

# Chesterton Church of England Voluntary Aided Primary School

## Inspection report

---

<b>Unique Reference Number</b>	123101
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	340280
<b>Inspection dates</b>	20–21 October 2009
<b>Reporting inspector</b>	Tony Shield

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Fissenden
<b>Headteacher</b>	Carolyn Wharton
<b>Date of previous school inspection</b>	2 March 2007
<b>School address</b>	Alchester Road Bicester Oxon OX26 1UN
<b>Telephone number</b>	01869 252498
<b>Fax number</b>	01869 244012
<b>Email address</b>	head3082@chesterton.oxon.sch.uk

---

<b>Age group</b>	5–11
<b>Inspection dates</b>	20–21 October 2009
<b>Inspection number</b>	340280

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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

© Crown copyright 2009

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, members of staff and pupils. They observed the school's work, and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school improvement plan and records of pupils' progress. They also took into account the views of parents, pupils and staff expressed in questionnaires.

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

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

- evidence to support the school's view that progress is better than satisfactory
- the impact of measures to reverse the apparent decline in attainment, particularly in writing at Key Stage 1 and mathematics at Key Stage 2
- how consistently teaching challenges pupils to make at least good progress
- the extent to which all staff are contributing to self-evaluation and school improvement.

## Information about the school

This primary school is smaller than average. Most pupils are of White British origin and very few are from other ethnic heritages. The proportion of pupils who have special educational needs and/or disabilities is below average; most of these pupils have moderate learning difficulties. The school provides for children in the Early Years Foundation Stage in its Reception class.

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

## Inspection judgements

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

**3**

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

**3**

## Main findings

Chesterton Primary provides a satisfactory education for its pupils. The school is popular with parents and they appreciate the friendliness and welcome shown to them and the care given to their children. This is a school at the centre of its community and pupils play a full part in promoting the school's Christian values. Pupils' personal development is a strength and their positive attitudes and good behaviour play a significant part in their progress. The school nurtures this aspect of pupils' development well, and good personal development is encouraged by the school's good care, guidance and support. Above all, pupils enjoy their learning and are keen to do well.

Recently, the school has gone through a period of uncertainty with some long and short-term absence of teachers. However, the school is now more settled and poised to move forward more strongly, and there is a commitment and determination on the part of all staff and governors to school improvement. Self-evaluation is broadly accurate but development planning is not sharply focused on key areas for improvement. This is because the school does not sufficiently analyse performance data to ensure a clear view of what needs to be improved. However, the school's management systems are sufficiently embedded to enable continuing improvement and there is a satisfactory capacity to improve further.

Children get off to a good start in the Early Years Foundation Stage. Sensitively managed induction arrangements ensure children are made to feel welcome and quickly settle into school routines. While children in the Reception class make good progress in many aspects of their learning, progress in developing their writing skills and in manipulating number is less secure.

Broadly average standards in English, mathematics and science are reached by the time pupils leave in Year 6, although performance in mathematics is less good. Pupils make satisfactory progress overall, although a few do better than this. Lessons are characterised by a calm climate for learning in which pupils work hard and strive to do their best. Teaching has improved now that staffing is more settled, and much is good but, overall, teaching is judged satisfactory because teachers are not consistent in the way they use assessment to set tasks that consistently challenge pupils at their own individual level. Pupils enjoy their lessons and there are many opportunities in the curriculum for pupils to develop independence. Pupils respond well to this approach, and are developing good skills in persevering and solving problems independently of the teacher. The progress of all groups of pupils is satisfactory, including the most able. Pupils who have special educational needs also make satisfactory progress, but the school has rightly identified that their needs are not always identified soon enough, nor are interventions and additional support targeted sharply enough.

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

- Ensure more consistently effective teaching and accelerate progress, particularly in mathematics at Key Stage 2 by:
  - tailoring tasks more precisely to the prior attainment and individual needs of pupils
  - using assessment data to make early identification of those pupils at risk of underachievement, especially those who have special educational needs
  - planning intervention and support strategies to ensure pupils catch up and achieve their potential.
- Sharpen improvement planning to identify key areas of weakness by:
  - using performance data to draw out the implications for what needs to be improved
  - involving all staff in monitoring and self-evaluation of provision
  - identifying timescales and the criteria by which success can be measured.

