

Otterbourne Church of England Primary School

Inspection report

Unique Reference Number	116304
Local Authority	Hampshire
Inspection number	338787
Inspection dates	19–20 October 2009
Reporting inspector	Keith Sadler

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Sue Barham
Headteacher	Alison Langrish
Date of previous school inspection	6 October 2006
School address	Main Road Otterbourne Winchester SO21 2EQ
Telephone number	01962 712020
Fax number	019620713336
Email address	admin@otterbourne.hants.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and held meetings with governors, staff, and groups of pupils. They observed the school's work and looked at a wide range of documentation, which included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan and also pupils' work. In addition, 79 parents' questionnaires were analysed and their comments were taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the strength of progress and learning of pupils in Years 1 and 2
- the key factors in pupils' progress in Years 3 to 6 that leads the school to suggest that learning is good
- the consistency in the quality of teaching and how well assessments are used to boost learning
- the key improvements in care, guidance and support provided for pupils
- the strength of senior and middle leaders' contribution to the school's evaluation processes
- how well governors contribute to the school's leadership and management.

Information about the school

Otterbourne is a primary school of average size. It serves the immediate community although over half the pupils come from surrounding areas. The very large majority of pupils are from White British backgrounds. There are no pupils who are at an early stage of learning English. The proportion of pupils that have special educational needs and/or disabilities is below the national average. Most of these have learning difficulties. The school has gained the Healthy School and Activemark awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Otterbourne is a good and constantly improving school that has some significant strengths. Almost all parents are happy with their children's experience of school and rightly say that, 'It has a very caring and nurturing philosophy which focuses on developing the whole child'. As one pupil said, 'When I have children, I would love them to come to our school!'

Many parents recognise that it is the inspirational leadership of the headteacher that is at the heart of the flourishing school. She has built successfully on the many strengths found at the previous inspection. In particular, there is much more consistency to learning and, as a result, attainment has been lifted. She has brought rigour and structure to the school's management and has extended and refined the good evaluation processes in place. Her highly effective approach ensures that all the staff have a chance to contribute to the school's development and improvement. As a result, teamwork is very strong, there is a shared and deep commitment to continuing improvement, and staff morale is high. The improvements made, based on effective self-evaluation, demonstrate a good capacity for further improvement.

There is a warm and deeply inclusive atmosphere where all the pupils are supported and cared for exceptionally well. As a result, behaviour is outstanding, pupils have a love of school and learning and relationships are excellent. Pupils of all capabilities and backgrounds achieve well. From slightly above average starting points, children settle quickly and well in the Early Years Foundation Stage Reception class because staff are warm and welcoming. Because teaching and learning are good, children progress well. Staff are aware that, on occasion, there is insufficient challenge for the most able children when they choose activities for themselves. Good progress continues in all year groups and, by the time pupils leave, attainment is high. In the past, pupils' attainment has been lower in reading than in writing. Due to a concerted effort by the whole staff, this is no longer the case and many pupils in Year 6 attain standards that are above those expected at the end of Year 6. Those who find learning hard or who have disabilities are supported exceptionally well and make good progress in their learning.

The quality of teaching is consistently good and some lessons are outstanding. Teachers manage pupils very well, and make good use of assessments to ensure that work set is matched well to learning needs. They provide interesting and exciting activities that help to engage the pupils and capture their interest. As a result, all the classrooms present as a hive of industry in which pupils thoroughly enjoy working and learning together. Teachers' subject knowledge is excellent and their use of challenging and accurate vocabulary aids progress, particularly in English and mathematics. However, in information and communication technology (ICT), some staff are not as confident as

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others and the school rightly recognises that there is a need to boost all the staff's confidence in this subject to that of the best.

Pupils' personal development is outstanding. Their spiritual, moral, social and cultural development is nurtured exceptionally well and the school's Christian ethos is evident throughout. Pupils receive excellent care, guidance and support. That for the most vulnerable pupils is exemplary and these pupils are supported well by the skilled team of teaching assistants.

What does the school need to do to improve further?

- Develop the confidence of staff in the teaching and learning of ICT.
- Ensure that there is sufficient challenge for the most able children in the Reception class when they are choosing activities for themselves.

