

# Overton Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	116305
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357936
<b>Inspection dates</b>	24–25 May 2011
<b>Reporting inspector</b>	David Curtis

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	286
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elizabeth Lewis
<b>Headteacher</b>	Fiona Wyeth
<b>Date of previous school inspection</b>	5 March 2008
<b>School address</b>	Court Drove Overton Basingstoke RG25 3ES
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## Introduction

This inspection was carried out by three additional inspectors. Twenty lessons were observed, taught by 11 teachers. Inspectors held meetings with staff, the school council, parents and carers, six pupils from Year 6, and members of the governing body. They observed the school's work and looked at documentation, including safeguarding and child protection, the school improvement plan and the school's data showing pupils' attainment and progress. Inspectors analysed the 107 questionnaires returned by parents and carers, and those returned by staff and pupils in Years 3 to 6.

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

- The effectiveness of strategies to raise the attainment of pupils of below-average ability, and those at school action plus on the school's register of special educational needs.
- The current progress and attainment in mathematics in Years 3 to 6, especially for girls.
- The quality of pupils' cultural and multi-cultural development.

## Information about the school

This is a larger-than-average-size primary school. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities, most of whom have moderate learning difficulties, is below the national average. In the Early Years Foundation Stage, there are two Reception classes. There are two classes for pupils in Year 1 and one class for pupils in Year 2. In Years 3 to 6, there are three mixed-age classes for pupils in Years 3 and 4, and three mixed-age classes for those in Years 5 and 6. The school has extensive school grounds.

A privately managed playgroup uses a room in the school. This is subject to a separate inspection. The school's breakfast and after-school clubs, which are managed by the governing body, formed part of this inspection.

At its last inspection, Her Majesty's Chief Inspector was of the opinion that the school no longer required significant improvement.

**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?**

**1**

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

**1**

## Main findings

This is an outstanding school. Since its last inspection, the headteacher, supported ably by the deputy headteacher, has created an excellent senior leadership team who, particularly through 'Excellence Teams', are committed totally to improving the quality of teaching and raising pupils' achievement. The significant progress made since the last inspection in raising pupils' attainment, together with the accuracy of self-evaluation and the excellent challenge and support from the governing body, shows that the school has the outstanding capacity for further improvement.

An exciting and stimulating curriculum, that motivates and inspires pupils to enjoy learning, is the key to the school's success. Pupils benefit from many excellent opportunities to use and apply their literacy, numeracy and information and communication technology skills across a wide range of subjects. Pupils' proficiency in investigation and enquiry is especially strong. As a result, their achievement is good. In the Early Years Foundation Stage, children make good progress and this continues throughout the school, so that, by the end of Year 6, attainment is above average and on a rising trend. Following detailed analysis of why pupils of below- average ability and those at school action plus performed less well, successful intervention and support programmes have improved their attainment and progress. In mathematics, pupils make good progress and there is no significant gender issue. Girls in Years 3 to 6 achieve as well as boys.

Pupils' behaviour is outstanding. They have an excellent understanding of healthy lifestyles and enjoy taking part in physical activity. Pupils' contribution to the smooth day-to-day running of the school is excellent. They carry out their roles as prefects, house captains and 'support teams' diligently. Whilst pupils have a good understanding of their local community and cultures in other countries, including Uganda, their understanding of the diversity of life in the United Kingdom is not as strong.

Teachers' planning is a significant strength, especially in meeting the differing learning needs of pupils. The lesson objectives and learning outcomes are matched closely to the different ability groups in each class. Every morning, pupils enjoy the opportunities in rotation either with their teacher or their learning support assistant, or independently. Whilst there are significant strengths in pupils' independent learning, there are occasions when teachers do not check up on their progress in these groups. Similarly, independent groups are not always given a clear 'must' in terms of what they should achieve by the end of each session. As a result, the pace of learning slows in such sessions.

The school's engagement with parents and carers is excellent. The 'Parents' Council' is a particularly valuable tool for the school to seek their views. The school makes outstanding use of its links with outside agencies and its business links to support pupils' learning. Excellent transition arrangements, together with the excellent work of the Inclusion

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Manager and learning support assistants, underpin the significant strengths in the quality of care, guidance and support.

