

Inspection of Otterhampton Primary School

School Lane, Combwich, Bridgwater, Somerset TA5 2QS

Inspection dates: 2 and 3 November 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

What is it like to attend this school?

Leaders expect pupils and staff to live by the OTTERS values of open mind, teamwork, thoughtfulness, excellence, resilience and safe. This makes Otterhampton a friendly and welcoming school to all.

Pupils behave consistently well, both in class and at social times. This is because leaders promote an ethos of kindness. Older pupils relish playing with, and supporting, younger pupils. Pupils say that bullying is extremely rare, but that if it did happen, they would trust adults to resolve it.

Leaders have placed experiences beyond the classroom at the heart of the school's work. This starts in the pre-school. Pupils visit locations such as Dunster beach to deepen their environmental knowledge. Older pupils enjoy residential to build their character. Leaders offer pupils a wide variety of clubs, such as sewing, multi-skills and yoga. They ensure that pupils of all backgrounds attend. Pupils attend many different sporting events, such as girls' football. They appreciate these opportunities. This instils them with a sense of pride in the school.

Parents speak highly of Otterhampton. One parent summed up the views of many by saying, 'The team of staff provides a safe, nurturing and positive environment in which my child can learn and grow.'

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

Leaders have created a culture of high expectations in all areas of school life. They have galvanised the school community. This helped steer the school through a difficult period on joining the trust. There is a sense of purpose among the tight-knit staff. They feel leaders support them and take staff workload into account.

Leaders have created a logically sequenced curriculum that is well established. It details the knowledge pupils need to know and by when. In the early years, leaders ensure close links between the pre-school and Reception Year to ensure that children get off to a flying start. In conjunction with the trust, leaders regularly monitor the curriculum's effectiveness and make changes as necessary. As a result, leaders have accurate views on the strengths and weaknesses of subjects.

Reading has a high profile in the school. Leaders have ensured that all pupils read in school and at home regularly. Weekly newsletters celebrate this. Leaders have relocated the library so that it is a focal point of the school. A wide range of books allows pupils to read for pleasure. Consequently, pupils develop a love for reading.

Staff teach phonics in a highly systematic way. Leaders have ensured that staff are well trained, including drawing on external support. As a result, pupils learn to read quickly. Leaders use a rigorous approach to check how well pupils are reading. They

identify any gaps in the sounds pupils should know. Therefore, the small number of pupils who have fallen behind catch up rapidly.

Across the curriculum, teachers follow the intended plans closely. They have effective subject knowledge and explain new concepts clearly. This means pupils' knowledge builds over time. For example, in mathematics, pupils' fluency is improving. However, in some subjects, teachers give pupils tasks that require limited thinking and responses. Consequently, pupils do not always connect or deepen their thinking as much as they could. Leaders acknowledge this and have clear improvement plans in place.

In early years, staff ensure that children are well-looked after and settle quickly. They have clear routines for care in the pre-school, such as nappy changing. Leaders place a high emphasis on communication and language. For example, staff model correct language when talking to children, and they expect the children to use that language. As a result, children are confident and articulate in talking to each other and adults.

Leaders have clear processes for supporting pupils with special educational needs and/or disabilities. They work with a range of agencies, so pupils and their families get the support and advice they need. Staff know these pupils well and ensure that the curriculum is adapted for them as necessary. This enables all pupils to experience a broad and balanced curriculum.

Leaders have devised an effective personal development programme which dovetails with the academic curriculum. They place a particular emphasis on mental health. This can be seen through initiatives such as pupils supporting their peers at social times in the role of 'well-being champions'. Leaders provide pupils with some opportunities to learn about diversity through assemblies and visits. However, pupils' understanding of cultures different to their own remains limited. Through events such as a careers week, leaders raise pupils' aspirations and prepare them well for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

Staff, governors and trustees all share the mantra of 'it could happen here'. Staff receive regular safeguarding training across a range of areas. As a result, staff can identify pupils at risk of harm and report any issues. Leaders take appropriate action when dealing with safeguarding concerns.

Leaders, including governors, ensure that checks on staff and record-keeping are in line with statutory requirements.

Pupils know how to stay safe both online and in the community. They know to speak to an adult if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not consistently provide pupils with tasks that deepen their thinking. As a result, pupils do not learn as much as they could. Leaders need to ensure that curriculum thinking is adapted to provide pupils with tasks that deepen their understanding further.
- Leaders do not provide pupils with enough opportunities in the curriculum to learn about different cultures. Consequently, pupils' knowledge of cultures different to their own is not as well developed as it could be. Leaders should ensure that the curriculum helps pupils to learn about different cultures in order to prepare them for life in modern Britain.

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.

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

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| Unique reference number | 146243 |
| Local authority | Somerset |
| Inspection number | 10256571 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 77 |
| Appropriate authority | Board of trustees |
| Chair of trust | Andrew Berry |
| Headteacher | Claire Luce |
| Website | www.otterhamptonprisch.co.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- Otterhampton Primary School became a sponsor-led academy in September 2018. When its predecessor school, Otterhampton Primary School, was last inspected by Ofsted, it was judged to be requires improvement overall.
- The school runs a pre-school for children aged 2 to 4 years old.
- The school uses 1 unregistered alternative provider.
- The school runs its own breakfast and after-school provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other senior leaders, groups of staff, the trust’s director of education, the chair of governors and a member of the trust board.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors also looked at samples of work in writing, science, history and geography.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school’s single central record.
- Inspectors observed pupils’ behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors spoke to parents at the start of the school day. They also considered the responses to the online survey, Ofsted Parent View, and took into consideration responses to the staff survey.

Inspection team

Jason Edge, lead inspector

His Majesty’s Inspector

Wendy Marriott

Ofsted Inspector

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