

Inspection of a good school: Owslebury Primary School

Beech Grove, Owslebury, Winchester, Hampshire SO21 1LS

Inspection dates: 25 May 2022

Outcome

Owslebury Primary School continues to be a good school.

What is it like to attend this school?

Owslebury is a school with a big heart. Pupils know that all adults care for them and do their best for them. They feel safe because they know if they have any concerns, they can put a note in the class worry box and an adult will help them.

Pupils' behaviour is excellent. Around the school it is calm. Pupils follow the school rules: be safe, be respectful, be your best. If there were to be any bullying, pupils are confident that adults will deal with it immediately. Pupils eagerly showed inspectors their 'S.U.N.' (Speak, Up, Now) anti-bullying posters, designed by a Year 6 pupil.

The school's values of nurture, aspiration, respect, resilience and collaboration are a thread that runs throughout. Pupils know to respect differences between people, but also to take care of the school building. As such, they work together in their classes to earn the 'dustpan and brush' classroom award. Pupils say that they aspire to learn more, for example, about different cultures and religions.

Leaders are ambitious for all pupils and want them to do their best. Because of this, pupils are keen to learn and are enthusiastic.

What does the school do well and what does it need to do better?

Reading is at the heart of the curriculum. It is a high priority with leaders. They are keen to further develop pupils' love of reading by making sure that pupils study a variety of authors. Children in early years get to vote daily from a selection for a book they would like to listen to.

Staff are well trained to deliver the school's new phonics programme. They check regularly to make sure that pupils are on track. Where pupils may fall behind, teachers ensure that support is provided. This also includes pupils with special educational needs and/or disabilities (SEND). As a result of this prompt support, pupils are catching up

quickly. The youngest children learn phonics as soon as they start in Reception. The books that pupils take home to read match the sounds they know.

Leaders have designed an ambitious curriculum that is broad and engaging. Subject leaders have identified the key knowledge and vocabulary that they want pupils to learn and remember from Year 1 upwards. Leaders know that they need to start the curriculum from Reception so that children learn the essential knowledge they need to be ready for the key stage 1 subjects.

Teachers make sure that each lesson builds on the last lesson in all subjects. They regularly check that pupils understand the task and make connections with what they already know and remember. Teachers adapt activities, if necessary, to ensure that pupils with SEND can learn the same curriculum as their peers. However, leaders know that the assessment in some subjects is not as robust as it is in mathematics and reading. This means that pupils' progress is not always built upon successfully.

The new special educational needs coordinator (SENCo) has put clear systems in place to help identify early any support for pupils with SEND. Leaders work in partnership with families to ensure that pupils with SEND have their individual needs met and access the same curriculum as their peers.

Pupils, including the youngest children, behave well in lessons. Therefore, learning is not interrupted. Leaders want all pupils to thrive in their personal development as well as their academic development. The personal, social and health education curriculum integrates the school values well. It prepares pupils to be good citizens and recognise the diverse world in which they live. During the inspection, pupils were enthusiastic about taking part in the school's Platinum Jubilee challenge. This involved learning a new skill, volunteering and exercising for 30 minutes every day for six weeks.

Year 6 pupils are proud to be take on roles of responsibility, such as peer mentors, house captains and junior road safety officers. Pupils in Years 4 and 5 are currently putting in applications to become a member of the newly formed sports crew. Pupils enjoy the many clubs on offer, especially the mathematics games club, alongside the school trips and residential.

Governors know the school well. They bring their expertise to support and challenge school leaders effectively. They are conscious that the well-being of pupils and staff is crucial if pupils are to succeed.

Safeguarding

The arrangements for safeguarding are effective.

Everyone is responsible for safeguarding at Owslebury. Leaders instil in every adult that 'it could happen here'. Leaders and staff are well trained in safeguarding. They are able to identify different types of abuse. All staff know how to report concerns. All safeguarding issues are appropriately recorded and followed up meticulously. Governors undertake regular training. Leaders have ensured that the safeguarding curriculum enables pupils to

know and be aware of the risks both in and out of school. Pupils are able to talk about how to keep safe when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not made it clear how staff should check what pupils know and remember in some foundation subjects. This means that teachers do not always know if pupils are making the intended progress through the curriculum. Leaders need to make sure that teachers check that pupils have learned the taught curriculum well enough.
- Leaders have designed the wider curriculum but have not taken into account that learning starts in the foundation stage. As a result, the youngest children are not well prepared for key stage 1. Leaders need to ensure that they have identified the knowledge that children in Reception need to know and remember.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115934
Local authority	Hampshire
Inspection number	10227917
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair of governing body	Allison Jordan
Headteacher	Jon Flynn
Website	www.owelsbury.hants.sch.uk
Date of previous inspection	16 May 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up his post in January 2022.
- The new assistant headteacher, who is also the SENCo, took up post in April 2022.
- The school does not currently use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Deep dives were carried out in these subjects: early reading, mathematics and computing. To do this, inspectors met with subject leaders, visited lessons, had discussions with pupils and staff, and looked at pupils' work.
- Inspectors reviewed curriculum documents in science, art and religious education with senior leaders.
- Some pupils were observed reading to familiar adults.

- The lead inspector met with members of the governing body and spoke to a representative from the local authority.
- Inspectors carried out a range of activities to inspect the school's safeguarding arrangements. These included speaking to staff and pupils. The lead inspector met with the safeguarding team and sampled safeguarding records.
- The views of parents and carers were considered through Ofsted's online surveys.

Inspection team

Becky Greenhalgh, lead inspector Ofsted Inspector

Ian Elkington Ofsted Inspector

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