

# Oake, Bradford and Nynehead VC Primary

Oake, Taunton, Somerset TA4 1AZ

## Inspection dates

26–27 February 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The interim headteacher has made some significant improvements to the school since her arrival. Leaders have reversed the recent decline in attainment and progress of pupils. Pupils are now making stronger progress, leading to improved attainment.
- School leaders and staff are highly ambitious for the school and the pupils.
- The governors know their school well. They have taken decisive action to secure high-quality leadership of the school.
- Middle leaders are confident in their roles. They are clear about the strengths and weaknesses in their subjects. However, they have yet to overcome inconsistencies in teachers' subject knowledge and use of assessment.
- Most parents and carers are positive about the school. They value the care and the nurturing environment created by staff.
- Pupils' attendance is now in line with the national average.
- The curriculum prepares pupils well for life in modern Britain. Extra-curricular provision is a strength of the school.
- The teaching of phonics is good. Pupils are enthusiastic readers and make strong progress.
- Teachers have high expectations of pupils. However, sometimes the most able pupils are not challenged to reach their full potential in writing and some aspects of mathematics.
- Pupils enjoy writing and the creation of characters and plots. However, a legacy of weakness in spelling and grammar skills limits the progress of the most able pupils.
- Pupils behave well in lessons and around the school. They are polite and kind to each other. They take pride in their work and standards of presentation are consistently high.
- Effective teaching in the early years ensures that children get off to a good start. Children make strong progress and are well prepared for Year 1.
- Safeguarding is highly effective following a review and tightening up of school procedures. All staff contribute to a safe and caring learning environment for pupils.

## Full report

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

- Improve further the effectiveness of leadership and management by embedding the role of middle leaders so that they offer the headteacher effective support and play a greater part in improving teachers' subject knowledge.
- Improve the progress pupils make by:
  - helping pupils to apply their spelling, grammar and punctuation skills accurately to produce more sophisticated pieces of writing
  - ensuring that the most able pupils are challenged to reach their full potential in writing and in mathematical problem-solving.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- New leaders have acted decisively to address the decline seen over the last two years. The interim headteacher has established a common approach to ensuring good teaching. She has furnished other school leaders with the skills that they need to improve teachers' subject knowledge and use of assessment. There is capacity in place to improve this school further.
- On taking up her post, the interim headteacher quickly recognised that the decline in attainment and progress needed to be reversed. She has put robust procedures in place to secure the necessary improvements in teaching, learning and assessment across the school. Staff and many parents agree that these initiatives have secured better behaviour and improved progress for all pupils.
- Leaders and staff feel valued and have a clear understanding of their roles. They feel empowered and supported. There is a strong drive and unity of purpose across the school. This unity of purpose is securing improvements to teaching and the progress made by pupils.
- Middle leaders have a good understanding of the strengths and areas for improvement in their respective subjects. They work with staff to check the standards achieved and provide training. The teaching of mathematics and writing has improved as a result.
- Leadership of special educational needs across the school is strong. The leaders are well organised and have a good understanding of the needs of pupils with special educational needs and/or disabilities (SEND). They ensure that teaching is appropriately matched to the pupils' needs. Consequently, pupils with SEND make good progress. Several parents complimented the school on the support for their children and the progress they are making.
- Although teaching is generally good across the school, some inconsistencies remain. Leaders are aware of these and are taking appropriate action to eradicate them.
- Extra-curricular provision is a strength of the school. Pupils have opportunities to attend a variety of clubs. The school has several successful sports clubs. Pupils enjoy these activities and their physical skills have improved.
- The school is an active member of a partnership of 12 schools in the locality. This group has provided training in early mathematics, English and assessment. It also offers opportunities for moderation of pupils' work. As a result, teachers share good practice and learn from each other.
- Leaders make effective use of the additional funding such as the pupil premium and sport premium. They evaluate the impact of this spending effectively and are swift to make changes so that pupils make good progress.

