

Oake, Bradford and Nynehead Voluntary Aided Primary School

Inspection report

Unique Reference Number	135832
Local Authority	Somerset
Inspection number	381930
Inspection dates	23–24 November 2011
Reporting inspector	Hazel Callaghan

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	2–11 years
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Mrs Christine Hinder
Headteacher	Mr Nicholas Gilding
Date of previous school inspection	No previous inspection
School address	Oake Taunton TA4 1AZ
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Age group	2–11 years
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Introduction

This inspection was carried out by two additional inspectors. Eight lessons or parts of sessions were observed, taught by four teachers and the early years practitioners in the pre-school. Meetings were held with the school staff, representatives of the governing body, and pupils and with five parents. Inspectors observed the school's work and looked at a range of documentation and policies, including those on safeguarding, the school development plan, and records about pupils' attainment and progress. Pupils' work was reviewed, along with minutes of the governing body meetings and reports written about the school by external advisers. Questionnaires returned by 70 parents and carers were scrutinised along with those from pupils in Key Stage 2 and from staff.

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

- Whether all pupils are achieving as well as they can both in writing and mathematics, particularly the girls, the more-able pupils in Year 2, and those pupils with special educational needs and/or disabilities.
- Whether the curriculum provides sufficient challenge for the development of pupils' numeracy and literacy skills.
- How effectively the leadership team and governing body have worked together with parents and carers to establish a clear ethos for the school and ensure its high performance.

Information about the school

Oake Bradford and Nynehead Voluntary Aided Primary is a small school. It was created from the amalgamation of Oake and Bradford School and Nynehead Primary School in September 2010. A new school building was built on the site of the Oake and Bradford school and a new headteacher took up post as the school opened its doors in September 2010. The school roll has risen sharply since it opened, with almost a third of the current pupils joining the school having transferred from a number of local schools. The vast majority of pupils come from families of White British heritage. The proportion of pupils known to be eligible for free school meals is below the national average, as is the proportion of pupils with special educational needs and/or disabilities. The range of needs, however, is broad, with pupils having moderate learning difficulties or specific learning difficulties such as dyslexia and with pupils on the autistic spectrum. A pre-school group managed by the governing body was opened in 2010, with currently 21 children on roll attending five mornings and two afternoons a week. The pre-school works alongside the school's Reception class as part of an Early Years Foundation Stage unit.

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

Oake Bradford and Nynehead Primary is a good school. Pupils and parents and carers are almost unanimous in their belief that there is something very special about the new school and the education it provides. One parent expressed a typical view in the comment, 'The team at the school are fantastic. They genuinely care about the pupils, their education, health and well-being. I couldn't ask for more!'

Pupils achieve well because teaching is good; pupils find their activities fun and they want to do well. In the school's harmonious and caring community, pupils behave exceptionally well. They feel extremely safe and, in return, show outstanding care and support to each other; for example, the older pupils enjoy greatly helping the youngest children at lunchtimes. The curriculum is stimulating and it meets pupils' learning needs well. There are good opportunities for pupils to practise their literacy and numeracy skills in different subjects. However, those skills are not yet taught systematically, so that they contribute effectively enough to pupils' progress, particularly in writing. A good range of additional activities and clubs helps to extend pupils' skills and experiences. Good links with the church extend those opportunities further. The weekly, 'Messy Church' sessions after school are extremely well attended and involve many others in the community.

Overall, pupils make good progress from their starting points and attainment by the end of Year 6 is above average in mathematics and reading. In the past, pupils' progress in writing has been slower. It is improving because of the school's successful actions. Progress in writing is now good and pupils in Year 6 are on track to reach challenging targets for the end of the year. Teaching throughout the school is good, but the marking of pupils' work, although very good in some areas, is inconsistent and not all pupils understand their targets for the next steps in learning, which reduces pupils' ability to focus on how to improve.

Children make an excellent start in the new Early Years Foundation Stage unit. Under the strong leadership of the new teacher and excellent partnership with the staff in the pre-school, an exciting and stimulating learning environment has been created. Children's welfare and education are promoted extremely well by all the staff and, even though it is early in the school year, children's learning and development are moving extremely quickly under the outstanding care and support of the staff in both the pre-school and in Reception Year.

Although only open for 14 months, the school has achieved a lot under the clear

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leadership of the headteacher. There is a well-developed whole-school ethos: staff work as a very cohesive team and all share the same ambition for the pupils' good academic progress and personal development. Any reservations and concerns expressed by members of the community prior to the amalgamation of the two schools have dissolved under the effective work of the headteacher and governing body, who have worked extremely successfully with parents and carers and the local community. The school's self-evaluation is accurate and based on a rigorous system of tracking pupils' attainment; hence pupils' progress is improving rapidly. The areas for improvement identified are appropriately focused and systematically planned. The creation of the Early Years Foundation Stage unit has been particularly successful and the school shows a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment in writing, so that it equals the above-average attainment achieved in mathematics by:
 - developing consistent, whole-school practice on the marking of pupils' work, so that they understand how well they are learning
 - developing a whole-school system for setting targets for pupils' next steps, so they understand how they can improve
 - identifying and teaching writing skills systematically within different subjects.

