

# Otterhampton Primary School

## Inspection report

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<b>Unique Reference Number</b>	123692
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	359488
<b>Inspection dates</b>	17–18 May 2011
<b>Reporting inspector</b>	Hazel Callaghan

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 category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	79
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Layton
<b>Headteacher</b>	Bridget Hemmings
<b>Date of previous school inspection</b>	20 September 2007
<b>School address</b>	School Lane Combwich Bridgwater TA5 2QS
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## Introduction

This inspection was carried out by two additional inspectors. Eight lessons were observed taught by four teachers and a teaching assistant. Meetings were held with staff, the chair of the governing body and with pupils. Inspectors observed the school's work, and looked at a variety of policies and other documents linked to safeguarding as well as reports written about the school, its development plan and records of pupils' attainment and progress. Questionnaires completed by pupils and staff were scrutinised as well as the 45 returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How much progress pupils are making throughout the school; in the Early Years Foundation Stage, in Key Stage 1 and in Key Stage 2.
- The impact of teaching and the curriculum on the process of meeting all pupils' needs, especially the more-able in Key Stage 1 and all pupils in mathematics.
- The extent to which the school promotes community cohesion and pupils' awareness of the cultural diversity of British society.

## Information about the school

Otterhampton Primary is a small school. The vast majority of its pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is significantly below the national average, but the proportion of pupils with special educational needs and/or disabilities has risen recently and is now above average. The main difficulties are speech and language difficulties or those related to dyslexic spectrum. The school runs its own breakfast club and after-school club and there is a privately run pre-school club on the school site. The school has gained the Active Mark for the last three years and a variety of other awards previously.

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

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

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

**2**

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

**2**

## Main findings

Otterhampton Primary provides a good education for its pupils and they achieve well. Attainment by the end of Year 6 has been broadly average. The small number of pupils in each year group results in fluctuating attainment from year to year. The school recognised that attainment in English and mathematics has been inconsistent and focused successfully on improving the quality of pupils' writing. This resulted in above average attainment in English last year. Predicted attainment for the current national tests indicates that the current focus on improving mathematics has been successful and attainment in both English and mathematics may be above average this year.

Teaching is good overall and the reason that attainment and progress are improving. Support for pupils with special educational needs and/or disabilities is good and these pupils make good and, sometimes, outstanding progress in their learning. The progress of more-able pupils is improving, but sometimes they are not challenged as much as they could be. Teachers assess pupils' work with increasing accuracy, which supports lesson planning and ensures that activities build on pupils' previous learning well. At present, the staff use data from the standard attainment tests alongside their new system of teacher assessment and the results do not always provide a consistent picture of pupils' attainment. The inconsistency confuses the otherwise systematic recording of pupils' progress. Relationships between the pupils and staff are very good and pupils want to do well. Strategies, such as the use of pupil targets, help them to appreciate the next important steps in their learning, but some pupils are not sure of how well they are doing and procedures that help them to understand how to improve are not used consistently.

Good progress starts in the Reception class, in which the stimulating provision motivates children's desire to learn, to experiment and to explore. Pupils through the school talked of their fun activities and how they enjoyed the different topics they follow. They spoke animatedly of their activities and of the many and varied after-school clubs they enjoy. There are comparatively few opportunities for pupils to work with others of different backgrounds, however, and this restricts their awareness of the diversity of cultures in British society. Pupils get on well with each other and behaviour throughout the school is good. They say that they feel very safe in school and know that the staff do all they can to look after them.

The leadership of the headteacher and two senior leaders has been effective in improving the school. Their evaluation of the school's strengths and weaknesses is accurate. There has been a good focus on raising attainment generally and particularly in writing, which has been successful. The staff have responded very well to the increasing number of pupils with special educational needs and/or disabilities, especially of those with significant needs. Additional staff training, their developing expertise and new strategies of support ensure that pupils' needs are met well. The school has introduced a new assessment

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system that is now well embedded and is helping to raise attainment. The governing body is well informed and involved and supports the school development well. These factors are clear evidence of the school's good capacity to sustain improvement.

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

- In order to raise attainment further and ensure consistently good progress, improve aspects of teaching by:
  - ensuring all aspects of teachers' assessment are accurate and build into a good understanding of pupils' abilities
  - ensuring that strategies to support pupils' understanding of how well they are doing and how they can improve are used consistently
  - ensuring that greater challenge is provided for the more-able pupils so they make consistently good progress in their learning
- Provide opportunities for pupils to meet and work with people of other backgrounds so that community cohesion is enhanced through the greater awareness of the cultural diversity within the United Kingdom.

