

Othery Village School

Othery, Bridgewater, Somerset, TA7 0PX

Inspection dates

23–24 September 2014

| Overall effectiveness | Previous inspection: | Requires improvement | 3 |
|--------------------------------|----------------------|----------------------|----------|
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Strong leadership from the head teacher, governors and staff have ensured that the school has made good progress since the last inspection. School self-evaluation and action planning are accurate and rigorous.
- Teaching is now consistently good due to effective leadership. Pupils are enthusiastic and clear guidance from adults ensures that they know what they have to do to improve their learning.
- Achievement is good. Teachers skilfully plan learning activities which ensure that all pupils make rapid progress.
- Pupils behave very well. They feel safe and respect each other and the adults in school. Pupils are tolerant, polite and courteous.
- The school's recently revised curriculum provides a wide range of opportunities for learning and successfully promotes pupils' spiritual, moral, cultural and social development.
- Pupils who need additional help, working in small groups or receiving one-to-one support, are very well supported and make good progress.
- Provision in the Early Years Foundation Stage is good. Children make rapid progress because an effective team of adults gives them a good level of challenge and support.
- Parents and carers are pleased with the school and agree that their children are safe and well looked after.

It is not yet an outstanding school because:

- The progress that a small number of pupils make in mathematics does not match that made in reading and writing.
- A small number of pupils are not consistently concentrating on their learning in lessons. On occasions adults talk for too long and this slows down the learning.

Information about this inspection

- The inspector visited eight lessons including lessons at Middlezoy Primary School where Years 5 and 6 pupils from Othery attend lessons each day. The inspector observed three lessons jointly with the headteacher.
- The inspector heard pupils read, examined work in their books, attended an assembly and observed activities in the playground and dinner hall.
- The inspector held discussions with pupils, the headteacher, middle leaders and members of the governing body.
- The inspector had a telephone conversation with a representative of the local authority.
- The inspector examined a range of documents, including a summary of the school's self-evaluation, the school plans for improvement, minutes of governors' meetings, and the report the headteacher regularly provides for governors. A number of documents were reviewed including those showing how the quality of teaching is evaluated, the school's information on pupils' progress, and records relating to pupils' safety, behaviour and attendance.
- The inspector analysed 16 returns to the online Parent View questionnaire and spoke informally to parents and carers to seek their views.
- The inspector considered the views of the nine staff who returned questionnaires.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement for children looked after, those eligible for free school meals and the most-able pupils. This information will contribute to work which Ofsted is carrying out to assess the use, quality and impact of support services.

Inspection team

Chris Chamberlain, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller-than-average size primary school.
- Othery Village School is federated with Middlezoy Primary School. One headteacher leads and there is a single governing body for both schools. Middlezoy was inspected at the same time as this school.
- Years 5 and 6 pupils from Othery are taught full time at Middlezoy. Years 3 and 4 pupils from Middlezoy are taught full time at Othery. A minibuss transports pupils between the two schools.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for children in the care of the local authority and pupils known to be eligible for free school meals) is much lower than the national average.
- The proportion of disabled pupils and those with special educational needs on the school roll is about 7%. This is lower than that those found in most schools.
- Almost all pupils are from White British backgrounds.
- The school meets the government's floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics in Year 6.
- The school has a breakfast club managed by the governing body for all pupils in the Othery and Middlezoy Federation.
- The school is part of the Huish Community Educational Trust.
- The school has received support from a Local Leader of Education from Walton Church of England Primary School.

What does the school need to do to improve further?

- Accelerate the progress of all pupils in mathematics, including those who attend Othery School in the Year 3/4 class, taught at Othery school and, those Year 5/6 pupils who attend Othery School and are taught at Middlezoy School by:
 - making sure that pupils stay focused on their learning for longer
 - ensuring that adults consistently encourage pupils to make a rapid start to their learning.

