



# Charlton-on-Otmoor Church of England Primary School

## Inspection Report

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**Unique Reference Number** 123100  
**Local Authority** Oxfordshire  
**Inspection number** 281401  
**Inspection date** 17 November 2006  
**Reporting inspector** Charalambos Loizou

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 address</b>	Fencott Road
<b>School category</b>	Voluntary controlled		Charlton-on-Otmoor
<b>Age range of pupils</b>	4-11		Kidlington OX5 2UT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01865 331239
<b>Number on roll (school)</b>	94	<b>Fax number</b>	01865 331239
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Christopher Bridge
		<b>Headteacher</b>	Mr Michael Wisbach
<b>Date of previous school inspection</b>	10 January 2000		

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a very small primary school that admits children into its Reception year in the term of their fifth birthday. The school accommodates pre-school and part-time nursery children who are cared for and taught in the Foundation Stage unit with the school's reception children. The school admits pupils from the local village and from surrounding towns and villages. They come from a range of social backgrounds and some from generally advantaged households. The vast majority of pupils are of White British heritage. The percentage of pupils with learning difficulties or disabilities is similar to that of most schools, although the percentage of pupils with statements of special educational need is above average. The school has close links with its local church and community.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school and the pupils achieve well. The headteacher, staff and governors provide clear direction and, despite the high turnover of staff, have secured good improvements since the school's last inspection. The staff support the pupils' personal development well so that they mature into exceptionally well behaved and confident young people. They form strong friendships and feel safe from harm or harassment. The school is at the heart of the village and has established very good links with the church and other schools, including international links with schools in Europe. These are used very well to enhance the curriculum and provide opportunities for the pupils to learn about other cultures. The pupils' spiritual development is good because the pupils are able to reflect on important values such as sharing, friendship and cooperation. The teaching is good and lessons provide stimulating and challenging activities that prepares pupils well for the future. This is having a positive effect on their good spiritual, moral, social and cultural development. The school is a friendly community that values everyone, as one parent typically commented, 'Both parents and teachers work together to give the best possible education for the children in a happy environment'.

Children in the Foundation Stage make good progress because of good teaching and well managed provision. In Years 1 to 6, the good teaching enables the pupils to reach well above average standards. In English, standards are exceptionally high by the end of Year 6. However, test results show that Year 2 pupils perform less well in writing compared with their high reading standards. Up to now there have been weaknesses in the teaching of early writing skills so that too few pupils reach higher levels in writing by Year 2. Recent changes to staffing have strengthened the teaching and improvements to writing standards are already evident. Assessment is satisfactory and information about the pupils' performance is readily available and accessible. However, there is still more to do to sharpen the way teachers use assessment so they can intervene sooner if pupils are falling short of their predicted targets and levels.

The staff provide good care, guidance and support for pupils. Teachers use clear learning objectives in lessons which ensure that pupils understand what is expected of them. A good curriculum provides pupils with a varied and interesting range of activities so their enjoyment of learning is clearly evident. Good leadership and management ensure that the school knows its own strengths and what needs to be improved further. The school's view of itself accurately matches that of the inspection. There is good capacity to keep on improving because of the vigilance of the leadership team and governors. Governors are a real asset and provide good support. The staff are positive and energetic in seeking to improve the school and in consulting the views of pupils and parents, consequently, the large majority of parents think highly of the school.

### What the school should do to improve further

- Improve the teaching of early writing skills to raise standards by the end of Year 2.

- Sharpen the way teachers use assessment to track individual pupils more often to ensure they all reach their targets and progress well.

## **Achievement and standards**

### **Grade: 2**

Standards are well above average. Pupils achieve well in relation to their above average starting points. Children in the Foundation Stage make good progress because they are stimulated by practical and engaging activities. These enable them to exceed the goals set for the start of Year 1.

Standards are high in English by the end of Year 6 and reading standards are high by the end of Year 2. However, up to Year 2, pupils lack confidence writing independently and at length so that writing standards are average and should be higher. The number of pupils taking national tests each year is small so results need to be analysed with care. However, they show that a high proportion of pupils across the school achieve well above average standards in reading and increasingly so in mathematics, reflecting strengths in the teaching and challenging targets. Improvements to the teaching of problem solving in mathematics help the pupils to use and apply their number skills accurately. Consequently, standards in mathematics are well above average and rising. Science standards are well above average throughout the school. Pupils with learning difficulties or disabilities are cared for and supported very well and make good progress.