## **Outcomes for individuals and groups of pupils**

**2**

Children start in the Reception class with a range of skills levels and knowledge that is similar to that found nationally. They make good progress in all aspects of their learning to reach above-average attainment by the time they move into Year 1. Progress across Key Stage 1 has been mostly satisfactory in the past, especially for the most-able pupils but this has improved. Attainment this year is on the rise due to pupils' good progress and, although not validated, the number of pupils reaching the higher levels has increased. Pupils in Year 2, evidently, enjoy their learning and were seen eagerly comparing the food in their lunch boxes and discussing the food groups they represented. Their understanding of a healthy diet was clear, as it is also of the older pupils, who recognise that keeping active is another way of developing a healthy lifestyle.

Good learning continues into Key Stage 2. Pupils concentrate well, they listen carefully to their teachers and to each other and are often eager to contribute ideas. This was seen clearly in the pupils' enthusiasm to explain how an alien first showed itself when discussing the beginnings of their 'SciFi' story in the Years 5/6 class. It was also seen in pupils' good levels of cooperation in matching different representations of fractions in Years 3 and 4. Good behaviour in lessons contributes significantly to pupils' good progress. There are many opportunities for pupils to work together with others in their class, with pupils of all ages in the school as part of projects, as well as pupils in other schools. The opportunities promote the pupils' good levels of confidence and interpersonal skills, such as self-organisation, cooperation and ability to share ideas. Attendance is above the national average and, along with their increasing attainment and personal skills, this prepares pupils well for the next stage of their learning.

Pupils enjoy taking responsibility and carry out their roles reliably. They show empathy for others less well off than themselves and regularly raise money for different charities. They support a school in India, raise money for 'Water Aid', for example, and for the restoration of the village church.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Teachers have secure subject knowledge and provide interesting activities to motivate pupils' eagerness to take part and to learn. They structure lessons well and use a range of interesting resources so the objective of the lesson is understood. Their effective questioning checks for pupils' understanding and they are quick to adapt activities if there is the need so pupils' learning progresses successfully. Teaching assistants provide good levels of expertise in their support for different pupils and are deployed well, particularly in the support of those with special educational needs and/or disabilities. Pupils' individual targets in writing and for mathematics are identified as part of teachers' ongoing assessment and are used well to help pupils to understand the next steps in their learning. Other strategies are used less consistently and opportunities to promote pupils' aspiration to aim high in their learning are sometimes missed. Marking is a little inconsistent in the messages it gives to pupils, so some say they are not sure how well they are doing.

The curriculum is designed well to cover all the required elements and it is adapted to meet the learning needs of most pupils. Effective cross-curricular links make activities more meaningful. The theme on 'Robots', for example, promoted pupils' design skills, their use of mathematics and inspired the boys in particular to write. There are many memorable moments that pupils recall with delight, such as the 'Wedding Celebration' event when pupils took on the different roles of clergy, ushers, bridesmaids and of course

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the bride and groom. All appear to have had a fantastic time. The repeated achievement of the Active Mark is testimony to the school's commitment to supporting sport and healthy lifestyles.

Pupils' personal and social education plays a strong part within the curriculum and is underpinned by the strong relationships with staff and the good levels of care, support and guidance. Staff know the pupils well and respond effectively to each individually. Those who have significant needs are often given excellent levels of care and support so that they make strong progress in their personal and academic development. The breakfast and after-school clubs provide good opportunities for children to relax and socialise in safe surroundings. Good partnerships with outside agencies, various local schools, the on-site pre-school, the church and local Christian foundation, local businesses and clubs all support pupils' learning and personal development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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>2</b>

**How effective are leadership and management?**

There has been a clear focus on raising attainment and improving both teaching and learning to which the staff have responded well. Staff promote equality and mutual respect effectively and avoid any possible discrimination. All pupils are treated as individuals and considerable effort is made to ensure that those with special educational needs and/or disabilities have equal opportunities to succeed. Keeping pupils safe is a high priority for all the staff and the governing body and those pupils spoken to say they feel safe and well cared for. All safeguarding regulations and duties are met and policies for safeguarding are in line with government regulations and systematically reviewed. The training of staff, especially in child protection, is thorough. Activities, resources and the environment are appropriately checked for potential risks. When concerns are identified, staff and the governing body are quick to act and to address potential issues. Some minor aspects of record keeping are not fully in place. The governing body monitors the work of the school well and is fully involved in all its work. It meets its statutory requirements satisfactorily overall.

