

Charlbury Primary School

Charlbury, Oxford, OX7 3TX

Inspection dates 24–25 March 2015

| Overall effectiveness | Previous inspection: | Good | 2 |
|--------------------------------|----------------------|-------------|----------|
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, supported well by other staff and governors, has ensured that the school has improved consistently since the previous inspection. This means that there are good standards of teaching and achievement.
- Pupils reach above average levels of attainment at the end of Year 6 in reading, writing and mathematics.
- Children in the early years do well. Effective leadership and teaching ensure that they make good progress.
- Pupils in receipt of additional funding and disabled pupils and those with special educational needs make good progress.
- The quality of teaching is good. Teachers motivate pupils so that they learn well. Teaching assistants provide effective support.
- Pupils behave well. They feel very safe in school and attendance is above average. Pupils enjoy taking on responsibility.
- The headteacher checks the quality of teaching and learning systematically and rigorously. This has helped to improve teaching.
- Governors are active, supportive and challenging in helping leaders move the school forward.
- The atmosphere throughout the school reflects a strong sense of community and mutual respect. Pupils' spiritual, moral, social and cultural development is promoted very well. Pupils are well prepared for life in modern Britain.
- Pupils enjoy the excellent range of clubs, regular visits and other activities which the school offers. Good links with other local schools provide opportunities for effective teacher training.
- The care and welfare of pupils are strengths of the school.
- Parents are very supportive of what the school provides for their children.

It is not yet an outstanding school because

- The achievement of a few less able pupils is not as rapid as their classmates, particularly in mathematics.
- Some staff are new to their leadership responsibilities and have not had the opportunity to have an impact on teaching and learning in their subjects.

Information about this inspection

- The inspectors observed teaching and learning in 14 lessons, of which two were observed jointly with the headteacher. In addition, the inspectors made a number of shorter visits to lessons.
- The inspectors held discussions with school leaders, staff and governors.
- The inspectors observed the school's work and looked at documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils reading and spoke with pupils about behaviour and the safety arrangements at the school.
- The views of 77 parents were analysed through the Parent View website. In addition, inspectors spoke with some parents.
- The views expressed by the 21 staff who responded to the staff questionnaire were also considered.

Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Peter Clifton

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school, where most pupils are of White British heritage.
- Since the previous inspection, there have been some staffing and leadership changes. In January 2015, responsibility for the coordination of English and mathematics was given to two teams of teachers.
- One pupil in 10 is supported by the pupil premium, which provides additional funding for disadvantaged pupils, including those eligible for free school meals. This is below the national average.
- One pupil in six is disabled or has special educational needs. This is broadly in line with the national average.
- The early years consists of one full-time Reception class.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve achievement in mathematics further by developing the confidence and independence of less able pupils so they can learn effectively when not being supported by an adult.
- Widen the opportunities for the newly-appointed subject teams to have a greater impact on improving teaching and learning in their subjects.

