

Otterbourne Church of England Primary School

Main Road, Otterbourne, Winchester, Hampshire, SO21 2EQ

Inspection dates 25–26 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher pursues excellence in every aspect of the school. She shows this by rigorous and successful training for staff so that pupils' achievement has improved since the previous inspection, and is now outstanding.
- Other leaders and governors are highly supportive of the headteacher. They have ensured that all groups of pupils achieve outstandingly well due to very rigorous checks on teaching.
- A high proportion of pupils make outstanding progress in English and mathematics during their time at the school. This has been sustained over the past five years.
- Pupils' achievement in English and mathematics is in the top 20% of all schools nationally.
- The governing body has increased its skills and has a very accurate view of the school's work. Governors regularly challenge leaders and hold them to account.
- Governors ensure that additional government funding enables eligible pupils to achieve at least as well as their classmates and sometimes better.
- Parents are overwhelmingly pleased with their children's education and the quality of support on offer.
- A very wide range of subjects and topics are provided for pupils. These sustain a thirst for knowledge, and support pupils' academic and personal development extremely well
- Provision to promote pupils' spiritual, moral, social and cultural development is exceptional. Regular trips into the community to visit theatres, including to the opera, help to enrich pupils' lives.
- Behaviour is outstanding in and around the school. Pupils get on very well together and are safe at school.
- Pupils enjoy every aspect of their experiences at the school. They show this by their attendance, which is much higher than in most other schools.
- Teaching is outstanding. Exceptionally well-planned and challenging tasks fully engage all groups of pupils in learning.
- School staff are very proud to work at the school and are extremely supportive of leadership.
- Children get off to an excellent start in the Early Years Provision. They benefit from very effective resources and activities that engage their interests and help them to achieve exceptionally well.

Information about this inspection

- The inspectors observed pupils' learning in 11 lessons, some jointly with the headteacher or the assistant headteacher. The inspectors also listened to some pupils reading their books.
- The inspectors had lunch with pupils and spoke to different groups about their work.
- The inspectors held meetings with the headteacher, senior and middle leaders, the Chair and Vice-Chair of the governing body and a representative from the local authority
- The inspectors observed the work of the school and looked at a range of documents. These included the school's own information about pupils' progress, planning and monitoring documents, safeguarding information and pupils' books.
- The inspectors took account of the 87 parent responses to the Ofsted online survey (Parent View). The 18 responses to the staff inspection questionnaire were also considered.

Inspection team

Denise Morris, Lead inspector

Additional inspector

Bruno Grzegorzek

Additional inspector

Full report

Information about this school

- This is an average-sized primary school.
- The school caters for primary-aged pupils from the local area and nearby villages.
- A smaller than average proportion of pupils have special educational needs.
- Almost all pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium is below average. This is additional funding for pupils known to be eligible for free school meals and those children who are looked after.
- Additional primary school sports funding is provided for the school.
- There is full-time early years provision for children from the age of five. Children have their own discrete accommodation which includes an outdoor learning area
- The school works closely with two local partner schools, St. Francis Church of England Primary School and Knightwood Primary School
- The school meets the government's current floor standards, which set out the minimum expectations of pupils' attainment and progress.

What does the school need to do to improve further?

- Build on the school's outstanding approach to assessing pupils' work, working with partner schools to ensure accuracy when National Curriculum levels are no longer used.