Outcomes for individuals and groups of pupils**2**

Children enter the Reception class with a range of abilities, but, overall, their levels of skills and knowledge are similar to those expected for their age. Pupils of all abilities achieve well through the school and the strategies in place to support pupils with specific difficulties, as well as those with special educational needs and/or disabilities, are working well. There is no particular difference between the learning of girls and boys, with both enabled to reach the above-average levels of attainment.

Pupils' excellent behaviour in class and their often outstanding levels of concentration and enjoyment in learning are significant factors in their good progress. They are responsive learners. They try hard, concentrate effectively and persevere with their tasks. In the Year 5/6 class, for example, pupils listened carefully, enjoyed the challenge of working quickly, using their knowledge to answer increasingly difficult word problems in mathematics. Similarly, in the class of pupils in Years 1 and 2, they worked extremely sensibly in pairs to discover all they could about a range of traditional toys and to record their ideas in such a way that they could present their findings in a lively and interesting way.

Pupils are very happy in school and attendance is above the national average. They say that it is 'the people' who make the school so special. They enjoy each other's company and say that there is never any bullying. Pupils of all ages get on together extremely well. They cooperate and explore ideas together and often initiate their

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own ways of working. All those attributes prepare them well for the next stage of learning. Pupils show empathy for one another and for those less well off than themselves. They show an interest in the world around them and take responsibility well, wanting to contribute to the life of the school and to the community. They show sensitivity to others’ feelings and beliefs and are developing a strong moral code that makes them question what they learn about the world. They have a well-developed understanding of how to keep themselves safe and a good understanding of how to develop a healthy lifestyle.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The school is a very happy and inclusive community, which supports pupils’ academic and personal development well. Pupils know they are looked after well, known and respected as individuals, and are confident to go to members of staff if they are troubled. The quality of care, support and guidance for all pupils and especially for those who are facing challenges in their lives is extremely effective. Links with outside agencies are good and used effectively when required.

Teachers use a variety of lively situations to excite pupils’ interest. In a topic lesson on Ancient Rome, for example, an initial input of a visitor, a lady ‘from Roman times’ who explained the problems created by her new and damaged mosaic, helped the pupils in the Year 3/4 class to gain a good understanding of how to write different types of letters. Lessons are well structured and pupils know what is expected of them. They are supported well by experienced teaching assistants, who also play a

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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significant part in their learning. Pupils’ attainment and progress are monitored effectively and the information is used well to match activities to pupils’ abilities and needs. Good verbal feedback to pupils and some good practice in marking and target setting help pupils to understand how to improve, but the practice is inconsistent.

Many visits and visitors motivate pupils’ good levels of interest and desire to know more and subjects are linked into topics effectively to make learning more meaningful. There is good use of information and communication technology to support pupils’ learning. Good links with local schools extend pupils’ opportunities for working with others. The use of a swimming pool and gymnasium at a local school and the many inter-schools tournaments enhance pupils’ sport and physical education. The curriculum is appropriately broad and well balanced in its content, but an audit of the basic skills has not yet been completed to ensure good progression.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The clear vision and strong sense of direction provided by the headteacher has ensured rapid improvement in the quality of teaching and learning. The introduction of a rigorous system of monitoring and review of pupils’ work engages staff in looking for underachievement and in identifying strategies for further support. Good use is being made of staff skills and both the mathematics and English coordinators are eager to start putting their development plans into action. An effective review has been made of the support for pupils with special educational needs and/or disabilities; the resulting improvements have led to the pupils’ good progress.

The governing body has been influential in establishing the new school and in engaging the community in the consultation process. It is well informed about the working of the school and engaged in monitoring its progress. It is active in evaluating the work of the school and in seeking solutions with the staff to areas for development. The governing body is evaluative of its own work and seeks to utilise its members in the best way, through an identification of personal skills. Finances in the school are managed well and the school provides good value for money.