Inspection judgements

The leadership and management are good

- The headteacher provides strong leadership and has shown great determination to improve the school. She has built a committed and effective team of key leaders and staff.
- The school's leadership, supported by the governing body, understands the strengths of the school well and identifies the right areas for development in the school's improvement planning.
- Decisive and positive action has been taken to strengthen teaching and to raise pupils' achievement and has been successful. This shows that the school has the capacity to improve further.
- The quality of teaching is regularly checked by leaders. Arrangements for teachers' performance management help to improve the quality of teaching because targets for development are focused on pupils making good progress. Effective training has been provided to improve teachers' skills in the teaching of mathematics, phonics (letters and their sounds), writing and marking.
- The headteacher and staff have created a positive and welcoming atmosphere where all pupils can learn well and thrive. They ensure that pupils are well behaved and safe. As a result, pupils feel very safe and are well looked after by the staff. All statutory requirements for safeguarding are met and these are highly effective.
- The leadership of special educational needs and early years is effective. The recently appointed middle leaders and subject teams are enthusiastic, but have not yet had the opportunity to improve teaching and learning in their areas of responsibility.
- The curriculum is impressively broad and well balanced. It provides a range of good quality activities that promotes enjoyment and a love of learning. Many clubs, school trips and artistic and cultural events enhance the learning opportunities for pupils. For example, Year 6 pupils talked about their residential visit with great enthusiasm.
- Spiritual, moral, social and cultural development is a significant strength of the school and is embedded throughout the curriculum. Learning opportunities support the active promotion of fundamental British values. Pupils are able to talk with knowledge about faiths and cultures other than their own. For example, pupils spoke in detail about the opportunities to learn about different cultures from members of the local community. Pupils are well prepared for life in modern Britain. The school is making good progress in developing new assessment arrangements to reflect changes nationally.
- The promotion of equal opportunities is an integral part of the school's ethos. As a result, leaders of the school ensure there is no discrimination of any groups of learners.
- Pupil premium funding is used well to provide disadvantaged pupils with additional support in reading, writing and numeracy. This funding and support are having a positive impact on pupils' achievement.
- The primary physical education and sport grant is used very well to extend pupils' opportunities for sport and physical development. A productive sports partnership operates with a local secondary school and a group of schools. A specialist physical education teacher is employed to provide good teaching for pupils and to help increase the skills of staff. As a result of the funding, pupils' participation in sport has increased.
- The school works successfully within a network of local schools. Staff welcome the opportunity to share ideas and observe teaching in order to improve their own practice. This partnership also provides an independent view of how well the school is providing for its pupils.
- The local authority takes a light touch approach to support and challenge this good school.
- Parents and carers much appreciate the way the school takes care of their children.

■ The governance of the school:

- The governing body is effective and supports the school well. Governors have a clear understanding of the school's strengths and areas for development. In striving for improvement, it has identified the right priorities. Together with school leaders, governors are actively involved in the future planning of the school.
- Under the leadership of an experienced Chair, governors provide constructive challenge in order to hold leaders to account for the school's performance. They are competent in their analysis and interpretation of data on progress and attainment, so are able to direct informed questions about the school's performance to the headteacher and other leaders. Governors' monitoring of all aspects of the school is effectively organised.
- The governors know what the quality of teaching is across the school. They make sure that staff promotion and salary increases reflect the progress that pupils make. As a result, arrangements for

performance management have a positive impact on teaching. They are also aware of support that has been provided to improve teaching.

- Governors check that the pupil premium is being used effectively. They question leaders closely to confirm its impact on the achievement of disadvantaged pupils. They are challenging leaders to ensure that gaps in achievement continue to close rapidly. They similarly have a sharp overview of other additional funding, such as that for sport. School finances are very well managed.
- Governors take account of the views of parents through the parent council.
- Governors are very enthusiastic about their school and its role within the local community, but also hold it to account as part of the process of supporting the leadership's drive for excellence.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils say that they enjoy school and spoke with enthusiasm about the activities provided. Their positive attitudes to learning contribute well to their good progress. Typical comments include, 'Learning is fun.' 'We find out new things.'
- There is a positive sense of community throughout the school. Pupils appreciate how their teachers and other pupils help them to resolve any differences.
- The behaviour of pupils is consistently good in lessons. In some classes, pupils show exemplary attitudes to learning and behave extremely well. This is particularly so when pupils are inspired and engaged in their work.
- Pupils willingly take on additional responsibilities, such as serving on the school council and supporting younger ones as lunchtime monitors or as play leaders. They raise funds for a range of local, national and global charities. Pupils understand the importance of helping others who are less well off than themselves.
- Pupils are friendly, polite and show consideration and respect for others. Through their studies, pupils demonstrate an appreciation and a good understanding of different cultures and faiths.
- Attendance levels are well monitored and have been above average since the previous inspection.
- Behaviour is not outstanding, as parents and pupils recognise, because a few pupils need adult support to reach the school's high standards. A few lower attaining pupils lose their concentration when not supported by an adult. Pupils are very confident that staff will always tackle any untoward behaviour quickly and effectively. The school's records confirm this.

