



Owslebury Primary School

Inspection Report

Unique Reference Number 115934
LEA Hampshire LEA
Inspection number 279705
Inspection dates 26 June 2006 to 27 June 2006
Reporting inspector Christopher Scola AI

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

Type of school	Primary	School address	Beech Grove
School category	Community		Owslebury
Age range of pupils	3 to 11		Winchester SO21 1LS
Gender of pupils	Mixed	Telephone number	01962777452
Number on roll	72	Fax number	01962777609
Appropriate authority	The governing body	Chair of governors	Mrs Sally Curtis
Date of previous inspection	22 May 2000	Headteacher	Mr David White

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Owslebury Primary is a small school situated in the centre of a rural village community. All pupils are of White British heritage and none speaks English as an additional language. There is a higher than average number of pupils with learning difficulties. Many of the children travel to school from outside the village as two thirds of the pupils are from out of catchment. Socio economic circumstances are favourable for most families. Attainment on entry is broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school judges itself to be good and inspection evidence endorses this view. However in some areas the school evaluates itself too modestly. The school has improved well since the previous inspection and there is good capacity to improve further. It provides good value for money.

The headteacher, ably supported by his deputy and a team of highly committed and hard working staff, provides good leadership that focuses clearly on raising standards. A strong partnership has been established with the governing body, which fulfils its role very effectively. The pupils benefit from an excellent, varied and wide-ranging curriculum, where there are excellent links with the local community and other local schools. Throughout the school, teaching is consistently good with some outstanding teaching seen during the inspection. The pupils' personal development is outstanding. The procedures for monitoring performance are good and the school accepts that in order to make learning even more effective, it must provide greater opportunities for pupils to plan and take responsibility for their own learning. The pupils attain above average standards by the time they leave school and achievement is good, although standards in mathematics dipped slightly in 2005.

Children benefit from a good start to their education in the Reception class. Pupils' creative and imaginative play is particularly strong and enhances and develops crucial communication skills.

What the school should do to improve further

- Provide more opportunities for pupils to plan and take responsibility for their own learning.

Achievement and standards

Grade: 2

Throughout the school achievement is good. But, because of the very small numbers and the wide difference in the proportions of pupils with learning difficulties in each year group, standards overall, vary greatly from year to year. Children's levels of understanding and learning skills when they enter Reception cover a wide range but are broadly average overall. They make good progress because their learning is well managed and there is a good balance of activities initiated by children and those led by teachers. By the end of the Reception year most children have attained the goals expected for their age.

Pupils continue to make good progress in Years 1 to 6, because the teachers throughout the school set challenging targets that are appropriate to the abilities of individual pupils. The early identification of their needs and the very good support provided, enable pupils with learning difficulties to make good progress.

In 2005, Year 6 standards in mathematics were not as high as in English and science and the school has taken determined action, which has resulted in a good improvement in standards in mathematics. The school continues its successful focus on ensuring that pupils achieve well in writing throughout the school. The pupils develop above average skills in information and communication technology (ICT) and apply these skills well in other subjects.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. The school is a very supportive and tightly knit community with very clear and strongly held values. This enables the pupils to grow in confidence and self-esteem, develop their independence and take responsibility. Pupils really enjoy coming to school. They say 'lessons are fun' and 'there are always lots of friends to cheer you up!' The many very positive letters from parents also support this. Pupils work extremely hard and behave very well. Attendance is good and most pupils arrive punctually, keen to start work. The staff provide excellent role models so that pupils feel valued and listened to, safe and secure, and are sure to whom they can turn if they need help.

Pupils have a very good understanding and appreciation of other cultures, races and religions. They are very supportive of one another as well as being very aware of the needs of others. For example, substantial funds of money have been raised through their own initiatives to support a range of charities. They have a very good understanding of the importance of a healthy diet and regular exercise. They are very active in the local community supporting and contributing to village events and good causes. This, together with the good achievement in their work, prepares them well for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with some outstanding practice seen during the inspection. Teachers have a good understanding of the needs of the pupils and plan effectively for the different age groups within each class. They work very flexibly to ensure that all pupils benefit from their expertise such as in the Foundation Stage and Years 1 and 2 or the high quality of artwork seen around the school. Teaching assistants are used very effectively to encourage pupils' learning, and particularly to support those pupils with learning difficulties. The quality of teaching is underpinned by the warmth of the relationships both with the pupils and their parents. For example, good home-school links contribute strongly to the pupils' reading programme and the well-planned programme of homework supports learning.