Inspection judgements

The leadership and management are outstanding

- The headteacher is extremely ambitious for the school. Other senior leaders and the governors very effectively support her. Together they pursue excellence to ensure that all groups of pupils receive an outstanding education through excellent leadership of teaching. Improvement to all aspects of the school's work has ensured that outstanding teaching, achievement and behaviour have been maintained over the past five years.
- Leaders, including governors, have a very accurate view of the school's performance. Expectations are high and staff work rigorously and very effectively to make sure that all students make rapid progress in English and mathematics.
- Staff at the school are exceptionally pleased to be working there. 'Leadership is fantastic' is a typical comment from staff.
- Leaders check provision regularly to ensure they know how successful the quality of teaching and pupils' achievement are.
- Middle leaders very successfully play an important role in developing provision and have ensured that subjects and topics meet pupils' needs and abilities very well. In particular, they have improved provision for English and mathematics through high quality links across the school and with other local schools.
- Leaders regularly set targets for teachers which are matched to pupils' achievements. This ensures that provision is rigorous. Increases in teachers' salaries are matched to how well these targets are met.
- Pupils' behaviour is very well managed, leading to extremely positive relationships and personal development. Pupils know there is always an adult around that they can talk to if they need it.
- The school provides access to the premises for local providers to enable 'before and after school' clubs. These are privately funded by parents. However, leaders also provide free sports and other clubs, some after school and others at lunch times, which all pupils can attend to ensure equality.
- Pupils benefit greatly from visits into the community to promote their personal and academic skills. For example, during the inspection, a group of Year 4 - 6 pupils were preparing for a visit to the opera. Pupils regularly go to theatres and take part in a wide range of community and other activities. Such activities considerably enhance the curriculum and are very well managed.
- Pupils really like their school. They show this by the way their attendance has risen so that it is well above that of other similar schools. Pupils quickly develop positive relationships with their classmates and have high aspirations for their own futures.
- Activities to promote pupils' understanding of life in modern Britain are widespread, for example, by visits to a mosque and to local churches. These activities all effectively help to promote pupils' personal development, including their spiritual, moral, social and cultural development.
- Students develop British values through their regular assemblies, links with local schools and businesses, through the school council and through regular fundraising for charities.
- Pupils' achievements are checked with other local schools to ensure accuracy. Leaders are working with two similar local schools to develop a joint new assessment system. There is more to do to ensure that the school is ready for the change to assessment, which will no longer be based on National Curriculum levels. The school's achievement data show that pupils make outstanding progress in English and mathematics and have done so for the past five years.
- Leaders ensure that the achievement, behaviour and attendance of pupils during off-site visits and activities are excellent. They make expectations very clear through discussions with pupils prior to the visits and through their regular checks.
- Pupils with additional special educational needs and those who are disadvantaged achieve equally as well as other pupils in their class. This is due to extra support that ensures that they make excellent progress in English and mathematics.
- Parents who responded to the on-line questionnaire are overwhelmingly pleased with their child's education. They are extremely supportive of leaders and staff.
- The school ensures equality of opportunity for all pupils through the curriculum. This provides them with an understanding of the different cultures and faiths that make up modern Britain. As a result, there is no discrimination and pupils develop exceptionally positive attitudes and relationships.

