

# Charlton-on-Otmoor Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	123100
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	340279
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	David Wynford Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	111
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Rachel Foord
<b>Headteacher</b>	Mr Michael Wisbach
<b>Date of previous school inspection</b>	17 November 2006
<b>School address</b>	Fencott Road Kidlington Oxfordshire OX5 2UT
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## Introduction

This inspection was carried out by two additional inspectors. The majority of time was spent observing learning. Inspectors visited nine lessons and observed four teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe, the school improvement plan and 43 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- improvements in writing in Key Stage 1 since the last inspection
- challenge for the more able mathematicians in Key Stage 2
- the impact of the school's work in promoting pupils' cultural development.

## Information about the school

This is a small primary school serving the village and the surrounding area. The proportion of pupils joining or leaving during the school year is less than in most schools. The vast majority of pupils are of White British heritage. There are very few from minority ethnic backgrounds. None speaks English as an additional language. The proportion of pupils identified as having special educational needs and/or difficulties is broadly average. However, the proportion of pupils holding a statement of special educational needs is below the national average. The percentage of pupils entitled to free school meals is well below the national average. The school offers up to 20 part-time morning or afternoon places in the Nursery and runs a registered after-school club for pupils aged five to 11. The club operates on Monday to Wednesday and on Fridays during term-time only.

The school gained the Sports Activemark award in 2008 and 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Charlton-on-Otmoor provides its pupils with a satisfactory education. Its strengths lie in its commitment to the local community and the welcoming and inclusive ethos. The school supports pupils' personal development effectively. Pupils behave well and enjoy school. Their attendance is consistently above average. The quality of care is good. The school ensures that pupils' safety has a high priority. Staff are vigilant and ensure safeguarding requirements are met. They are very mindful of the pupils' safety with the ongoing building works.

Attainment on entry to the Early Years Foundation Stage varies from year to year. This is because of the small number of pupils in each year group and the wide range of pupils' needs and abilities. The majority enter the Early Years Foundation Stage with the skills and understanding expected for their age. Recent improvements have led to accelerated progress and children in the Nursery and in the Reception class now achieve well. Pupils make satisfactory progress in Years 1 to 6. Pupils' rates of progress are variable because of inconsistencies in the quality of teaching. This is because assessment information is not always used effectively to plan activities that challenge all groups of pupils, particularly the more able. There are insufficient opportunities for pupils to work independently on activities that challenge their thinking and extend their learning. Although there is some good and informative marking, pupils are not routinely given sufficient guidance on how to improve their work to reach their targets in mathematics, reading and writing. Some individual targets are not sufficiently challenging. Support for pupils with special educational needs is effective. It enables them to make good progress so that most reach the expected levels for 11-year-old pupils. Although there are significant variations in attainment from year to year due to the small numbers of pupils involved, overall it is broadly average. Pupils' achievement is satisfactory.

The school's capacity for sustained improvement is satisfactory. The headteacher is committed to the school and the local community, and is supported well by all staff and governors, who make a valuable contribution to the smooth running of the school. He and the governors know what the school does well and what needs to be improved. Staff work together well to ensure pupils make good progress in their personal development and are in the process of reviewing the curriculum to make stronger links between difference subjects to make learning more relevant and meaningful for pupils. Middle leaders are enthusiastic but have yet to fully develop their roles in leading their subjects and contributing to whole school improvement. There are too few opportunities for teachers to observe and share good practice and assessment information is not routinely analysed with sufficient rigour.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## What does the school need to do to improve further?

- Raise attainment and accelerate the rate of progress for the more able pupils by:
  - giving staff more opportunities to share and build on good practice to ensure greater consistency in the quality of teaching
  - making more effective use of assessment data to inform lesson planning and raise expectations
  - providing pupils with more opportunities to work independently
  - making certain that pupils are clear about their next steps in learning.
- Improve senior and middle leaders' skills in:
  - analysing and using assessment information to accelerate the rate of pupils' progress
  - evaluating the impact of teaching on learning.