Safety

- The school's work to keep pupils safe and secure is outstanding. Rigorous safeguarding policies and procedures are securely in place and regularly updated.
- The school site is completely safe. Visitors are checked thoroughly before they are allowed into the school. The headteacher ensures that all staff are trained on a regular basis and that staff, as well as parents, understand who they can talk to if they have any concerns.
- Pupils say that they feel completely safe in school and are cared for very well. They appreciate how much teachers and other adults do to ensure their well-being. They have a very good knowledge of different forms of bullying, and understand the difference between bullying and falling out. They say that bullying is very rare. They say that if it happens, the school reacts quickly and it is 'always resolved'.
- The curriculum ensures that pupils know how to stay safe and to protect themselves from harm. Pupils spoke confidently about personal safety, and how to keep themselves safe on roads, when cycling and when using the internet, for example.
- Parents are entirely confident that their pupils are completely safe and very well cared for. Parents who spoke to the inspector were very supportive of the school. One said, 'The school does a fantastic job and my child couldn't be happier.'
- Leaders and governors rigorously check pupils' attendance. Effective systems are in place to support pupils to ensure they attend regularly. As a result, attendance is above national levels.

The quality of teaching is good

- Teaching is good, with some aspects that are outstanding. Inspection evidence, including joint observations with the headteacher and discussions with pupils, staff and governors, combined with an analysis of the school's monitoring records, confirms teaching is typically good.

- Teachers use their strong subject knowledge to plan activities that excite pupils and promote good learning and sustained progress. This is demonstrated when they work as a whole class, on their own or in small groups. When in groups they collaborate very well with each other. In lessons, for example, pupils work out the solutions to mathematical problems together. This gives them chance to use mathematical language in the right context.
- Since the previous inspection, weaknesses in the teaching of writing and phonics (sounds that letters make) have been eliminated through effective training. The marking of pupils' work has strengthened. As a consequence, pupils know how well they are doing and teachers' constructive comments help them to improve. Teachers' planning and the work provided take better account of the needs of different groups of pupils, particularly the most able pupils who are achieving well.
- Teachers establish positive relationships with pupils and expect them to do their best. The pupils respond well to their teachers' high expectations and this results in good learning and good behaviour.
- Questioning is used effectively to challenge pupils' thinking and to check how well pupils have understood new work. Pupils are attentive, enthusiastic and respond well to teachers' questions.
- Attractive and stimulating classrooms help to inspire and motivate the pupils.
- Disabled pupils and those who have special educational needs are taught well. The special educational needs coordinator, teachers and teaching assistants work well together to ensure that pupils receive the guidance and support that they need.
- Teachers successfully foster an enjoyment for reading. They introduce interesting books to the class and are good role models for reading, as they read to pupils with animation and expression. The teaching of phonics is now good. Pupils are provided with good opportunities to apply their reading skills in different subjects to find information.
- In mathematics, teachers use clear explanations and demonstrations to deepen pupils' understanding of calculation and mathematical operations. Pupils are provided with challenging opportunities to apply their knowledge and skills to solve a range of mathematical problems. However, a few lower-attaining pupils do not have the confidence to attempt all given tasks independently. This slows their learning and limits their confidence in using the skills in future work.
- Teachers provide good guidance and examples to help pupils develop their writing skills. They have already identified that the grammar, punctuation and spelling of a small minority of pupils are in need of improvement. Plans are in hand to address this. For example, in a Year 6 class, pupils were shown clearly how to write a paragraph using simple, complex and compound sentences. The activity developed pupils' understanding of clauses well. Book scrutiny showed that pupils' writing in subjects other than English was of a very high standard.
- Parents and carers also judge that teaching is good.