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

### **Grade: 2**

The pupils' spiritual, moral, social and cultural development is good. Pupils enjoy school, which is reflected in very good attendance rates. They feel safe and secure and have confidence that any problems or worries they may have will be dealt with effectively by the staff. Behaviour and moral development are outstanding. Pupils respond well to the school's high expectations and have a clear understanding of what is right and wrong. Assemblies and lessons enable them to reflect on values well. They develop a good understanding of cultural diversity when celebrating a range of religious and international festivals and customs. Pupils develop a good understanding of healthy living, although this is not always reflected in their lunch boxes and eating choices at lunchtime.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. In the Foundation Stage children experience relevant and stimulating activities. The children quickly learn to recognise letter sounds and words which accelerates their progress in reading. In Years 1 to 6, teachers plan their

work carefully so tasks are well matched to the needs of pupils in mixed-age classes. Lessons make good use of visual aids, interactive white boards and computers, which stimulate and engage the pupils. For example, Year 2 pupils enjoyed completing time-limited tasks using a computer that sharpened their number skills. Pupils' early writing skills are improving but the teaching is not providing enough opportunities for younger pupils to write at length with confidence and accuracy. Very good teaching in Years 5 and 6 accelerates the pupils' progress in writing. Older pupils were observed to make good progress using similes, characterisation and imagery in poetry. The teacher used the history topic about World War II to create powerful images that helped the pupils to form pictures in their minds to enhance their writing. Teachers use assessment information quite well to provide tasks that match the needs of pupils, although assessment is not being used often enough to identify which pupils need the most support to reach their learning targets. Teaching assistants make a strong contribution to pupils' learning and provide effective help for pupils with learning difficulties and disabilities.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is having a positive effect on standards and the pupils' personal development. Improvements to information and communication technology (ICT) have been successful so standards have improved well since the school's last inspection. Although writing standards should be higher by the end of Year 2, the focus on improving writing is beginning to help pupils write independently. The many creative and sporting opportunities successfully promote enjoyment in learning. This heightens pupils' interest in their work so they are motivated and want to do well. The range of extra-curricular activities is good and includes music, sport, dance and drama. These, together with the very good links with other schools and organisations, lay good foundations for life-long learning.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for and supported and procedures to protect them are good. Staff and governors undertake systematic risk assessments and health and safety checks. Parents feel welcome and are very pleased with the information they receive about the school and their children's work. Systems to assess pupils are satisfactory. They are being refined to sharpen and improve the way teachers analyse and track the progress of individuals to ensure they all reach their targets. Pupils evaluate their own work well and teachers provide clear learning objectives which help the pupils understand the next stage of their learning.

## Leadership and management

### Grade: 2

Leadership and management are good. The school knows itself well and this is reflected in the good quality of its self-evaluation. Despite the high staff turnover, the management of the curriculum is developing well. Planning for improvement takes good account of pupils', staff and parents' views. The analysis of pupils' performance is improving as assessment systems are being refined. More is now needed to sharpen the way individual pupils are tracked. There has been effective development in the teaching which has ensured that standards improve.

Governors hold the school to account well. Good systems are in place to ensure they monitor the school's performance. They have successfully promoted the school and improved the school building. Some classrooms are in need of extensive external repair. The staff and governors have worked hard to minimise the disruption this causes to teaching and learning. Despite these difficulties, teachers have created a positive learning environment for the pupils. The school is well established in its village community. Parents and staff are proud of its history and traditions whilst also reflecting a modern outlook and willingness to work with the wider community, including international links with other schools in Europe. The school's track record of improvement shows that it has good capacity to continue improving teaching and to raise standards further.

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## Inspection judgements

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

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	1
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	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<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.

## 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 performance is monitored, evaluated and improved to meet challenging targets	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**

I was delighted to visit your school and write to thank you for your help and for making me feel very welcome.

I believe that yours is a good school. These are the best things about your school:-

- you are very well behaved and try hard in lessons
- your teachers are helping you to do well and give you lots of opportunities to help other pupils
- you enjoy learning and come to school regularly and on time
- your parents are very happy with the school
- the staff take good care of you and this helps you develop excellent attitudes
- your school is well managed and both the staff and governors have done a great deal to improve the school building.

I have asked your teachers to:

- help younger pupils improve their writing so they can write with more confidence and accuracy
- check how well you are doing more often to make sure you all reach your targets.

I wish you all the very best.

Yours faithfully

Charalambos Loizou

Lead Inspector