Outcomes for individuals and groups of pupils

2

Attainment is rising and the gap between reading and writing has been closed. Achievement in writing has improved considerably since the previous inspection with the rate of progress being accelerated in all year groups. This is the result of the very close monitoring of teaching and learning in writing that has enabled a close tailoring of work to meet pupils' needs. In addition, a whole-school approach to strengthening punctuation and helping pupils to understand what they need to do to improve through excellent and thorough marking has resulted in a lifting of attainment. Attainment at the end of Year 2 is above average. Even though a smaller group of pupils reach the higher level in writing than in reading or mathematics, all groups of pupils attain well. The school has correctly identified the need to strengthen the proportion of pupils gaining the higher level in writing at the end of Year 2. However, in an outstanding Year 2 writing lesson, when pupils were identifying interesting adjectives for a piece of writing connected with the next day's visit to the Isle of Wight, pupils were totally absorbed and excited and almost all pupils attained the standards expected for Year 2 at the end of the school year. Inspection findings show that pupils make good progress in Years 1 and 2 and it is accelerated in Years 3 to 6, particularly in Years 5 and 6. As a consequence, attainment is high in English, mathematics and science by the end of Year 6. The provision for pupils who have special educational needs and/or disabilities is particularly effective and records show that personalised programmes enable these pupils to make good progress.

Excellent gains are made in pupils' personal development. Even the youngest children in the Reception class show good social skills. They enjoy working in small groups and help each other. By the time that they reach Year 6, pupils are mature and reflective young people who have a keen appreciation of the difference between right and wrong. Pupils say that they are determined to ensure that 'everyone is happy'. They delight in taking on responsibility and many parents commented on how Year 6 pupils buddy the youngest children and this helps these children to settle well. The school's achievement of the Healthy School and the Activemark awards demonstrates pupils' very good

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understanding of keeping safe and healthy.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils' enjoyment of and commitment to the school and learning are the result of the excellent care, guidance and support provided which helps them to feel safe, develop confidence and to have high self-esteem. In addition, the quality of teaching is good, with some lessons being outstanding. Accurate assessments enable teachers to plan lessons that build on previous learning well. Relationships are excellent and teachers provide interesting and exciting tasks that capture the pupils' imagination. The strengthening of the consistency in teaching has been an important feature in the school's boosting of pupils' progress. Assessments are generally used well to ensure that work is planned to meet the different learning needs and styles of pupils. In all classes, lesson objectives are shared with pupils and they have many opportunities to check what they need to do to meet them. In the best lessons, pupils have the opportunity to define success criteria for themselves and then to check each other's work to see if they have been met.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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In the previous inspection, the curriculum was good. It has now improved to its current outstanding quality. This is because the process of revamping the curriculum was underway at that time and it has now bedded down to provide an exciting and vibrant curriculum. Subjects are cleverly linked together to help to make learning real and to give pupils the opportunity to practise skills within topics being studied. Pupils say that they gain enormously from the wide range of additional activities offered. Many commented on how the myriad of visits that they make helps them to learn and makes their work interesting and exciting. In addition, a wide range of extra-curricular activities, focusing mainly on the arts and sports, contributes well to pupils' enjoyment.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

A clear and well-conceived management structure and excellent systems have resulted in good improvement since the last inspection. The exemplary leadership of the headteacher has infused the staff with responsibilities and has raised the quality of leadership and management throughout the school. There is a continuing drive to improve the school and to embed the clear vision for its further development. There is scrupulous tracking of pupils' progress and the resulting data are used well to provide whole-school summaries that feed into the good quality improvement plan and are effectively used to hold teachers to account for pupils' progress. This, when linked to the close monitoring of teaching and learning, has improved the quality of teaching. However, this is mainly undertaken by the headteacher, although there are good plans in place to extend this to other staff beyond the senior management team.