## Outcomes for individuals and groups of pupils

**3**

Pupils are keen to take responsibility and to become members of the school council. They raise funds for national and international charities and take part in church and local events. Pupils get on well and are respectful of each other. However, some say that consideration for others sometimes slips when they are using the agility playground equipment. Pupils' good understanding of healthy living is evident in their knowledge of healthy eating and their understanding of the importance of taking physical exercise. This has contributed to the school being awarded the Sports Activemark award. Pupils' good knowledge of safety was clear as they discussed potential hazards with the building work in progress. One said, 'Its fun to watch but we must not get too close because it's dangerous.' Pupils are reflective and have a good understanding of right and wrong. However, their knowledge of other faiths, cultures, religions and beliefs is less well developed.

In lessons, pupils are attentive. They speak positively about their teachers and support staff. They enjoy the opportunities to work together in pairs and larger groups. They worked well together in the street dancing session and several showed good physical co-ordination as they moved to the music and cart-wheeled across the hall floor. Pupils are motivated and respond well to challenge, but the more able pupils say the work is often too easy, especially in English and mathematics. The content of pupils' writing is developing satisfactorily. They write for a range of purposes and audiences. Their use of punctuation, vocabulary and sentence construction is in line with expectations. However, pupils' handwriting is often untidy and letters are poorly formed. Improvements in teaching have accelerated pupils' progress in writing in Years 1 and 2. In mathematics, pupils enjoy the opportunities to investigate number and shape. Their understanding is in line with expectations. However, the work in some lessons is not sufficiently well planned to provide all pupils with an appropriate level of challenge. As a result, some pupils, particularly the more able, do not make enough progress.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Staff are in the process of reviewing the curriculum to develop a more creative approach. This is to ensure that basic literacy, numeracy and information and communication technology skills are consolidated and extended through topic work. Themed days and weeks, such as the street dancing sessions, present staff with good opportunities to promote learning across all subjects and provide an added stimulus for the pupils. Within an overall satisfactory picture, teaching has a number of good features. For example, teachers explain clearly what is to be learned in each lesson. They are confident in the use of electronic whiteboards to support learning. In the better lessons, pupils of all abilities are challenged. Teachers make effective use of questioning strategies. Initial answers are probed and pupils' thinking is consolidated and extended. The lessons proceed at a quick pace and there is good balance between the teachers' and the pupils' contributions. However, at times pupils' progress is restricted because they have too little time to work independently. Assessment strategies to support learning are in the early stages of development. The information is not used consistently enough to raise expectations and to plan work that challenges all

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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groups of pupils, especially those who are more able. Pupils' learning is enhanced by good links with different organisations, visitors to the school and the opportunities to take part in educational visits.

The level of care, particularly for the most vulnerable pupils, is good. Relationships are good and all pupils feel safe. They know that they can turn to staff if they have any concerns. The school works well with a wide range of agencies to promote pupils' learning and welcomes the involvement of parents and carers. The after-school club provides pupils with good opportunities to relax and to develop their independence in well-organised sessions.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher, staff and governors are committed to improving provision for the pupils. They are working in difficult circumstances and look forward to the completion of the building when, for the first time, pupils in Years 1 to 6 will have permanent classroom accommodation. The effectiveness of leadership and management in embedding ambition and driving improvement is satisfactory. The recently introduced systems for recording and analysing pupils' attainment and progress are beginning to be used to scrutinise the work of the school more effectively. As a result, there is a sharper focus on identifying the precise areas for development. Expectations are rising as staff are increasingly being held to account for the progress their pupils are making and the role of middle leaders evolves. Governors take their roles and responsibilities seriously. They have reviewed the structure of the governing body and have made significant progress in challenging the school. They set suitably challenging targets and monitor the work of the school closely. Their work has yet to make an impact on pupils' progress. Governors ensure that the school's safeguarding and child protection procedures are thorough and implemented consistently. Staff and governors promote equality of opportunity satisfactorily. They welcome pupils to the school and ensure that all are included. However, there are variations in the rates of progress made by different groups of pupils which the school has not yet ironed out.