There are good procedures for assessing how well the pupils are doing. The information gathered is recorded carefully and used effectively to track the progress of pupils and identify future targets. Whilst the pupils are given good opportunities to discuss their learning, this is as an area for further development so that pupils have an even greater input into the planning of their own learning and take more responsibility for it.

Curriculum and other activities

Grade: 1

The quality of the curriculum is outstanding. Pupils enthuse about the range of games, sports and activities. They enjoy all lessons, 'because the work is so interesting.' Statutory requirements are fully met and national initiatives such as literacy, numeracy and information technology are reflected well in lessons. There is very good provision for the pupils' personal, social and health education. The curriculum is very well organised so that there are excellent opportunities for pupils to learn co-operatively and flexibly on, for example, 'Focus Days.' This develops their self-confidence and enables pupils of different ages to work together and plan in teams during, for example, arts and activities weeks.

There are excellent links between various subjects across the curriculum. Some very good writing persuades people to come on an 'Envirotour-to see the last glacier,' in humanities work on the environment. The recent 'One World Week' for example focused on art and music and developed pupils' understanding of our multi-cultural world. The staff ensure that the curriculum is enriched by a very good range of clubs, visitors to the school and a stimulating programme of 'Focus Days and Weeks.'

Care, guidance and support

Grade: 2

The care of pupils is good with some particularly strong features. The school's well developed sense of community ensures that all its members look out for one another and this provides the basis for the high level of care. The pupils know that they can always turn to any member of staff or fellow pupils should any problems arise and they state that they are confident that any problems will be quickly resolved. Vulnerable pupils are well supported. Arrangements for child protection and risk assessment are rigorously implemented and links with external agencies are well developed. Very effective guidance means that pupils know how to make the right choices about life style. The school council enables pupils to express their views and improve the school's provision such as by providing healthy drinks at lunchtime and improving the play areas. Pupils do well in their work because their different needs are well known and met. Their involvement in their learning is an area for further development. Parents hold the school in high regard and provide much help at home and in school that benefits the pupils' learning.

Leadership and management

Grade: 2

The leadership and management of the school are good. The headteacher has a very good understanding of the school's strengths and of those areas requiring further development. He is supported by a very capable deputy head and a strong team of teachers. In such a small school, all staff share a wide range of responsibilities and work closely and effectively with the senior management to develop the quality of teaching and learning. There are good links with other small schools. These enable staff to work together with colleagues in similar schools to share and overcome the particular challenges of working in a small school.

There has been very good progress since the previous inspection. This is evident in the much better provision in the Foundation Stage and the more effective use of homework to support learning. The school's self-evaluation is good and the school has good capacity to improve further. There is clear identification of what it is doing well and where it needs to improve. Parents and pupils are encouraged to contribute to the process through regular questionnaires and meetings. The procedures for monitoring the pupils' attainment and tracking their progress are good. This has resulted in the school identifying writing and mathematics as areas to improve.

A committed, hard working and effectively led team of governors are well informed and closely involved in the work of the school. They have a good overview of the school. They are directly involved in evaluating teaching and learning and fulfil their role of being the school's 'critical friend' efficiently.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for the warm welcome you gave me when I visited your school. I agree with you that your school is a very friendly and happy place and I particularly liked these things:

- You enjoy coming to school and being with your friends.
- You try hard and do well in your work.
- There are lots of exciting activities and so you want to learn new things.
- You behave very well and are friendly and kind to each other.
- The adults in your school work very hard to keep you safe and healthy.

The people in charge of your school run it very well. They know what to do to make things even better. I have asked them to think of ways in which you can be even more involved in your learning. I think you are right to be so pleased and proud of your school. It is a credit to all of you and the staff who work so hard because they want the best for you. Thank you again for helping me with my work.

Christopher Scola

Lead Inspector