The school has accurately evaluated its provision for community cohesion as satisfactory. It is a happy and harmonious community where pupils have a strong sense of place and there are good links with the local community. Global links are satisfactory but links with the wider community within the United Kingdom are in the early stages of planning. Partnerships with parents and carers are good and most feel well informed and involved. Regular activities that share the school's work with parents and carers are well attended and most are actively involved in supporting their children's learning at home.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>2</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>2</b>

## Early Years Foundation Stage

Children in the Reception class achieve well because all the staff have a good understanding of how young children learn and they provide a stimulating environment with many exciting activities that make the children want to learn. The opportunity to use a small mountain of large boxes, tubes and various lengths of materials to build their boats, fishing nets and treasure was an absolute delight for the children and all part of their topic of 'Under the Sea'. Staff create good reasons for writing so children want to make lists for their plans and to label their models so they can go on display. The children are encouraged to explore their own ideas and to suggest activities and plans for their learning. There is a good balance of adult-led tasks and opportunities for children's own choice of resources and activities. Good use is made of the large classroom where a wide range of resources are easily accessible. The children enjoy playing in the small garden outside very much, but it cannot be accessed directly from the classroom, so children can only use it when there is an adult available to supervise them. Despite this difficulty, it is used well, along with other areas in the school grounds, such as the developing 'Forest' area to stimulate children's ideas, imagination and skills.

Good links with the on-site pre-school group ensure that children settle quickly and the good links with parents and carers as part of the induction process promote good partnerships through which information about the children is shared. The partnerships underpin children's development well. Staff assess children's progress carefully and identify accurately the next steps in learning. The staff work together well, are evaluative of the provision and look for ways to improve further.



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*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

A good proportion of parents and carers returned their questionnaire. The considerable majority of parents and carers show good support for the school and several made particularly positive comments about the school's support for pupils' specific needs, the warmth of relationships and the efforts of teachers to promote pupils' learning, self-esteem and personal development. One parent wrote 'The staff appear to have such a lovely balance of nurturing, encouraging, supporting and challenging their pupils.'

A small group of parents and carers expressed concerns over a few incidents in the school which they did not feel were managed well and some were concerned that communications with parents and carers were not as effective as they could be. The inspection team followed up these concerns and found that the circumstances from which the incidents arose have passed. The school has learnt from these difficult situations, additional training has been provided so that all pupils' needs are effectively met and systems are in place to ensure that such events are a thing of the past. The need to keep all parents and carers well informed is recognised by the school and communications have been strengthened.

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

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 79 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	44	19	42	5	11	1	2
The school keeps my child safe	25	56	15	33	3	7	2	4
My school informs me about my child's progress	10	22	29	64	4	9	2	4
My child is making enough progress at this school	15	33	24	53	5	11	1	2
The teaching is good at this school	17	38	24	53	4	9	0	0
The school helps me to support my child's learning	20	44	19	42	4	9	1	2
The school helps my child to have a healthy lifestyle	21	47	20	44	4	9	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)	16	36	22	49	5	11	1	2
The school meets my child's particular needs	16	36	24	53	3	7	2	4
The school deals effectively with unacceptable behaviour	13	29	24	53	2	4	4	9
The school takes account of my suggestions and concerns	12	27	25	56	4	9	3	7
The school is led and managed effectively	19	42	17	38	2	4	5	11
Overall, I am happy with my child's experience at this school	21	47	18	40	2	4	4	9

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



19 May 2010

Dear Children

**Inspection of Otterhampton Primary School, Comwich, Bridgwater**

TA5 2QS

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents and carers are correct in thinking that you go to a good school.

Here are some of the things we found out.

- You get a good start to your schooling in the Reception classes.
- You make good progress to reach attainment that is similar to most children of your age and sometimes it is above.
- You want to do well and enjoy your work.
- You are polite, friendly and helpful and you enjoy taking responsibility and have done lots of things to help the school to be a better place.
- You are taught well and all your teachers work hard to make sure that your lessons are interesting.
- The school is led well and everyone works together as a strong team.
- The staff look after you well so you feel safe and happy.

Even though Otterhampton is a good school, we have asked the staff and the governing body to do a few things to make it even better.

- Make sure those of you who find learning easy are given work that makes you think a little harder and ensure that teachers have an accurate understanding of how well you are learning and help you to understand how well you are doing in your work and how to improve
- Give you opportunities to work and play with people from a variety of backgrounds and cultures.

Thank you again for making our visit so enjoyable and remember you can do your bit by continuing to work hard and helping each other.

Yours sincerely

Hazel Callaghan

Lead inspector (on behalf of the inspection team)

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