higher than those of other children nationally.
- You are extremely well-behaved children who care a great deal about other children, adults and the community in which you live. Well done for attending school as often as you can!
- The school gives you lots of exciting things to learn in lessons and in activities outside school – and I know that you enjoy these things very much.
- Everyone in the school cares a great deal about you. They help you when you have any problems and really show you how to improve your work.

The people in charge of your school and your teachers do a good job and want to make the school even better than it is already. To help them, I have asked them to:

- Make sure that you are really challenged in lessons so that you reach even higher standards, especially in writing and science.
- Check regularly that you are learning all you need, and as well as possible, so that the school knows what it needs to do next.

You can help your teachers by continuing to work hard like you do already and by keeping those smiling faces which makes the school a happy place to be for everyone.

With best wishes for the future

Mrs Helen Barter Lead Inspector