Inspection judgements

The leadership and management are good

- The headteacher provides strong leadership. Since the last inspection, the relentless drive to ensure that the quality of teaching has improved is ensuring that pupils now make good progress. She has established a culture where all adults have high expectations of all pupils. Because of this the school has a strong capacity for continued improvement.
- Although some middle leaders at Othery are new to their role, experienced middle leaders from the federation give good support to the school. They successfully check the quality of teaching and the progress pupils make. They also organise training for adults.
- A Local Leader in Education provided by the local authority has given good support to the school. This has included joint checking of the quality of teaching with the headteacher and releasing resources to enable Othery staff to undertake training.
- The school has successfully used the primary school sports funding to increase pupil participation in sport by employing a specialist physical education teacher, providing training for staff, increasing the number of after-school clubs and getting more pupils involved in inter-school sports events.
- The school skilfully evaluates its own performance by regularly checking teaching and pupils' progress. The leadership plans robustly to improve the school further.
- The headteacher and governors link regular checking of teachers' performance with their pay clearly. They regularly include support staff in training. This ensures that additional adults give effective support to pupils.
- The school's broad and balanced curriculum stimulates pupils' interest in learning and ensures that they understand the importance of tolerance, equal opportunities, democracy and respect for all. Pupils' spiritual, moral, social and cultural development is good. Older pupils benefit from trips to London which have included visiting the Houses of Parliament. In addition to this, each week two pupils are awarded a special badge in assembly for demonstrating an excellent level of respect and tolerance in school.
- The school has successfully reorganised teaching provision within the federation so that Years 5 and 6 pupils from Othery and Middlezoy are taught in one class and the Years 3 and 4 pupils from both schools are taught in another class. Pupils agree that they generally like mixing with pupils from the different schools and understand the benefits of the new system. Teachers skilfully plan learning activities based on pupils' needs. Because of this, pupils' progress has accelerated in both classes.
- This school works cooperatively with other schools in the community. In addition to being federated with Middlezoy the school is part of the Huish Community Educational Trust. The sharing of resources, training for adults and joint checking of the quality of pupils' work is enabling more effective teaching and so pupils make rapid progress.
- The school has very effective systems to assess pupils' progress. It uses assessment daily to adjust teaching plans so that pupils are very accurately taught their next step in learning.
- Senior leaders have ensured that the pupil premium is used effectively to accelerate the progress of those pupils eligible for the funding so that the progress of this group of pupils mirrors that of all others in English and mathematics.
- The school's arrangements for safeguarding meet statutory requirements.

■ The governance of the school:

The effectiveness of the governing body has improved since the last inspection. The governing body takes a robust role in evaluating the school's performance. Governors analyse pupils' progress information to compare the performance of their school with that of others. They visit the school to check on progress and get relevant training. As a result, they are very involved in school improvement. Governors understand the school's strengths and weaknesses. They have an overview of standards of teaching and the fact that teachers' pay is becoming directly related to their performance. They understand how pupil premium funding is being used, and the impact of this on pupils' progress. They have ensured that the headteacher's annual performance objectives are focused on the main areas of improvement for the school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite. They have good manners and are confident. Pupils demonstrate their maturity and independence by taking on responsibilities such as running the break time

tuck shop which sells healthy snacks, leading the daily wake and shake sessions in the playground or acting as play leaders in the playground.

- Pupils readily demonstrate their tolerance and respect for each other. Every day, older pupils successfully mix with pupils from Middlezoy Primary School.
- Records show that the school deals rapidly and effectively with any incidents of poor behaviour or discrimination. There have been no exclusions in the last five years.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe. They explain that there is no bullying and are confident that adults in school will deal with any behaviour problems, including bullying, which may occur. Staff are appropriately trained in child protection. Pupils value the input from the local police community support officer who comes into school regularly to ensure that pupils understand the importance of staying safe, including how to deal with e-safety issues such as cyber bullying.
- Pupils work hard in lessons. They are mainly enthusiastic and attitudes towards learning are positive. On a very small number of occasions pupils need to be reminded by adults to stay focused on their activities in the classroom, which is why behaviour is not outstanding.
- All parents and carers who responded to the Parent View questionnaire or spoke to the inspector informally before school agreed that pupils are well looked after in school and are kept safe: 'The staff really care about the children', commented one parent or carer. Attendance has improved and is now above the national average.