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

- Ensure that, in lessons, there is more consistency in teachers' monitoring of independent learning, and that pupils in these groups know what they are expected to achieve by the end of each session.
- Raise pupils' awareness of the diversity of communities in the United Kingdom

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

**2**

Children start school with knowledge and skills that are expected for their age. Pupils enjoy school and their learning. Attainment in speaking and listening is high and there are significant strengths in pupils' investigative skills, in mathematics, science and history. In Years 5 and 6, pupils made excellent progress in a lesson where they used primary and secondary sources of evidence. In mathematics, the same year groups made good progress in using their measuring skills to investigate how many (empty) beer kegs would fill their classroom the classroom representing the hold of a Tudor ship. In Years 3 and 4, pupils used their information and communication technology skills to good effect when creating posters advertising, for example 'Fox Den to Let'. In Year 2, more able pupils showed a very good understanding of the use of paragraphs in their story writing. In all lessons, there is a sense of purpose and enjoyment. There is no significant difference in the performance of pupils by gender or ability. Those with special educational needs and/or disabilities make good progress, as the result of high quality support from teachers and learning support assistants.

The school council represents the pupils' voice with confidence and maturity. Its publication of a 'newsletter' engages other pupils, and parents and carers, in understanding its work and its achievements. Attendance is above average and reflects pupils' enjoyment of school. Pupils are knowledgeable about how to stay safe. For example, they show a good understanding of the risks in using the internet and of the dangers of substance misuse. Relationships are strong and pupils work together very effectively in teams and pairs. Older pupils, through taking on many roles and responsibilities, are excellent role models for younger ones. Pupils' preparation for transfer to secondary school both academically and socially is good.

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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>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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 make learning exciting and enjoyable for pupils through excellent use of a meaningful and relevant curriculum. As a result, pupils understand why and what they are learning. The organisation of the morning into group work is successful, with the result that there are no lengthy lesson introductions. As a result, teachers and learning support assistants teach each of the four or five groups and are successful in meeting the needs of pupils based on their ability. This contributes significantly to more able pupils being challenged and extended in their learning and not being 'held back'. Similarly, pupils with special educational needs and/or disabilities receive the support and challenge they need, especially those at school action plus. Through rigorous and regular assessments and pupil progress meetings, teachers have a detailed understanding of the progress pupils make.

Teachers make effective use of interactive whiteboards to teach new knowledge, skills and understanding. A strength of many lessons is that teachers 'model' new learning, for example in Years 5 and 6, how to brainstorm ideas linked to historical enquiry. As a result, pupils are confident and rapidly see the purpose of what they learn. In many lessons, teachers plan opportunities for pupils to learn in the exciting outdoor area, particularly for drama and role play, for example in Year 2 where pupils use their pagoda as a 'Travel Agents'. Pupils say how much they value teachers' marking because it helps them know what they have to do to improve. They know their targets in English and mathematics, including the levels at which they are working and what they must do to achieve the next

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level. At times, teachers do not carry out a quick check on the independent groups to ensure they are on task and making progress.

The arrangements for children entering Reception are excellent and contribute positively to the smooth transition into school life. Pupils who transfer from other schools are supported effectively. One parent wrote, 'Since moving to Overton Primary, my child has excelled herself and this is mostly down to the great teaching in the school.' The school works very effectively with outside agencies to support pupils with special educational needs and/or disabilities, together with those at risk of being vulnerable. Pupils enjoy their time at the breakfast and/or after-school club. They have healthy choices for breakfast and/or snacks. The after-school club uses the extensive school grounds to give pupils a range of exciting things to do.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, deputy headteacher and senior leadership team have successfully driven significant improvement in the school's performance since the last inspection. School improvement planning is rigorous and based on accurate self-evaluation. In-depth analysis and assessment of pupils' progress and linking this to regular progress meetings contributes significantly to rising attainment and the rapid closing of any gaps in the performance of pupils by gender or ability. Middle leaders monitor attainment and progress in their subjects but are not as involved in monitoring teaching and learning through lesson observations. The governing body is highly effective in holding the school to account and in challenging senior leaders as to its performance. It regularly seeks the views of parents and carers. The governing body ensures it meets fully its statutory duties in relation to safeguarding and child protection and as a result, procedures for safeguarding are good. They ensure that all pupils feel safe and that their emotional and social needs are met. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly.

