

# Oake, Bradford and Nynehead Church of England (Voluntary Controlled) Primary School

Oake, Taunton, TA4 1AZ

## Inspection dates

16–17 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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	Outstanding	1	

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides good leadership. His expectations are effectively communicated and shared by, staff and governors. This has secured improvements in teaching and learning since the last inspection.
- Pupils' achievement in Year 2 has risen steadily and is now above the national average. In the current Year 6, standards are set to be above average in reading, writing and mathematics.
- Teaching is effective and particularly strong in reading. Teachers' careful planning meets the different needs of all pupils well.
- Provision in the Reception class is outstanding. Children are immersed in imaginative and well-planned activities that enable them to make rapid progress from their starting points.
- Behaviour in lessons and around the school is good. Pupils' relationships with each other and adults in the school are typified by respect and helpfulness.
- Strong links with the church and local community enhance pupils' spiritual, moral, social and cultural experiences.
- The school provides an impressive range of additional activities and visits which enrich the curriculum. This helps pupils learn well across many subjects.
- Governors share a commitment to providing the best learning experiences for all pupils. They offer regular challenge and have a good understanding of how the school is performing.
- Pupils say they are happy and feel safe in school and the vast majority of parents who expressed their views, agree.

### It is not yet an outstanding school because

- Plans for improvement are not sufficiently detailed as to how, and when, governors will check what difference the school's actions are making to pupils' achievement.
- Some teachers' marking does not always help pupils to understand how to improve their work.
- Not all teachers insist on the same high standards of presentation and accuracy in pupils' written work.
- Although attendance is improving, it is still below the national average.

## Information about this inspection

- The inspector observed six lessons or parts of lessons, including one whole-school assembly. In addition, he listened to some older pupils read.
- The inspector conducted a focused tour of the school with the headteacher, looking at the effectiveness of the school's curriculum.
- Meetings and discussions were held with the headteacher, middle leaders, teachers, pupils and two members of the governing body. A telephone discussion took place with a representative from the local authority.
- The views of 26 parents who responded to Parent View (the online questionnaire) were analysed. The inspector took into consideration discussions with parents, including written correspondence. Questionnaire responses from 22 members of staff were also analysed.
- The inspector scrutinised a range of documentation, including the school's information on pupils' attainment and progress, school development plans, work in pupils' books, safeguarding documents and information relating to the management of teachers' performance.
- The inspector spoke to pupils during their lessons and at break times.

## Inspection team

Dale Burr, Lead inspector

Seconded Inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school.
- Almost all pupils are White British.
- Pupils are taught in five classes, some of which are mixed-age: Reception; Year 1; Year 2; Years 3 and 4; and Years 5 and 6.
- The proportion of disadvantaged pupils supported by the pupil premium is well below the national average. This additional funding is for pupils who are known to be eligible for free school meals or those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below the national average.
- The school meets the government's current floor standards, which are the minimum standards set for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children in the Reception class attend full time.
- The school has links to other schools as part of its membership to the Tone Valley Partnership.

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

- Further improve the quality of teaching by ensuring that:
  - the best practice in marking and feedback is shared across the school so that all pupils understand how to improve their work
  - all teachers set high expectations for the presentation and accuracy of pupils' written work.
- Strengthen leadership and management by ensuring that:
  - school development plans clearly specify how, and when, governors will check on the plan's progress and ensure actions are accelerating the pace of learning
  - attendance levels improve across the school by focusing closely on the minority of families who take holidays during term time.