The quality of teaching

is good

- The quality of teaching has improved since the last inspection and is now good. The judgements made by the inspector about the quality of teaching closely reflect those both of the Local Leader in Education supporting the school and the headteacher.
- Skilful deployment of adults ensures that staff teach all pupils effectively at a level appropriate for them to make good progress. In the class of youngest children, three adults regularly work with the different aged children. In one lesson the reception children were using appropriately planned resources to learn to count to 20 and recognise colours while also extending their mathematical vocabulary; at the same time Year 1 pupils were learning to recognise three-digit numbers and to add and subtract one or 10.
- Staff regularly assess pupils, often on a daily basis. They use information from the assessments to make sure that the next lesson is based on each pupil's next step in learning. This ensures that pupils make good progress.
- The school has very effective systems for ensuring pupils know what they have to do to improve and make more progress. The school gives pupils the opportunity to think about their learning and adults work closely with pupils to agree areas for improvement. Teachers mark pupils' work thoroughly and give pupils suggestions for improvement in their learning. Each day, teachers give pupils time to read their feedback and act upon it. This helps to ensure that pupils' progress is at least good.
- Teachers check pupils' learning regularly during lessons to ensure that they are making good progress. However, where teaching is not as good, adults talk for too long so pupils cannot make a rapid start to their activities, and so the rate at which the pupils learn slows down.
- Across the school, well-trained additional teaching assistants work very successfully with individuals and groups of pupils. They develop their knowledge and skills and ensure a good rate of progress through well-planned teaching sessions and effective relationships with pupils.
- As a result, those with special educational needs and those who benefit from the pupil premium are able to make rapid progress and close the gap in attainment with the rest.
- All parents and carers who spoke to the inspector during the inspection, and a very large majority of those who responded to the Parent View questionnaire, agreed that their child is taught well.

The achievement of pupils

is good

- Children often enter Reception with knowledge and skills at below age-related expectations and they make good progress. Some children make very rapid progress. This good level of progress continues across the school, so that attainment in Key Stage 2 is now above the national average.
- It is clear from the quality of teaching, work in pupils' books and analysis of pupil tracking information that by the end of Year 6, pupils leave the school with an effective range of skills, particularly in reading and

writing. This ensures that they are well prepared for the next stage in their education.

- All groups of pupils, including disabled pupils and those who have special educational needs, make good progress. This is because the school gives them targeted support in small groups or individually. This ensures that all pupils have equal opportunities to succeed.
- The very small number of pupils who receive the pupil premium also make good progress and their attainment on occasions exceeds that of other pupils in the school and pupils nationally in both English and mathematics.
- Pupils are effectively taught the skills they need to become successful readers. Less-able readers decode words by applying their phonics knowledge (the knowledge of letters and the sounds they make) or by using contextual clues such as pictures. Pupils told the inspector that teachers encourage them to read regularly at home to improve their reading skills. Pupils read widely and older pupils enthusiastically shared the names of their favourite authors. Pupils' achievement in reading at the school has been above the national average for several years.
- Staff teach phonics well and make sure that activities match pupils' needs. The proportion of children who reach the expected standard in the Year 1 phonics check is now in line with the national average. This is good progress, as pupils often join Year 1 with lower than expected levels in literacy.
- The most-able pupils make good progress because adults skilfully plan lessons that meet the needs of the range of abilities within each class.
- Achievement in mathematics is not yet as strong as in writing and reading as some pupils don't consistently stay focused on their learning and sometimes adults talk for too long at the start of lessons.

The early years provision

is good

- The Early years provision is good. Parents and carers who spoke to the inspector commented favourably on the good level of communication between school and home and how easy it is to speak to the adults working with the reception children. They love the successful induction programme for the children and the way in which older children at Othery support and care for the younger ones.
- Teaching in the early years is good. Adults skilfully match activities to the needs of the children. Good resources support learning, both indoors and outdoors. Adults extend children's learning while they are playing by effective questioning which extends the children's knowledge and understanding. Adults use a wide range of vocabulary to improve the range of words children use.
- Children are happy, safe and secure in the school's early years provision. Children are enthusiastic to learn and additional adults support them well. The progress made by children in Reception is very good.
- Leadership of the early years is good. The early years leader works across the federation and ensures that adults are appropriately trained. For example adults have regular opportunities to ensure that they make accurate judgements about children's progress. They track children's progress effectively and if a child is not making expected progress then the early years team will organise additional support in a small group or on a one-to-one basis.
- Phonics is taught well in the early years. Children rapidly build up a strong knowledge of sounds and then enthusiastically begin to build words, making good progress.
- Children behave well. They cooperate and share with each other readily. Adults use praise effectively so that children are keen to follow rules and make good progress.

What inspection judgements mean

| School | | |
|---------|----------------------|--|
| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 123691 |
| Local authority | Somerset |
| Inspection number | 448948 |

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

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| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 41 |
| Appropriate authority | The governing body |
| Chair | Jim Hughes |
| Headteacher | Helen Ormerod |
| Date of previous school inspection | 21–22 November 2012 |
| Telephone number | 01823 698464 |
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