## Outcomes for individuals and groups of pupils

<b>3</b>
----------

Pupils enjoy school and have good attitudes to learning. They work with pride and show good levels of concentration, and are enthusiastic in their response to teachers' questions. They work effectively together in pairs and in groups. These are key factors in the progress both boys and girls make. Results in Key Stage 2 national tests have varied partly because cohort sizes are small. However, there has been a downward trend in recent years. This has now been reversed and pupils in Year 6 are on track to reach higher standards. Pupils have tended to do better in English than in mathematics and this was confirmed by observations during the inspection. While some good extended writing was seen in pupils' books, they are much less confident in manipulating numbers, and in using and applying their mathematical skills. Progress in mathematics is much less secure than in other areas of the curriculum. There is no significant variation in the progress of different ability groups, and both boys and girls make similar progress. However, interventions to support those at risk of underachievement, and particularly pupils who have special educational needs, are not always early enough. Attainment in Key Stage 1 has also varied, but is broadly average overall. However, improvements are evident in writing.

In classrooms and around the school, pupils' behaviour is often exemplary. Although inspectors observed no poor behaviour, pupils themselves commented that behaviour is sometimes less thoughtful. Pupils have trust and confidence in the adults around them and know how to stay safe. Their enthusiastic participation in physical education and sports is recognised by the school's ActiveMark award. Alongside pupils' awareness of a healthy diet, their understanding of the need to adopt a healthy lifestyle is good. Pupils take their responsibilities around the school seriously and several examples of pupils taking the initiative in helping out were witnessed. They are developing a good

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

understanding of their rights and their responsibilities both to the school and the wider community. Attendance is broadly average and although pupils show good teamwork and personal skills, they are satisfactorily prepared for their future economic well-being. Pupils' spiritual, moral, social and cultural development is good, and assemblies are respectful occasions in which pupils are encouraged to think deeply about others and their own place in the world.

*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	3
<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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The atmosphere for learning in classrooms is calm and purposeful. Relationships with pupils, based on trust and mutual respect, are a consistently good feature of all lessons. At its best, teaching has a good pace, encourages pupils to think for themselves and tasks are closely matched to the needs of individual pupils. Explanations are clear and pupils are encouraged to ask questions if they do not understand. However, this is not consistently the case. Pupils are increasingly aware of how well they are doing, and the use of the 'learning journal' in Years 4, 5 and 6 for pupils to reflect on what they have learnt is an effective way of keeping a check on progress.

<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.

The curriculum has a number of strong features but is satisfactory overall, because it is not always planned to build step-by-step on pupils' prior attainment. Teachers are increasingly skilled at making the learning interesting by linking aspects of the curriculum together in a way that enables pupils to see the relevance of their learning. This 'creative learning journey' has been rightly introduced to make learning more exciting and meaningful. The attention given to basic skills, including information and communication technology skills, ensures an appropriate balance. The curriculum is enriched by a good range of clubs, visits and visitors and the specialist teaching of physical education, music and French.

The school benefits from its small size and strong sense of community. Pupils are known well by all adults and each and every child is recognised as an individual. This commitment to the care and welfare of every child is reflected in the school's range of policies and procedures which ensure every care is taken to ensure pupils feel safe and well looked after. Arrangements for the support of vulnerable pupils, including those who have special educational needs, are effective in helping them to raise their self-esteem and achieve satisfactorily.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## **How effective are leadership and management?**

The school's leadership and small school ethos ensure that there is a strong commitment to improve. Already, progress of all pupils is improving as the impact of a more stable staff takes effect. The headteacher's vision in which all pupils are welcomed into a Christian environment and in which they are able to develop their full potential is widely shared. This positive climate has encouraged all staff to move forward, through a more active involvement in school improvement. Self-evaluation is satisfactory, though there has not been a sharp enough focus on how well pupils are making progress. Governors bring a good range of experience and expertise to the school, and discharge their statutory responsibilities effectively. While they know the school's strengths, they are less clear about past weaknesses in pupils' standards and progress, and hence have not always challenged the school about academic outcomes to the extent that they should.