Safeguarding is a strong focus and the school’s policies and procedures are effective, understood well by staff and carried out rigorously. Staff and the governing body are appropriately trained in child protection and monitor all aspects of pupils’ safety and well-being. Staff and the governing body are rigorous in tackling any discrimination

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and pupils of all abilities are enabled to take advantage of what the school offers. Partnerships with parents and carers are very strong. Parents and carers were engaged in evaluating the school’s first year and asked to comment on those aspects that were going well and those they felt could be improved. Many went on to attend the review of the findings from the questionnaire, which then informed the school development plan. There are good links with local, small schools and the secondary schools, which promote different aspects of the curriculum, particularly in sport, and to promote pupils’ personal development. Opportunities to work with teachers from Zambia and links created by the church with a school in Uganda are extending the school’s provision for community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The development of the Early Years Foundation Stage, particularly since September of this year, in which children in the pre-school and the Reception class share the outstanding provision, has had a big impact on the children’s learning and development. The classroom and outside area provide an exciting and stimulating environment for children of all ages to experiment and explore. Resources are used well to extend children’s interests and the staff are extremely talented in supporting and extending children’s learning. Children of all abilities and needs are supported extremely well. More-able children in the pre-school, who want to join the Reception-Year children in their work on letters and the sounds, for example, are supported and encouraged to do so, while all enjoy the additional support of a good number of skilled practitioners.

Children in the pre-school settle very quickly, as a result of the sensitive support provided by the pre-school staff. The ‘key workers’ system, in which each child has

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an adult to ensure their welfare and development, promotes good communications with parents and carers and a daily exchange of information ensures children are happy and contented. Health and hygiene procedures are well organised and the safety and well-being of all the children are a high focus for all staff. Children are developing a good understanding of keeping themselves safe and follow the rules about safety and cleanliness well.

The curriculum for children in both the pre-school and the Reception class is well planned and is adapted effectively to follow the children’s interests. Activities are planned skilfully, so they are not only exciting, but also provide well-structured opportunities for learning. A ‘wedding’ was planned for the Friday after the inspection and children in the Reception Year were enthusiastically washing all the cars needed for the procession. The process required matching of number plates to cars to make sure they had the right ones and much chatter and descriptive language about how the soapy water was dripping and running over the cars. All children delighted in making their own cakes out of play dough and in the fun of weighing ingredients when making real cakes for the wedding party.

Leadership in the Stage is outstanding. In a very short period of time, excellent leadership and teamwork have created an outstanding provision, where children in the pre-school and in the Reception Year are achieving very well and their learning and development are rapidly increasing.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Over 70% of parents and carers returned the inspection questionnaire, which is a much greater response than usual. The replies were highly positive, with the vast majority of parents showing their support for the school and their appreciation of the care and quality of education pupils receive. There were many comments about high quality teaching, the ‘wonderful’ range of activities the pupils enjoy and how much children love attending. The parents and carers commented also on the headteacher’s way of involving parents and carers and pupils in everything about the school. One parent’s comments typify what was written and expressed to the team personally, when writing, ‘I feel we are incredibly lucky to have Oake Bradford and Nynehead Church of England School as our local school. Mr Gilding and his staff have made it a credit to the community as well as to those attending.’

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oake Bradford and Nynehead 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 97 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	84	10	14	1	1	0	0
The school keeps my child safe	58	83	11	16	1	1	0	0
The school informs me about my child’s progress	50	71	20	29	0	0	0	0
My child is making enough progress at this school	52	74	18	26	0	0	0	0
The teaching is good at this school	57	81	13	19	0	0	0	0
The school helps me to support my child’s learning	50	71	20	29	0	0	0	0
The school helps my child to have a healthy lifestyle	53	76	17	24	0	0	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)	48	69	20	29	0	0	0	0
The school meets my child’s particular needs	52	74	18	26	0	0	0	0
The school deals effectively with unacceptable behaviour	47	67	21	30	0	0	1	1
The school takes account of my suggestions and concerns	46	66	22	31	0	0	0	0
The school is led and managed effectively	55	79	15	21	0	0	0	0
Overall, I am happy with my child’s experience at this school	55	79	14	20	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

28 November 2011

Dear Pupils



Inspection of Oake Bradford and Nynehead Voluntary Aided Primary School, Taunton, Somerset TA4 1AZ

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 or carers are correct in thinking that you go to a good school and we think the care and education it provides for you are excellent.

Here are some of the things we found out.

- The staff in the pre-school and in the Reception Year help the children to make a good start to their development and learning.
- You make good progress in your work to reach standards that are similar to average in writing and above average in mathematics.
- You want to do well and enjoy your work.
- You behave extremely well. You are polite, friendly and helpful and you enjoy taking responsibility.
- You are taught well and all your teachers work hard to make sure that your lessons are interesting. They use the comprehensive information about how well you are doing to ensure your activities build very well on what you already know and can do.
- The school is led well by your headteacher. Everyone works together as a strong team that is supported well by the governing body.
- The staff look after you exceptionally well, so you feel extremely safe and happy.

Even though Oake Bradford and Nynehead Primary is a good school, there is something we have asked your headteacher and staff to do to make it even better, which is to help you all achieve as well in your writing as you do in mathematics and in reading, by helping you to understand how well you are doing and how to improve your work. We have also asked for you to have lots of ways to use your writing skills in your topic work so it gets even better.

Thank you again for helping us and we wish you all every success in the future.

Yours sincerely

Hazel Callaghan
Lead inspector (on behalf of the inspection team)

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