- The school operates clubs before and after school. Parents appreciate the support they provide for family life. Pupils enjoy attending and playing a variety of games inside and outside. Staff provide a safe and enjoyable transition from home to school.
- Leaders take every opportunity to promote fundamental British values through the school's six core values, known as the 'fruits of the spirit'. Respect and equality are built into teaching and learning where possible. Pupils engage with the concept of democracy through involvement in the Somerset Pupil Parliament and the school council. Pupils learn about world religions in their religious education lessons. Spiritual understanding is also enhanced in assemblies, which are regularly taken by visiting speakers, including the local vicar.
- Leaders set a good example to all with clear communication and an open-door policy. Relationships are excellent across the school. The development of the spiritual, moral, social and cultural lives of the pupils is clear through the school's work on the core values. Pupils talk about being expected to show these in their lives and work. They are, for example, able to discuss ways to achieve happiness in school and in life.

### **Governance of the school**

- The governing body is committed to the improvement of the school. Governors have secured the appointment of a permanent headteacher who has a clear brief to build upon the positive work of the interim leader.
- Governors have a good grasp of the strengths and weaknesses of the school. They visit the school regularly to maintain this.
- Governors are well informed and receive accurate information about the life and work of the school from the headteacher's termly report. They use this to frame questions and challenges and to hold leaders to account for the outcomes achieved.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- School leaders keep pupils safe and ensure that they are well cared for. Parents say that pupils are kept safe at the school. The interim headteacher has tightened up on security and safeguarding procedures, including securing the school site.
- Leaders and governors have ensured that the policies are up to date and procedures are fully understood by all staff. Staff are supported by knowledgeable designated safeguarding leads. There is a clear process for reporting concerns and the involvement of external agencies is carefully managed and monitored by school leaders. The school's recruitment and vetting processes are robust and follow statutory expectations.
- Leaders ensure that staff receive training on the dangers of extremism and radicalisation. Staff are vigilant and report any concerns to school leaders.

## Quality of teaching, learning and assessment

Good

- The interim headteacher has set clear expectations for teachers. Consequently, teaching is engaging. Pupils are generally making good progress.
- Teachers have an accurate understanding of where pupils are in their learning and support them effectively to make strong progress. They plan activities carefully to build on pupils' current knowledge and understanding. However, on occasions, teachers do not provide the most able pupils with the challenging writing activities they need.
- The teaching of phonics is effective. Staff are confident and are well trained to teach this. Pupils make good progress from their starting points.
- Teachers teach writing well. Consequently, pupils are making good progress. Teachers are well supported by leaders to plan effective writing activities. As a result, pupils write more accurately than in the past.
- Teachers expect pupils to take pride in their work, which is well presented. The standard of handwriting is good in most year groups. Pupils in Years 3 to 6 write accurately, carefully and fluently.
- The teaching of mathematics across the school is generally good, especially in key stage 2. Most pupils are working at a standard appropriate for their age.
- Through regular practice, pupils are gaining in confidence in mathematics. Their mental arithmetic skills are improving, and they are getting better at calculating quickly and accurately.
- The work of teaching assistants is highly effective. They are increasing in confidence because of the training provided by school leaders. Teaching assistants support pupils with SEND sensitively in lessons. This is resulting in improved progress.
- Teachers' planning in the early years, including the pre-school, is sensitive to the starting points of pupils. Teachers' evaluation of pupils' progress and target setting are particularly accurate in the Reception class. As a result, children make strong progress and are well prepared for Year 1.
- Teachers place a strong emphasis on reading and time is given over to regular reading practice. Pupils read regularly to an adult and as a result, their fluency, working out of unknown words and expression are strong.
- Improvement in the teaching of writing is leading to better progress and attainment. However, the older pupils still lack a clear understanding of the use of grammar and punctuation. This is especially the case for lower- and middle-ability pupils. Nonetheless, new approaches to the teaching of spelling and grammar have been recently introduced and these are beginning to help pupils write more accurately.
- Leaders have secured improvements in the teaching of reasoning and problem-solving in mathematics.
- The use of homework is not supporting learning in school as well as it could. Many of