- The local authority provides effective support and guidance to leaders. The authority recognises the strengths of leadership and helps to check the quality of teaching as well as pupils' progress.
- Leaders make very effective use of additional funding for those pupils entitled to it. Additional support, resources and trips ensure that these pupils make progress that is similar to, or better than, that of their classmates in English and mathematics.
- Leaders use the additional sports funding very well to develop staff skills in the teaching of sport. This has enabled all students to benefit from improved teaching and activities.
- Safeguarding procedures fully meet requirements. Staff receive regular training to ensure they know how to identify any pupil at risk of harm. High quality procedures ensure that pupils are safe. Risk assessments are very thorough and always completed for external activities.
- **The governance of the school:**
 - Governors have improved their skills through rigorous training, with the effect that governance is outstanding. This has ensured that they have the skills to hold leaders to account for pupils' achievements. Governors check the quality of teaching regularly through their visits and they fully understand the school's performance data. Governors know where the best achievement and behaviour are and fully understand the quality of teaching. Members fully check the performance of staff. They know how well the school is doing and they check performance data with other local schools to ensure its effectiveness. Financial management is accurate. Governors make very effective use of additional funding to ensure that eligible pupils benefit from it. This ensures that these pupils achieve as well as their classmates. Sports funding is rigorously monitored by governors to ensure it meets its goals. Governors understand the procedures for setting targets for teachers and they use these to reward the best teachers.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of students is outstanding. Pupils are polite and courteous and are fully involved in helping others. Older pupils, for example, train as play-leaders so that they can help younger ones to find a friend. Pupils behave extremely well on their external visits.
- There have been no exclusions or behaviour incidents in the past few years. This is due to rigorous monitoring by leaders and very high quality support for all pupils.
- Behaviour in and around the school is excellent. Pupils work hard and enjoy their time at the school.
- Collective worship every day teaches pupils about right and wrong. The school council have initiated a suggestion box in which pupils can put their ideas forward to improve the school. There are several examples of this in practice. For example, pupils suggested a 'friendship stop' for the playground to ensure all pupils have someone to play with. This has been adopted by leaders.
- Pupils know about different forms of bullying. They told inspectors that they do not think that there is any bullying at the school because pupils get on very well together.
- School staff and parents are extremely positive about behaviour and safety.
- Pupils' spiritual, moral, social and cultural development is excellent because of the very many exciting activities and opportunities provided for them. For example, pupils are fully involved in developing the spacious school grounds and regularly offer ideas that are taken up.
- Pupils willingly accept additional responsibilities. Year 6 pupils act as buddies or playground monitors. They are paired with children in the Reception class to ensure they are happy at school.
- Pupils are fully aware of the school's approach to the Christian religion, but this is balanced with the study of other world faiths. For example, older pupils visit places of worship from different religions and the school choir regularly sing to elderly people in a retirement home.
- Attendance is very high. Pupils want to come to school because they enjoy it so much. They benefit from a rich programme of sports and visits, which help them to learn about the wider world. Pupils regularly raise funds for different charities.
- The school prepares pupils exceptionally well for their futures through their high quality achievements, their excellent attendance and their outstanding behaviour.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils are safe at the school. School policies to ensure safety for all students are fully in place. Pupils told inspectors that they learn about e-safety and staying safe on the internet. They note that they are not

allowed to use the internet unless there is an adult around.

- Pupils have a very good understanding of risks. Very thorough risk assessments are in place for any trip or visit. As a result, pupils feel safe. They fully understand the impact of risk. During the inspection, for example, a group of pupils discussed the risks of a forthcoming visit. They offered sensible ideas how to overcome risks associated with the visit and made suggestions about how they could stay safe. Staff made sure that they felt confident in staying safe.
- The behaviour of pupils on trips and visits is outstanding.

The quality of teaching is outstanding

- Pupils make outstanding progress in English and mathematics because the impact of teaching over time is excellent. Teachers challenge pupils to work at a fast pace, very effectively questioning them regularly to check their understanding.
- Tasks match pupils' abilities, ensuring that pupils can complete the work set for them. High quality training for staff and rigorous monitoring by leaders ensures that teaching is successful and enables pupils to achieve their challenging targets.
- Expectations of pupils' achievements are very high, leading to excellent progress in literacy and numeracy.
- Reading skills have been improved so that they are above average for most pupils in Year 2. This is due to very effective phonics teaching (the sounds that letters make) from the moment pupils start at the school.
- The teaching of both writing and mathematics is of a high quality, ensuring outstanding achievement in these areas. Teaching assistants work hard and very successfully to ensure that the few pupils with additional needs and those eligible for additional funding achieve as well as other pupils in their class, and sometimes better than this.
- Teachers in all classes check pupils' achievements regularly to see how well they are doing. Marking is very effective, helping pupils to see where they have gone wrong and how to do better. This is particularly evident in writing. Very good feedback to pupils ensures that they improve their achievements further.
- Relationships in classrooms are extremely positive and disruptions to lessons are very rare. Pupils' behaviour is extremely well managed. Exciting learning ensures that pupils are fully engaged by the tasks set and really enjoy their activities.
- Provision for science is excellent. A science day during the inspection showed pupils' outstanding investigation skills. Those in Year 5 took part in challenges set by a local business. They were required to build aluminium boats with foil that successfully floated while carrying pennies. Another group were challenged to find out which was stronger, spaghetti or linguine. Pupils' progress in these tasks was outstanding.
- The most able pupils are highly challenged by the tasks that teachers set for them. These ensure that these pupils make outstanding progress at the school.