## Inspection judgements

### The leadership and management are good

- The headteacher provides a good sense of direction. Following a significant drop in standards in 2013, he has worked tirelessly and successfully to reverse the decline in pupils' achievement. Governors and staff value his expertise.
- Middle leaders are effective in checking and evaluating the quality of learning in their areas of responsibility. For example, the English and mathematics leaders regularly review work in pupils' books, analyse progress data and evaluate school development priorities. This has led to improvements in pupils' problem-solving skills. Occasional inconsistencies in the use of marking, presentation and feedback have been identified and plans put in place to improve outcomes for all pupils.
- Leaders use the pupil premium funding effectively. Funds are used to provide individual support and to enrich pupils' experiences through music tuition. The school's use of pupil premium funding has considerably reduced the attainment gap between pupils supported by this extra funding and their peers.
- A part-time special educational needs leader works with the headteacher to ensure that pupils are well supported. Additional guidance, such as dyslexia support, is effective in helping pupils to improve their reading skills.
- Pupils' social, moral, spiritual and cultural development is promoted well through assemblies, visits and a rich curriculum. The school makes a positive contribution to the local community by participating in events such as an operatic production, singing at community events and taking part in the local carnival. The broad and relevant curriculum helps to capture pupils' interests and engage them in learning.
- Pupils are well prepared for life in modern Britain. An active school council ensures that pupils are introduced to and understand British values, such as democracy and tolerance. Pupils are given regular opportunities to contribute to the leadership of the school, for example, by voting on new playground equipment. They say their views are listened to and 'everyone is treated fairly and equally'. New pupils say that they 'are made to feel welcome' and that 'no one is judged on their appearance'.
- The leadership of physical education and sport is strong. Additional funding is spent well and ensures that all pupils have the opportunity to take part in a range of sports, such as tag rugby, rounders and athletics. Pupils are enthusiastic about how the school encourages them to be active. They told the inspector how 'sports ambassadors help inspire and challenge us to do our best'. An impressive range of after-school activities, ranging from outdoor education to arts and crafts, further enriches pupils' experiences.
- The local authority offers timely support. Recently, new governors have benefited from extensive training and advice. In addition, project work with the Tone Valley Partnership and Somerset Literacy Network has secured good progress, specifically in the teaching of grammar, punctuation and spelling.
- The headteacher is a highly visible presence in the school. Many parents describe him as 'approachable' and 'very supportive'. Parents who spoke to the inspector were particularly positive about how the school 'educates the whole child' and how 'every child's separate need is catered for'. A large majority who responded to the online questionnaire, Parent View, would recommend the school to others.
- Safeguarding arrangements throughout the school are good. Leaders and governors use their knowledge from training to ensure that the school's procedures for keeping pupils safe are known and understood by all adults. Statutory safeguarding requirements are met.

### ■ The governance of the school:

- Over time, governors have successfully held the school to account for the quality of teaching and pupils' achievement. Recent changes to the structure of the governing body, including a new Chair and vice-chair, mean that governors are sometimes over-reliant on information from school leaders. However, regular training, close working with middle leaders and visits to the school enable governors to hold the school to account for its performance. School development plans are focused on the right priorities; however, they do not always make clear how and when governors will check the difference actions are making to pupils' learning and achievement. Governors manage the budget expertly. They plan and prioritise carefully. They know how additional funding for disadvantaged pupils and the sports premium is used to improve pupils' achievement. Performance management arrangements are good. Governors make sure that teachers' salary progression is linked to pupils' achievement. Any underachievement is quickly tackled.

### The behaviour and safety of pupils are good

## Behaviour

- The behaviour of pupils is good. They are polite and well-mannered to adults and each other. They told the inspector, 'we feel safe and happy because teachers look out for us and encourage us to be kind and considerate.'
- Pupils behave well in lessons and during breaktimes. They respect the school rules and help create a calm and harmonious environment in which to learn. Pupils respond very quickly to adults' instructions, so that learning is seldom interrupted.
- Pupils are proud of their school. They speak positively about the opportunities they receive to take on responsibilities. This includes being on the school council, leading sports events, looking after new pupils and helping younger pupils at break times. This helps motivate pupils to behave well.
- School records confirm that incidents of bullying are rare. Pupils are confident that adults deal with any unkind behaviour, such as name-calling, swiftly.
- Behaviour is not outstanding, not all pupils take sufficient pride in the presentation of their work.

## Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe at school, for example when playing outside, because additional fencing has made the playground secure. They are knowledgeable and well informed about the risks associated with social media.
- The school pays good attention to pupils' well-being out of school. Pupils are knowledgeable about how to stay safe on the roads and in the water. They told the inspector that, 'we feel safe in and out of school because we know there is always someone we can talk to.'
- Parents are confident that their children are well cared for. The vast majority of responses to the online questionnaire, Parent View, agree that the pupils feel safe in school.
- Although pupils' attendance is improving, there are still too many families who take holidays during term time. Consequently, attendance remains slightly below the national average.