Governors play a pivotal role in the school's success. The chair of governors is very knowledgeable and she works closely with senior leaders to ensure that all statutory requirements are met in full. The governors are directly involved in monitoring the work of the school both by linking with individual subject coordinators and through checking the progress of the implementation of the school's improvement plan. They provide excellent levels of both support and challenge for the staff. Equality of opportunity is promoted exceptionally well and diversity is celebrated. In consequence, the school provides a cohesive and supportive community. This extends to the wider community as well as with a school in Uganda. The safeguarding of pupils' health and safety is paramount in the school and there are robust procedures in place. Many pupils commented positively on the school's resources and accommodation. There has been a

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complete refurbishment of the whole school that has resulted in the school providing a high-quality learning environment which reflects the positive aspirations of all.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children's skills on entry to the Reception class are broadly at the level expected although they have well-developed social and oral language skills and a good knowledge of the world around them. Good provision helps children to do well and make good progress across all areas of learning. By the end of Reception, standards are above average.

Children are exceptionally well cared for and many parents wrote of their appreciation for the excellent induction procedures that helped their children to settle into school quickly and thoroughly enjoy learning. This ensures that children who have specific needs are included exceptionally well from the time they start school. Children rapidly develop confidence and independence because of the caring and supportive ethos so that they quickly become engrossed in and persevere with their tasks. This was evident in the way children started the school day, settling down to construct models or looking at picture books. Children's delight in discovering new things supports learning exceptionally well and staff capitalise on this by providing a very good range of tasks where children discover things for themselves. For example, children were fascinated to find out which materials best reflected the light from their torches. Adults are very good at questioning or prompting children to move them on in their learning so that the ideas for how to improve come from the children themselves. Staff are now rightly exploring ways to make sure that children have the same level of ongoing challenge in their

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independent activities. The new outdoor area has been designed well to support learning, although the lack of a covered outdoor area limits its use in inclement weather. Assessment is very regular and thorough and the information is used especially well to plan for the next steps in learning. Leadership and management are excellent, with the Early Years Foundation Stage framework not only being implemented well, but linked very effectively to the school's curriculum innovation.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

In the responses, the overwhelming majority of parents and carers were positive about the school and its impact on their children's health and well-being. Parents were unanimous in saying that the school helped their children to become healthy. Many made highly positive comments about the wide range of visits that enhance learning and enjoyment. Parents' and carers' views reflect inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Otterbourne C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	72	21	27	1	1	0	0
The school keeps my child safe	67	85	12	15	0	0	0	0
The school informs me about my child's progress	45	57	31	39	2	3	1	1
My child is making enough progress at this school	47	60	26	33	1	1	2	3
The teaching is good at this school	49	62	26	33	2	3	1	1
The school helps me to support my child's learning	47	60	25	32	4	5	1	1
The school helps my child to have a healthy lifestyle	59	75	19	24	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	63	25	32	0	0	1	1
The school meets my child's particular needs	49	62	24	30	1	1	3	4
The school deals effectively with unacceptable behaviour	42	53	30	38	4	5	0	0
The school takes account of my suggestions and concerns	41	52	28	35	5	6	1	1
The school is led and managed effectively	60	76	15	19	2	3	1	1
Overall, I am happy with my child's experience at this school	54	68	20	25	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 October 2009

Dear Pupils

Inspection of Otterbourne Church of England Primary School, Winchester, Hampshire, SO21 2EQ

We enjoyed meeting with you and listening to what you had to say about your school. We enjoyed listening to all your positive comments about the Year 6 visit to Osmington Bay. We also enjoyed talking to the Year 2 pupils who were looking forward to their trip to the Isle of Wight.

Yours is a good school and this letter is to tell you what we found when we visited.

- We can understand why you love school and learning because all the adults look after you exceptionally well and make sure that you are happy and safe and that you thoroughly enjoy your time at school.
- Your headteacher is doing an excellent job and, together with the staff, she makes sure that your school runs smoothly and well.
- You work hard, behave outstandingly well, and your teachers make sure that you make good progress by making lessons interesting. Teachers also make sure that there is an excellent range of things for you to do both in lessons and in the many clubs that you enjoy.
- You have an excellent understanding of how to keep healthy. You told us about what you like to eat and the sports you like to play.

Even in such a good school like yours, there are things that could be improved. We have asked that the children in the Reception class, particularly those that find learning easy, are challenged by the activities that they choose for themselves. We have asked your headteacher to make sure that all the teachers are confident when they teach you ICT.

I hope that you will all keep on working hard and enjoy your time at school.

Yours faithfully

Keith Sadler

Lead Inspector

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