The achievement of pupils is outstanding

- Pupils enjoy all aspects of their school lives. They are keen and eager to come to school and take part fully in all that the school offers. They settle quickly and enjoy their learning.
- School data show that pupils make outstanding progress in English and mathematics during their time there. Records indicate that pupils in Year 6 make much better progress in English and mathematics than those in most other schools nationally. This has been sustained over the past five years.
- Pupils, including disadvantaged pupils, those who are eligible for additional funding and those with special educational needs, achieve equally well. This is due to excellent support and the exciting curriculum that engages them very well.
- Pupils make particularly strong progress in reading due to regular practice and high levels of encouragement. Reading targets for pupils indicate very good progress.
- All pupils have individual reading diaries. These are used regularly to provide ideas for parents to support their children's reading at home.
- Achievement in writing is rapid and sustained. In Year 1, for example, pupils were able to spell words accurately because they used their phonic skills very well, benefitting from skilful questioning that further extended their understanding.
- Pupils' books are very well presented. Writing is very effectively used to support learning across many

subjects. Teachers apply the same rigorous expectations to writing across the curriculum as they do in English lessons. This helps to consolidate and extend pupils' skills and increase progress rates.

- Outstanding achievement in mathematics is evident in Year 6. A good example was seen when pupils were engrossed in developing graphing skills. The pace of pupils' learning was maximised by the use of real-life problems and high quality feedback. Pupils were highly challenged and all groups worked very hard to complete their tasks.
- The most able students make outstanding progress in English and mathematics, often working independently on individual challenges to further extend their skills.
- Pupils enjoy sports very much and they all have opportunities to attend sports clubs and activities provided by the school. This has a very positive impact on the progress that they make in terms of physical development.

The early years provision

is outstanding

- Children in the early years make a very effective start to their school lives. Children make outstanding progress, benefitting from sharing some learning with their older peers in Years 1 and 2.
- The education offered has depth and breadth across the seven areas of learning and provides some exciting activities which children enjoy.
- Adults have very high expectations and plan activities that are set at the right level. For example, children enjoy playing in the spacious classroom with many colourful and exciting toys, having fun while they learn.
- Learning opportunities are very well organised. The planning contributes extremely well to the development of children's physical and emotional health, safety and well-being, including their spiritual, moral, social and cultural development.
- Outdoor learning is creative and exciting, and children have well-planned opportunities to explore a wide area.
- Children are very effectively taught phonics regularly, ensuring that they quickly learn how to match letters and sounds through playing games.
- Staff work extremely well with parents, keeping them well informed about their children's progress.
- Safeguarding and child protection policies are implemented very well so that children are safe and secure.
- Leaders have a very accurate understanding of the importance of staff training and development so that all staff have appropriate qualifications to support pupils. Checking ensures that this area of the school is of a high quality.
- Children behave exceptionally well and start to interact with adults and other children with a very positive impact on their personal development and learning.
- Excellent leadership of the early years provision ensures that children are fully prepared for the next stage of their education.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116304
Local authority	Hampshire
Inspection number	449751

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	245
Appropriate authority	The governing body
Chair	Sue Barham
Headteacher	Alison Langrish
Date of previous school inspection	19–20 October 2009
Telephone number	01962 712020
Fax number	01962 713336
Email address	a.langrish@otterbourne.hants.sch.uk

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