

Inspection of Newbottle and Charlton Church of England Primary School

Green Lane, Charlton, Banbury, Oxfordshire OX17 3DN

Inspection dates: 18 and 19 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

This is a warm and welcoming school. Pupils are happy and feel safe. They say the school is special because 'everyone is kind'. Pupils know and follow the three school rules of 'being ready, being respectful and being safe'. The environment is calm and well ordered.

Pupils know that staff have high expectations of them. Pupils try hard to meet these and have good attitudes to their learning. They try hard in lessons and want to succeed. Older pupils already have high aspirations for themselves when they leave school. They understand the importance of working hard to help them to achieve their best.

Behaviour in school is good. Pupils show respect to their peers and adults. The house point system helps pupils to see the value of working together as a team. Bullying is rare. If it does happen, leaders do not tolerate it.

The curriculum is not always taught consistently. Some teachers do not always check what pupils know. Therefore, some pupils do not learn or remember the curriculum as well as they should.

Parents and carers are overwhelmingly positive about the school. A comment, typical of many, is, 'The school is a family where children are nurtured and developed by wonderful staff.'

What does the school do well and what does it need to do better?

Leaders have recently developed a new curriculum. They have prioritised mathematics and English. There is still work to do to develop the early years curriculum. It does not yet set out what knowledge children should learn and remember.

The teaching of the new curriculum is at an early stage of implementation. It is not taught consistently. Consequently, pupils do not always learn as well as they should. For example, on occasions, activities that teachers plan for pupils to complete do not focus precisely on what they intend pupils to learn. Some teachers do not routinely address misconceptions during lessons so that all pupils understand precisely what they are learning.

Teachers check what pupils know in mathematics and English. They use this information to plan pupils' next steps. This is not the same in the wider subjects such as physical education (PE) or history. Some teachers do not routinely check what pupils already know in these subjects. Consequently, they do not always build on pupils' prior knowledge, nor do they assure themselves that pupils are secure in their understanding.

Early reading is taught well. Children begin to learn to read as soon as they start school. Teachers are trained to teach the phonics programme effectively. Pupils who fall behind with their reading get extra support. They read from books that match their phonic knowledge. However, these pupils do not always have enough opportunity to read regularly. Therefore, they do not all become fluent readers quickly enough. Most older pupils read well. They develop a love of reading.

Children in the early years are confident and enjoy school. They like playing with their friends. However, some children do not always listen when adults are talking. This sometimes affects these children's concentration. Children talk confidently about what they are doing and why during their activities. However, some children struggle to remember any of their prior learning.

Pupils with special educational needs and/or disabilities (SEND) get the right support to help them learn, including through having opportunities to repeat activities or to use adapted resources. Teachers receive specialist training to teach pupils with SEND. Teachers regularly check the small steps of progress these pupils make. They move pupils with SEND on to new learning at the right time for them.

Pupils' personal development is a priority for leaders. Extra-curricular clubs enable pupils to nurture their interests and talents. They enjoy the many sporting opportunities on offer, including the annual 'mini mud run'.

Pupils are proud to belong to this school community. They feel included. They see everyone as individuals and respect others' differences. Some are sports leaders and support younger pupils at breaktimes and lunchtimes. Others have roles on the eco, ethos and sports committees. They take these roles and responsibilities seriously. Pupils have a good understanding of British values. They have some understanding of different faiths. They know the importance of respectful relationships.

Leaders have established strong relationships with staff, governors and parents. All stakeholders unite in their ambition for all pupils to achieve their best. This includes pupils with SEND and disadvantaged pupils.

Governors and leaders are aware of the improvements they need to make. They have not acted quickly enough to ensure that the quality of education is good enough.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise keeping all pupils safe. Staff receive training to help them to identify safeguarding concerns. They know the signs to look out for to identify pupils who may be at risk of harm. Staff record all concerns. Leaders act quickly to help pupils and families.

Pupils know about local safeguarding risks and how to keep themselves safe. They understand the risks associated with social media.

Pupils know that adults in school will help them if they have any worries. Pupils have access to a wide range of support, including pastoral support and counselling.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are inconsistencies in the implementation of the curriculum. Teachers do not always address misconceptions, and the activities they set pupils do not always help pupils to learn the intended knowledge. This means pupils do not always learn as well as they could. Leaders should ensure that teachers know how best to support pupils in their learning so that they build their knowledge well over time.
- Teachers' checks on what pupils know and learn in the foundation subjects are not yet sufficiently developed. Consequently, teachers do not routinely have precise information about what pupils know in these subjects and how well they have remembered what they have been taught. Leaders should ensure that teachers understand how they can undertake effective checks of pupils' knowledge and understanding across all subjects.
- The early years curriculum is at the early stages of development. Leaders have yet to identify the key knowledge they want children to learn and when. As a result, there are inconsistencies in what children can recall about their learning. Leaders should ensure that their curriculum thinking about the early years provision sets out the knowledge that all children should know and by when.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122027
Local authority	West Northamptonshire
Inspection number	10268803
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	108
Appropriate authority	The governing body
Chair of governing body	Deborah Hayter
Headteacher	Peter Smith
Website	www.newbottleandcharlton.co.uk
Date of previous inspection	16 January 2018, under section 8 of the Education Act 2005

Information about this school

- A section 48 inspection of the school's religious character took place in February 2018.
- There is a breakfast club and an after-school club run by the governing body.
- The school does not use the services of any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held meetings with the headteacher, the special educational needs coordinator, the early years leader and members of the local governing board, including the chair.

- Inspectors completed deep dives in the following subjects: reading; mathematics; PE; and history. The inspectors met with subject leaders, teachers and groups of pupils. The inspectors visited lessons and looked at samples of pupils' work.
- The lead inspector reviewed the school's safeguarding procedures, including the single central record and child protection and safeguarding policies. She met with the designated safeguarding lead.
- Inspectors considered responses to Ofsted's online parental survey, Ofsted Parent View.
- Inspectors considered the views of staff gathered through meetings with groups of staff and through responses to Ofsted's online questionnaire for school staff.
- Inspectors observed behaviour in lessons and during breaktimes and lunchtimes.
- Inspectors met with pupils both formally and informally.
- Inspectors looked at documents relating to self-evaluation, school improvement, attendance and behaviour, the curriculum and governance.

Inspection team

Anita Denman, lead inspector

His Majesty's Inspector

Joanne Sanchez-Thompson

Ofsted Inspector

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