the pupils read with parents and learn tailored spelling lists, but this homework is not supporting learning well enough across the wider curriculum.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' relationships with each other and staff are positive. Pupils say that any issues, including the rare cases of bullying, are promptly dealt with and resolved.
- Pupils enjoy coming to school and are fully engaged in their learning. Attendance has improved. However, pupils' concentration wavers on occasions. When it does, their progress falters.
- All the parents who responded to Parent View say that their children are kept safe at the school and pupils questioned by the inspector agree with this. Pupils are taught about online safety and can talk about this with confidence.
- Teachers' high expectations of pupils ensure that they take increasing pride in their workbooks, especially in the early years and key stage 2.
- All pupils are involved in the life of the school. This includes leading assemblies or raising funds for local charities, such as one for blind people.
- The school prepares pupils well for life in modern Britain. In addition, the broad-ranging personal, social, health and emotional curriculum enables pupils to learn about people who are less fortunate than themselves.
- Pupils say that staff help them to manage their emotions and show respect and empathy for others. In Year 2, the story of the 'Good Samaritan' is used to aid the pupils' understanding of the importance of faith and kindness.
- Older pupils thrive on the wide range of responsibilities they are given, including being school councillors, acting as playground buddies and leading activities on the playground.

### Behaviour

- The behaviour of pupils is good.
- Pupils' conduct around the school is good. They understand that staff have high expectations of them. They understand the clear rules and consequences of breaking them.
- Pupils' relationships with staff are positive. Consequently, they adopt good attitudes in lessons. Many parents say the school is a caring and nurturing place and many have chosen the school for this reason.
- Behaviour in lessons is good; teachers have established clear routines and

expectations. Pupils are respectful and polite, with impeccable manners. They welcome visitors into their lessons and are keen to share their learning.

- The school has tackled attendance issues effectively. Attendance is now broadly in line with the national average. However, a few pupils are absent from school too often. The school's current approach is having a limited impact on this small group of pupils.
- Leaders' actions to support pupils with challenging behaviour have been effective. In the past, exclusions have been high. There have been no exclusions during the current school year.

### **Outcomes for pupils**

### **Good**

- Leaders and teachers have focused successfully on improving pupils' achievements following a period of decline in attainment and progress, particularly in writing and for the most able pupils. Current pupils make good progress in reading and mathematics. Some pupils' progress in writing is hindered by weak grammar and spelling, particularly in Years 5 and 6.
- Teachers make effective use of what they know pupils can do and understand to plan how to help pupils catch up. Consequently, pupils are now making better progress over time. Pupils usually enter key stage 1 with strong foundations laid in the early years. Pupils make better progress in Years 1 and 2 since expectations have been raised.
- Pupils' progress in writing has improved this year. Pupils demonstrate growing confidence and understanding of the effective use of grammar, especially in Years 3 and 4. Pupils in Years 5 and 6 can explain the clauses in a sentence, the use of metaphors and commas.
- A good standard of handwriting can be seen in most year groups. Most pupils reach the school's expectations for handwriting by the end of Year 4.
- Pupils master the mechanics of reading well and this is supported by the strong teaching of phonics. Pupils achieve well in the Year 1 phonics screening check with results broadly in line with the national average. Pupils are developing a love of reading and books and read frequently in school and at home.
- Pupils make good progress in mathematics with a high level of confidence in manipulating numbers through the four operations and forms of calculation. Attainment and progress in recent end-of-key stage assessments were broadly in line with the national average. Pupils' mental calculation skills are strong. Most pupils in key stage 2 are increasingly able to demonstrate a good level of understanding and ability to reason and solve problems. Pupils in key stage 1 lack the ability to apply their knowledge of number facts to reasoning and problem-solving activities.
- The progress made by the most able pupils across the school varies. In the early years and Years 3 and 4, these pupils are making strong progress, especially in writing, number and calculation. However, in other year groups, the most able pupils do not get the challenge they need in order to achieve the highest standard of which they are

capable.

- Disadvantaged pupils are making good progress. This group of pupils is very small, making national comparisons difficult. Nonetheless, work in books shows that this group is doing as well as other pupils. The pupil premium is used well to support this.
- Pupils with SEND make good progress, especially in reading and writing. They are supported well in class.
- Pupils speak and listen with increasing confidence. A strong start is made in the early years. Pupils' vocabulary is rich and wide due to the variety of stories that teachers share with them. This understanding of language supports them well as they enter key stage 1. Pupils respond well in lessons when asked questions or given chances for discussion.
- Work in topic and science books and on display shows that pupils are making good progress in other subjects, especially religious education in Years 1 and 2 and science and history in key stage 2.