## The quality of teaching

## is good

- Teaching is consistently good or better across the school, enabling pupils to make good progress from their starting points and faster progress in reading. The quality of teaching has improved as a result of regular checking by school leaders and effective staff training.
- Teachers and teaching assistants establish positive relationships with the pupils to promote good learning. They typically plan activities which meet the different abilities of all pupils, including those in need of extra support and the most-able pupils. Adults use questioning well to challenge pupils' thinking skills.
- Good practice in the quality of marking and presentation is not fully embedded throughout the school. Not all pupils know how teachers' marking helps them improve their work. Occasionally, some teachers do not always insist on the highest standards of presentation and accuracy in pupils' written work.
- Writing is taught well. Teachers encourage pupils to use a writing 'toolkit' to practise their skills through a range of relevant and interesting topics. For example, in Years 5/6 pupils wrote play scripts for their end-of-year movie-making project. Pupils' spelling, punctuation and grammar have improved because pupils are given regular opportunities to write across a range of subjects.
- Reading is strongly promoted across the school. High-quality books stretch pupils' reading skills and help them to read very well. Pupils speak of their love of reading and how weekly 'reading challenges' encourage them to read at home.
- The teaching of mathematics is good. Pupils' books reveal that they have many opportunities to solve problems and develop their reasoning skills. An improved calculations policy has helped to set clear expectations and developed pupils' ability to set out and record their written calculations.
- Teaching makes a good contribution to pupils' cultural development, particularly in music, art and history. Many activities inspire pupils' enthusiasm, such as the 'Victorian Day', where pupils dressed up and developed their knowledge and understanding about life in Victorian times. Pupils say that, 'teachers make learning fun and we enjoy finding out interesting facts.'

### **The achievement of pupils**

**is good**

- Children receive an excellent start to their education when they join the school. They make rapid progress in all areas of learning because of outstanding leadership and teaching in the Reception class.
- Pupils' achievement in reading is strong across the school. Progress in phonics (the sounds that letters make) is good and more pupils do well in the Year 1 phonics check than is typical nationally.
- The standards pupils reach at the end of Year 2 have risen considerably since the last inspection. The school's data for 2015, supported by inspection evidence from a scrutiny of pupils' work, show an above-average proportion of pupils meeting and exceeding national expectations in reading, writing and mathematics.
- Pupils' achievement by the end of Year 6 has fluctuated in recent years, although it is now improving strongly. Leaders have focused on strengthening the quality of teaching so that pupils' rates of progress have improved. School assessments show that current pupils in Year 6 are making good progress and reaching above-average standards.
- Due to the very small numbers of pupils eligible for the pupil premium, meaningful comparison with national attainment information is not possible. However, support for disadvantaged pupils is good. As a result, they are progressing at least in line with other pupils, both in school and nationally. The current gaps in attainment are closing in all year groups.
- The most-able pupils achieve well because work is sufficiently demanding. For example, in Year 6, the most-able pupils receive dedicated tuition in school and have had the opportunity to challenge themselves further in collaboration with other schools. More pupils than previously in Year 2 and Year 6 are on track to achieve the highest levels in reading, writing and mathematics.
- Disabled pupils and those with special educational needs make good progress. They receive well-organised provision and effective support from teachers and teaching assistants. For example, additional intervention programmes have resulted in rapid gains to pupils' reading and mathematics skills.

### **The early years provision**

**is outstanding**

- Children generally join the Reception class with skills typical for their age. They make outstanding progress and achieve exceptionally well from their starting points, especially in speaking and physical development skills. A higher than average proportion of children reach the national standard by the end of Reception. Children are thoroughly prepared for their move into Year 1.
- Leadership of the early years is excellent. The teacher and teaching assistants work closely to provide children with a wealth of meaningful learning experiences which challenge and ignite the children's love for learning. For example, in response to a building activity, a group of boys independently constructed a hairdresser's shop, by working as a team and using tools safely. Another group of children made potions and perfumes using herbs from the school's garden. Leaders regularly observe children in their play and ask excellent questions that help stimulate children's learning and ensure children gain maximum benefit from each activity.
- The quality of teaching is consistently high across a wide range of learning activities. Adults make excellent use of the outdoor space, including the forest area, and frequently change activities by responding to the children's needs and ideas. Adults provide children with weekly challenges, such as extended writing tasks, which the majority of children punctuate correctly with capital letters and full stops. The leader has skilfully created a culture where learning can flourish.
- Children are confident learners. They are encouraged to learn from each other and enthusiastically respond to the range of activities on offer. Children's behaviour is outstanding and they respond well to the high expectations that adults set. Children use equipment safely and carry out their own risk assessments to identify potential dangers, for example they check the forest area for holes and brambles by tying ribbon as a warning to other children.
- The school has well-organised arrangements for children starting school, including close links with the pre-school on site and local childminders. Parents who spoke to the inspector enthused about how the school keeps them informed about progress and how there is a 'supportive ethos'.

## 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	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.
		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.

## School details

<b>Unique reference number</b>	135832
<b>Local authority</b>	Somerset
<b>Inspection number</b>	461958

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

<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>	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David McCann
<b>Headteacher</b>	Nick Gilding
<b>Date of previous school inspection</b>	23–24 November 2011
<b>Telephone number</b>	01823461533
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