The school's contribution to promoting community cohesion is good. The governors, headteacher and staff know the local community well and have done much to promote the school locally. They welcome senior citizens to join the school every Thursday for lunch and take part in village and local events. Links have been established with some

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European countries. Plans are in place to develop links with non-European countries and with schools in the United Kingdom which better reflect today's diverse cultural society.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Good induction arrangements and relationships with parents ensure that children feel safe, settle quickly and develop their self-confidence. Children are developing a good understanding of healthy living and follow routines that promote good hygiene practices. They know the importance of washing their hands before handling food. Children of nursery age and those in the Reception class work and play well together and are developing good social skills.

Staff use their good understanding of how young children learn to plan a good range of stimulating activities that maintain the children's interests. There is a good balance between adult-led and child-initiated activities. The emphasis placed on ensuring the children's welfare enables all children to experiment and explore within a safe and supportive environment. Effective use is made of the outdoor area as a natural extension of the classroom to promote the children's creative and physical development and their knowledge and understanding of the world. However, not enough use is made of the area to promote the children's literacy and numeracy skills.

The early years coordinator has a good understanding of the strengths and areas for development. She coordinates the team well. Children's attainment is regularly assessed and used appropriately to plan their next steps in learning. As a result, they are making good progress. Links with the after-school club to ensure the continuity of learning for



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children in the Early Years Foundation Stage have not been formalised.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of the responses from parents and carers were entirely supportive of the school's work. Their positive views are generally supported by the inspection evidence. A particularly high percentage of parents stated that their child felt safe and enjoyed school. Discussions with the pupils, and their questionnaire responses, confirm this to be the case. A few parents felt that the school did not deal effectively with misbehaviour. Inspectors found that pupils behave well and staff implement the behaviour policy appropriately.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charlton-on-Otmoor Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 111 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	70	12	28	1	2	0	0
The school keeps my child safe	22	51	20	47	1	2	0	0
The school informs me about my child's progress	16	37	25	58	2	5	0	0
My child is making enough progress at this school	18	42	20	47	1	7	0	0
The teaching is good at this school	24	56	19	44	0	0	0	0
The school helps me to support my child's learning	13	30	29	67	1	2	0	0
The school helps my child to have a healthy lifestyle	19	44	23	53	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	33	24	56	1	2	0	0
The school meets my child's particular needs	17	40	22	51	4	9	0	0
The school deals effectively with unacceptable behaviour	11	26	26	60	6	14	0	0
The school takes account of my suggestions and concerns	18	53	23	53	2	5	0	0
The school is led and managed effectively	20	47	20	47	3	7	0	0
Overall, I am happy with my child's experience at this school	16	37	25	58	2	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 February 2010

Dear Pupils

Inspection of Charlton-on-Otmoor CE Primary School, Kidlington, OX5 2UT

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. We were very pleased to hear that you like coming to school and that your attendance is better than that found in most schools. You showed us that you are keen to take responsibility and that you all get on together. You have a good understanding of healthy living and enjoy keeping fit. Your behaviour in lessons and around the school is good. You show respect for each other as you move safely around the school and in the playground. You clearly know a lot about keeping safe. That is really important with all the building work going on at your school.

Overall, your school provides you with a satisfactory education. It is very welcoming and staff encourage you to be part of the local community. They take good care of you. You make good progress in the Nursery and Reception classes but your progress slows a little in Years 1 to 6. It is satisfactory overall. By the end of Year 6, your attainment in English, mathematics and science is similar to that seen in most schools. We found that those of you who find learning difficult get a lot of help and this enables you to make good progress. However, some of you, especially those who find the work easy, could do better. We agree with you that this is because the work is not always challenging enough. We have asked your teachers to look at this and have made some suggestions how they can best help you to reach higher standards. We have asked them to ensure that all your lessons are taught to the best of their ability and that they use their assessments about how well you are doing to plan work that will really challenge you. We have also asked your headteacher and the teachers in charge of subjects to look more carefully at how well you are learning and to make further suggestions to your teachers and the teaching assistants about how to help you make faster progress.

Please remember, you must also play your part by always trying your best. Good luck for the future and remember to keep working hard.

Yours sincerely

David Wynford Jones

Lead inspector

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