### Early years provision

**Good**

- Leadership in the early years is strong. Leaders have high expectations and have provided an exciting learning environment both inside and out. Children make a positive start to their school life.
- Children in the pre-school, some as young as two years of age, make a good start to their time at school. This provision has proved popular with parents. Early years staff are well trained and supported by the early years leaders. Staff focus on the development of speaking, listening, physical and social skills. All statutory welfare requirements are met. Policies and procedures follow guidance and advice. Consequently, the youngest children are settled and thrive within this safe and secure environment.
- The pre-school is a calm and orderly place. Transitions into school are well managed and an early baseline assessment sets a starting point for the learning journey into the Reception class. Staff's well-planned teaching and support ensure that the children make very good progress during their time in the pre-school and Reception class. Staff assess the children's needs accurately and then plan activities to move each child on. Parents are actively involved in contributing to this assessment. Children make good progress because staff know the children well and the next steps required.
- Children show increasing levels of independence, motivation and a keenness to learn. This is due to staff's skilful support and questioning. The children are challenged in all areas to reach their full potential. Some of the children's writing, particularly that of boys, is already at the higher standard. The most able children are challenged to do their very best in the early years.
- Children are highly motivated and keen to learn. Behaviour and attitudes in learning are a strength in the early years due to the sensitive support of staff and the high



expectations set.

- Attainment at the end of the early years is broadly in line with the national average. Children arrive in the pre-school with development broadly typical for their age, although speech and language are underdeveloped in some. Attainment in writing and mathematics is high, with pupils writing with confidence and increasing levels of accuracy. Staff use stories well to develop children's vocabulary and understanding of the construction of short narratives. Children use their phonics knowledge with increasing accuracy to sound out words. The most able children are already reaching the higher standard in writing and aspects of number work.
- Children's understanding of number and simple calculations is strong in the Reception class. Staff make good use of assessment. Consequently, they are providing more opportunities for the youngest children in the pre-school to work with numbers in their play.
- The speech and language of some of the younger children are less proficient than might be expected on entry. Leaders are strengthening training in this area and ensuring that all staff can support the development of the verbal communication skills required to access other areas of learning. Consequently, staff model conversations and, for example, set out to elicit extended answers to questions.
- Safeguarding is effective in the early years. The school's deputy designated leader is also the pre-school manager. Risk assessments are well managed and intimate care policies are followed correctly. The children are kept safe and well looked after in the early years.

## School details

Unique reference number	135832
Local authority	Somerset
Inspection number	10086883

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

Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	David McCann
Headteacher	Judith Barrett (interim)
Telephone number	01823 461 533
Website	<a href="http://www.obnschool.wixsite.com">www.obnschool.wixsite.com</a>
Email address	<a href="mailto:sch.264@educ.somerset.gov.uk">sch.264@educ.somerset.gov.uk</a>
Date of previous inspection	16 and 17 June 2015

## Information about this school

- Oake, Bradford and Nynehead VC Primary School is smaller than the average primary school. There are four classes and a pre-school.
- The school is a Church of England Voluntary Controlled school and the last section 48 inspection took place in December 2016. The outcome of this inspection was satisfactory.
- The governing body has established a pre-school, which offers places for two- to four-year-olds.

- The school provides before- and after-school childcare for families and this is well supported.
- The proportion of pupils with SEND is below the national average.
- The proportion of pupils supported by the pupil premium funding is lower than the national average.

## **Information about this inspection**

- The inspector visited lessons jointly with the interim headteacher. A wide sample of pupils' work from all year groups and a range of subjects was scrutinised.
- The inspector met and talked to groups of pupils from Year 2 and key stage 2, as well as with pupils informally across the site.
- The inspector listened to a selection of pupils read and discussed the books they were reading.
- Meetings were held with the interim headteacher, middle leaders and members of the governing body. A telephone conversation took place with a local authority officer.
- Information and other documentary evidence were evaluated including that relating to safeguarding, the school's self-evaluation of recent outcomes, school improvement planning and external reviews.
- The inspector took account of 34 responses to the online Parent View and the responses to the staff online survey. The inspector also spoke to parents at the beginning of both days of the inspection.

## **Inspection team**

Mark Lees, lead inspector

Ofsted Inspector

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