The achievement of pupils is good

- Leaders and staff have taken effective action to raise pupils' achievement. Throughout the school, pupils are making good progress.
- By the end of Year 6, in 2014, pupils' attainment was above average in reading, writing and mathematics. This group of pupils made good progress from their starting points. In the current Year 6, pupils are on course to attain better standards in reading, writing and mathematics by the summer.
- The achievement of the most able pupils has improved. By the end of Year 6, in 2014, above average proportions of pupils attained the higher Levels 5 and 6 in reading, writing and mathematics. In the current Year 6, above average proportions are on course to reach the higher levels in reading, writing and mathematics. However, in lessons, there are a few occasions when learning in mathematics is not moved on quickly enough to ensure that all pupils learn rapidly, particularly less able pupils.
- Disabled pupils and those with special educational needs make good progress. This is because the work set and the support provided are well suited to their specific learning needs.
- The attainment of Year 6 pupils in 2014, supported by the pupil premium, is not reported because the numbers were too few and individuals could be identified. Across the school, most pupils supported by the additional funding are making good progress. Gaps in attainment are closing rapidly.
- Pupils make good progress in speaking and listening because they have ample opportunities to discuss their learning. They acquire new vocabulary and use this well in their explanations and when expressing their ideas. For example, in a Year 3 English lesson, pupils shared their writing with each other and suggested improvements based on their previous learning.
- Pupils enjoy reading and make good progress. Attainment in reading is high. Those in Years 1 and 2 show a good knowledge and understanding of phonics. Pupils apply their reading skills well to find useful information.

- In mathematics, pupils acquire a good knowledge and understanding of calculation and mathematical operations. They apply their knowledge and skills well to solve challenging and relevant problems. For example, pupils in Year 1 made rapid progress in understanding non-standard units of measure. The activity allowed much discussion, which reinforced basic counting skills.
- Pupils' achievement in writing has improved. Standards of writing are equally high across all areas of the curriculum. Leaders are successfully tackling weaknesses in grammar, punctuation and spelling for a small minority of older pupils.

The early years provision

is good

- Children arriving in the early years have skills typical for their age. As a result of good teaching, children make good progress.
- Relationships between staff and children are established quickly through effective arrangements at the start of the year. This allows children to settle quickly into school life, grow in confidence and make good progress in developing personal and social skills. Parents told inspectors that their experience of the school is 'fabulous' because teachers are approachable, friendly and ensure there are good levels of communication between school and home. Parents feel involved in their children's learning.
- Children are well behaved. Staff have high expectations of behaviour and there are well established routines which are consistently applied in and outside of the classroom. The safety of children is outstanding. The high quality care and nurturing by staff allow children to thrive in this environment.
- The early years is well led and managed. Inside and outside areas of learning are well organised, with a range of exciting activities to make links in learning and stimulate children's creativity. As a result of this provision, children quickly develop a love of learning.
- In 2014, children made good progress from their starting points because of good teaching. They leave the Reception class with skills slightly above national averages in all areas of learning. This results in them being well prepared as they move into Year 1.
- Staff regularly observe and record the children's progress, assess the ways the children learn and interact with each other, and use the results well to plan for their future work. The children have 'Learning Journeys' which record their learning and show good evidence of their progress across all the areas of development.
- The outside area has been developed well. During the inspection, children were seen using this area for drama, construction, physical development and creative play.

What inspection judgements mean

| School | Grade | Judgement | Description |
|--------|---------|----------------------|--|
| | Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| | Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| | Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 123000 |
| Local authority | Oxfordshire |
| Inspection number | 444266 |

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

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|--|-----------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 202 |
| Appropriate authority | The governing body |
| Chair | Sue Tokumine |
| Headteacher | Jane Holt |
| Date of previous school inspection | 6–7 July 2010 |
| Telephone number | 01608 810354 |
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