At the time of the inspection, the school's systems and procedures met all requirements for safeguarding. Child protection procedures are fully in place. Partnerships with external services are well established, particularly to provide support for vulnerable

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

groups of pupils. The school is inclusive, is committed to promoting equal opportunities, and has good systems to track pupils' attainment and progress closely. However, it has not always used these data effectively to draw out the implications for school improvement planning, which lacks a sharp focus on what needs to be improved. Although the school itself is a cohesive community and has active links with its local community, it has not conducted an audit of its provision in order to develop a strategy to promote community cohesion at all levels.

*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>3</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>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with knowledge and skills which are mostly average. They settle quickly into life at school because of the good induction arrangements, and 'Piper's postcards' make sure all the children feel at home as soon as they arrive. Relationships are good and classroom activities are characterised by stimulating activities and well-managed learning. This ensures that all children enjoy their learning. All adults have high expectations and good classroom management leads to good behaviour and positive attitudes to learning. Children learn to play well alongside one another, and both boys and girls make good progress in all areas of their learning. As a result, children enter Year 1 with attainment that is around expected levels, although progress is slower in linking sounds to letters and in writing work.

Staff plan a mixture of activities, some led effectively by adults, while others enable children to choose for themselves. Teachers are skilled at offering clear explanations and at asking questions to ensure all children have understood. Ongoing assessment and detailed records on the progress of each child ensure work is adapted and planned



well to meet their needs. A strong focus on children's social and emotional development leads to high levels of self-esteem. As a result, children become more independent and are well prepared for entry to Year 1. Teaching assistants play a valuable role in developing children's confidence and extending their learning. The Early Years Foundation Stage is well led, with a strong focus on helping all children to do well. Good self-evaluation has enabled a clear view of what needs to be improved. Assessment data is well used to help plan future developments.

*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**

Responses were received from 41 parents, representing around half of the families. Those responding were overwhelmingly positive about the school. All believe that their children enjoy school and very few indicated concerns in any area. Parental comments commended the safe and welcoming environment, and the sense of fun and enjoyment that their children experience. There were very few negative comments, although a very small number commented that they thought their children could make more rapid progress. Inspectors agree.

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

Ofsted invited all the registered parents and carers of pupils registered at Chesterton C of E Primary School 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 12 statements about the school.

The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 99 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	76	9	22	1	2	0	0
The school keeps my child safe	30	73	10	24	0	0	1	2
The school informs me about my child's progress	18	44	21	51	2	5	0	0
My child is making enough progress at this school	20	49	18	44	3	7	0	0
The teaching is good at this school	29	71	12	29	0	0	0	0
The school helps me to support my child's learning	20	49	19	46	1	2	0	0
The school helps my child to have a healthy lifestyle	24	58	17	41	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)	20	49	15	37	1	2	1	2
The school meets my child's particular needs	16	39	21	51	2	5	0	0
The school deals effectively with unacceptable behaviour	8	19	25	61	3	7	0	0
The school takes account of my suggestions and concerns	13	32	23	56	1	2	0	0
The school is led and managed effectively	12	29	27	65	1	2	0	0
Overall, I am happy with my child's experience at this school	28	68	12	29	1	2	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.**



22nd October 2009

Dear Pupils

Inspection of Chesterton C of E Primary School, Chesterton, Oxon OX26 1UN

I am writing to thank you for being so welcoming and helpful when we visited your school recently. Your warm welcome made us feel at home and part of your very special school community. Your school is providing you with a satisfactory education. Here are some of the good things about it.

- You clearly like coming to school, evident in your happy faces during lessons. You try hard to do your best in lessons.
- Children get off to a good start in the Reception class.
- You behave very well, and are polite and kind to one another.
- Everyone at school gets on well together, and there is a real sense of community in the school.
- Your good attitudes and sensible approach to working on your own make a good contribution to the satisfactory progress most of you are making.
- Teachers make learning interesting and your classrooms are lively and interesting places to be.
- The school takes considerable care of you, and makes sure you feel safe and well looked after.
- The headteacher and all the teachers are working hard to make your school even better.

We have asked the teachers to do the following in order to make things even better.

- Ensure you all do even better, particularly in maths, by making sure that the things teachers ask you to do in lessons are geared to what you each need, and by keeping a more careful check on how well you are doing and planning extra work if you fall behind.
- Make sure that the plans to improve the school are focused on how well you are doing and involve all the teachers in making the school better.

Thank you once again for your help during our visit, and good luck with your work in the future! You can help by continuing to work hard at all you do!

Yours faithfully

Tony Shield

---

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**