

# Inspection of Otterbourne Church of England Primary School

Main Road, Otterbourne, Winchester, Hampshire SO21 2EQ

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Inspection dates:	4 and 5 February 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

Pupils flourish as they enjoy learning and playing together in this united school community. From the moment they start school, pupils learn about the world through an exciting curriculum. As a result, they achieve well. Pupils, including those with special educational needs and/or disabilities (SEND), appreciate the support they receive.

Staff have high expectations of pupils. Pupils have high expectations of themselves. They know that they are role models for the values of the school. They show these through their attitudes and actions. Pupils trust the adults in school. They know that staff will support them with any challenges they might face. In this atmosphere of nurture and respect, pupils focus on their work with enthusiasm.

Wider enrichment opportunities are at the heart of pupils' learning. They are proud to work as part of the many school councils. These range from well-being to sport. Over 80 pupils have meaningful responsibilities in the pupil parliament, both in school and in the wider community. All pupils benefit from the school's vast range of clubs and activities. The annual science and art fayres help pupils to cultivate new interests. Pupils leave Otterbourne confident, resourceful and ready for their next steps in education.

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

Reading and the development of rich vocabulary has a high priority in the school. Children enjoy learning to read as soon as they start in the Reception Year. Pupils use the stories they hear to build understanding of new and challenging words. They have lots of opportunities to practise using books that contain the sounds they have learned. They become confident readers. Teachers quickly spot pupils who struggle with reading. They ensure that these pupils get the extra help they need to catch up. Regular story time sessions captivate the interests of pupils in a range of exciting books. These are carefully chosen to reflect life in modern Britain. For example, pupils in Years 5 and 6 speak passionately about the impact of 'I am not a label' on their understanding of disability.

The school has developed an ambitious curriculum for its pupils. It prepares pupils well for the future. 'Pillars', which support character development, underpin the curriculum. This approach teaches pupils how to show determination as they learn number facts or spelling rules. Typically, the curriculum is well sequenced and precise. For example, in mathematics pupils hone their skills in carefully designed stages. In a few subjects, the school is not as explicit as it could be about the most important knowledge pupils need to recall over time. This means that it is hard for teachers to check that pupils are ready for their next steps in learning.

The school knows its pupils well and builds strong relationships with families. This partnership approach helps the school swiftly to identify the differing needs of pupils. Effective support is carefully planned in response. Most pupils with SEND access the same curriculum as their peers. Where necessary, adapted resources or help from

additional adults is offered. Pupils with SEND achieve well from their individual starting points.

Respect is the hallmark of behaviour throughout the school. There is regular praise and celebration of pupils' achievements. This starts in the Reception Year, where children try hard to 'move up' their individual ladders. Pupils in older years are keen to achieve the daily 'wizard worker' award or earn 'house points' for their team. Pupils are very polite and courteous to each other and staff. Pupils listen intently to their peers as they lead assemblies or share their ideas in lessons.

The way that the school approaches personal development is exceptional. As a result of the clear and compelling vision, staff design a vast range of clubs and wider curriculum activities. These inspire the imagination of the pupils. The school makes sure that all pupils, especially those most vulnerable, benefit from these opportunities. Nothing is left to chance. Pupil leadership extends throughout key stage 2. This means that pupils practise their skills over time. They develop self-confidence and public speaking skills. The eco-council have worked to change attitudes to waste in school. They have successfully introduced, and trained the whole community to use, composting and recycling bins.

A strong culture of teamwork permeates the school. Governors know the school well. They work with staff to provide support and challenge to help the school improve further. Staff appreciate the actions taken to help them to manage their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, the school has not identified precisely enough the important knowledge that pupils need to learn. This means that teachers do not always check that crucial knowledge has been learned, so that pupils are ready for the next stages of their learning in different subjects. The school should ensure that all curriculum thinking is explicit about what knowledge should be taught and how it is checked. This will ensure that pupils have the secure knowledge they need for future learning in all areas of the curriculum.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	116304
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10341437
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	293
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sue Barham
<b>Headteacher</b>	Martin Geraghty
<b>Website</b>	<a href="http://www.otterbourneprimaryschool.com">www.otterbourneprimaryschool.com</a>
<b>Dates of previous inspection</b>	25 and 26 March 2015, under section 5 of the Education Act 2005

## Information about this school

- This is a Church of England primary school in the Diocese of Winchester. The school had an inspection of its religious character, under section 48 of the Education Act 2005, in January 2020. The next section 48 inspection is due within eight years.
- The school uses one registered alternative provision.
- The headteacher took up post in April 2022.
- The school runs a before- and after-school childcare club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector spoke with members of the governing body. The lead inspector also spoke with representatives of the local authority and the Diocese of Winchester.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography, science and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also considered the curriculum in some other subjects.
- The inspectors also spoke to those responsible for the early years foundation stage, SEND, behaviour, attendance and personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- The inspectors considered responses to the online parent survey, Ofsted Parent View, including parents’ free-text comments. They also spoke with parents at the beginning of the school day.
- The inspectors considered responses to the confidential online staff survey. Inspectors spoke to groups of staff and pupils to gather their views of the school.

## **Inspection team**

Lizzie Jeanes, lead inspector	Ofsted Inspector
Carla Laney	Ofsted Inspector
Lea Hannam	Ofsted Inspector

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