

Inspection of a school judged good for overall effectiveness before September 2024: Carswell Community Primary School

Bostock Road, Carswell Primary School, Abingdon, Oxfordshire OX14 1DP

Inspection dates:

4 and 5 February 2025

Outcome

Carswell Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are happy and feel safe at this caring and nurturing school. They understand the school values and live these daily through their interactions with others. Pupils celebrate the rich diversity of the school community and say with pride that 'everyone is welcome here'.

The school has high expectations for pupils' conduct and success. As a result, pupils behave consistently well in lessons and around the school. They support and look after each other at social times, playing games cheerfully with their friends. Older pupils are excellent role models for their younger peers and cannot wait to help them around the school.

The school is ambitious for all pupils to succeed. Pupils are highly motivated and enjoy learning. This includes the youngest children in early years, who engage well and focus on the challenges provided. Pupils achieve in line with national outcomes at the end of key stage 2. They are well prepared for the next stage of education.

Pupils make many tangible contributions to school life. They take on many leadership roles and responsibilities. The school provides pupils with a wide range of many memorable learning opportunities which enrich the curriculum and bring learning alive.

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

The school has meticulously designed a broad and balanced curriculum. The curriculum sets out the important knowledge and skills that pupils will learn and when. This helps

staff to know what pupils have learned previously. For example, this has been successful in history, when pupils construct arguments about cause and effect when they study the impact of ancient Islamic civilisations on modern society. The school is currently reviewing and enhancing its curriculum thinking. In a small number of subjects, the school has not ensured that pupils' knowledge is routinely checked. Sometimes, teachers do not identify and address the gaps in pupils' knowledge.

Staff identify pupils with special educational needs and/or disabilities (SEND) quickly and efficiently. They are highly skilled and effective in supporting these pupils in the classroom through suitable adaptations to the learning. Consequently, these pupils achieve well and access the same curriculum as their peers.

Children in the early years receive a strong start to their education. The school has carefully created an environment that helps children practise and develop their language and number skills. Children relish counting and reading. They engage well in lessons and under the expert guidance of staff, deepen their understanding in all areas of learning. The classrooms provide children with an interesting range of resources to guide their learning. Children are very well prepared for their next steps in key stage 1.

Reading is a priority. Staff ensure that pupils develop a deep love of reading. Skilled and well-trained teachers deliver the phonics programme well. Pupils who are new to English or the school are supported effectively to become fluent readers. The books that pupils read help them to practise the sounds they have learned. Older pupils love the school library and the range of books they can read for pleasure.

Persistent absenteeism remains below national averages. The school takes swift action to identify concerns, working with parents to encourage strong attendance. The school prioritises analysing attendance information carefully. It works effectively to do all it reasonably can to ensure pupils attend school and on time.

Pupils' personal development and readiness for life in modern Britain is a key focus for this school. Staff ensure pupils learn about different families, backgrounds, cultures and beliefs. Pupils understand the protected characteristics and value differences. As a result, pupils have a broad understanding of British values and are able to demonstrate tolerance and respect to others. The school offers pupils many leadership experiences such as junior leadership teams, sports leaders, digital leaders and librarians. Pupils relish these opportunities and show a deep awareness of why it is important to look after the school environment and the wider world. The school embraces links with the army. Pupils and staff love leading remembrance services and taking part in 'Camo Day' every year.

The school's actions have maintained the standards since the previous inspection. Leaders provide strong support to staff regarding their well-being. They prioritise staff workload and consider this in all they do. Staff benefit from well considered professional development and training to support their teaching. Governors are knowledgeable about their responsibilities and have a secure understanding of the school's strengths and areas for development.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Processes for checking what pupils have learned and remembered are not yet fully developed across all foundation subjects. This means that in a few subjects, teachers do not consistently identify and address gaps in pupils' knowledge or build on prior learning. The school should ensure that systems to check pupils' knowledge are used across all subjects consistently so that pupils build on prior learning successfully.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in May 2015.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	123080
Local authority	Oxfordshire
Inspection number	10341547
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The local authority
Chair	Valerie Houlden
Headteacher	Paul Crandon
Website	www.carswell.oxon.sch.uk
Date of previous inspection	16 July 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school runs its own breakfast and after school provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, deputy headteacher and other senior staff including the school business manager and the special educational needs coordinator (SENDCO).
- The inspector met with members of the governing body and with a representative from the local authority.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke with groups of pupils and observed behaviour at lunchtime.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record, took into account the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector took account of a range of other information, including the school's own self-evaluation, the school development plan, school policies and minutes from the governing board.
- The inspector took account of the views expressed through the online survey, Ofsted parent view. He also took into account consideration of the online pupil and staff surveys.

Inspection team

Simon Woodbridge, lead inspector

His Majesty's Inspector

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