Discrimination is not tolerated in the school. Staff work effectively to ensure equality of opportunity for all pupils so that all are included fully in every aspect of school life. The school has successfully closed the gap in the underachievement of pupils of below average ability and those at school action plus. The school is very effective in promoting the local dimension of community cohesion. It is very much at the heart of the community it serves. Whilst the school is effective in promoting the international dimension, it is not so successful in promoting the national dimension, which impacts on pupils' limited understanding of the diversity of communities within the United Kingdom.



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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>1</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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress and reach above expected levels of attainment, for their age, by the time they start Year 1. They are happy, secure and confident. They work successfully in pairs; for example two young ladies, suitably equipped with hammers and drills, were building Noah's Ark and left the inspector in no doubt that 'This is real wood! It is not pretend wood!' Similarly, four boys were totally absorbed in running the 'Pet Shop' and acting as customers and the shopkeeper. Children work independently and show good sustained concentration, for example in making a collage of Noah's Ark or making playdough models of animals, with the comment, 'They go in two by two, you know!'

Planning for children's learning is good and there is a strong focus on the teaching of key skills, including the teaching of letters and sounds. Resources are used effectively, especially indoors. Although it is safe and secure, the outdoor area restricts opportunities for children's physical development. Learning support assistants support and challenge children. Assessment is good, with teachers tracking children's progress in detail. Whilst classrooms are bright and stimulating, they lack examples of the children's own work and there are missed opportunities to share and celebrate the children's work.

The headteacher has responsibility for leadership and management and she works effectively in supporting the two class teachers to promote children's learning. Partnerships with parents and carers are strong. One parent wrote, 'I believe that the progress made by the children in the Reception Year is exceptional.' There are effective links with pre-school providers and children benefit from the support of prefects who act as excellent role models.

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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**

The above average return showed that most parents and carers are highly supportive of the school. Of those who wrote comments, most expressed their satisfaction with the work of the school and the quality of teaching, and that the school meets their child's individual needs. Inspection evidence shows that the school's engagement with parents and carers is a strength, particularly through the 'Parent Council'.

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

Ofsted invited all the registered parents and carers of pupils registered at Overton Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 107 completed questionnaires by the end of the on-site inspection. In total, there are 286 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	72	28	26	2	2	0	0
The school keeps my child safe	80	75	25	23	2	2	0	0
My school informs me about my child's progress	58	54	46	43	3	3	0	0
My child is making enough progress at this school	50	47	48	45	7	7	2	2
The teaching is good at this school	64	60	36	34	2	2	0	0
The school helps me to support my child's learning	58	54	45	42	4	4	0	0
The school helps my child to have a healthy lifestyle	60	56	44	41	3	3	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)	51	48	47	44	0	0	0	0
The school meets my child's particular needs	49	46	48	45	4	4	0	0
The school deals effectively with unacceptable behaviour	39	36	55	51	5	5	1	1
The school takes account of my suggestions and concerns	43	40	57	53	5	5	0	0
The school is led and managed effectively	56	52	47	44	1	1	1	1
Overall, I am happy with my child's experience at this school	66	62	35	33	2	2	0	0

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.**



26 May 2011

Dear Pupils

**Inspection of Overton Church of England Primary School, Basingstoke RG25  
3ES**

Thank you for making the inspectors so welcome when we visited your school. We enjoyed meeting you in lessons and around the school. In particular, I would like to thank the school council and those of you in Year 6 who met us. I would like to thank the 'TLC Club' for inviting me to the assembly which they led so well. I am delighted to tell you that you go to an outstanding school. There are many wonderful things about your school and here are a few of them.

- Your attainment in speaking and listening is high and you have very good investigative skills in mathematics, science and history.
- Your behaviour is excellent and you know the importance of keeping fit and healthy.
- You work hard in lessons, know your targets in literacy and numeracy and like the way teachers mark your work.
- You enjoy the many opportunities to learn outside in your amazing school grounds, including swimming in your pool.
- Those who lead and manage your school have contributed significantly to the improvements made in the last three years.

Although your school is outstanding, I have asked your headteacher, staff and governing body to do two things to make it even better. I have asked them to:

- make sure that when you work independently, teachers check on your learning, and make sure that you know what you must achieve by the end of each session
- help you develop a better understanding of the many different communities in the United Kingdom.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are even more successful in the future.

Yours sincerely

David Curtis

Lead inspector

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