

# St Osyth Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115257
<b>Local Authority</b>	Essex
<b>Inspection number</b>	357721
<b>Inspection dates</b>	17–18 January 2011
<b>Reporting inspector</b>	Derek Watts

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	297
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Yrina Morgan-Kendall
<b>Headteacher</b>	Tim Palmer
<b>Date of previous school inspection</b>	3 December 2007
<b>School address</b>	Norman Close St Osyth, Clacton-on-Sea CO16 8PN
<b>Telephone number</b>	01255 820823
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## Introduction

This inspection was carried out by three additional inspectors, who observed 18 lessons or part lessons taught by 11 different teachers. The inspection team examined the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. They held discussions with the headteacher, staff, governors and pupils, and informal conversations with parents and carers. The inspectors analysed 146 questionnaires completed by parents and carers and others by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors evaluated children's language and communication skills in the Early Years Foundation Stage.
- They investigated the school's approaches to improving pupils' performance in Key Stage 1, especially reading.
- They studied pupils' progress in Key Stage 2, particularly in writing and mathematics.
- Inspectors considered the extent to which teachers help pupils to improve through marking and feedback.
- They investigated how well leaders and managers at all levels evaluate performance and take effective action to raise pupils' achievement.

## Information about the school

This is a larger than average size primary school. Most of the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils joining and leaving the school partway through their primary school education is much higher than average. A breakfast club is run the school and governing body and was part of the inspection.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Osyth provides a satisfactory education for its pupils. There are some good aspects to its work and positive signs of improvement. Good care, guidance and support contribute well to pupils' personal development. Pupils learn together in a positive and safe learning environment. Most pupils are well behaved in lessons and around the school. Pupils feel safe and show a good understanding of how to lead a healthy lifestyle. Community cohesion is promoted well and pupils make valuable contributions to the school and to the wider community. Attendance has improved considerably because of the action taken by the school and it is now above average.

Children in the Early Years Foundation Stage make satisfactory progress overall, but have strengths in their speaking and listening and their personal development. Though provision is satisfactory, there are some weaknesses in planning, and some of the learning resources are old and past their best. Pupils make satisfactory progress through Key Stage 1 and 2. By the end of Year 6, attainment is broadly within the average band, but remains below the national figure. Below average proportions of pupils attain the higher levels. Attainment is higher in reading than in writing and mathematics. The number of pupils joining and leaving the school has an adverse impact on overall attainment, because some enter late on with low standards. With support from the authority, the school is implementing a range of strategies to raise achievement. Opportunities for extended writing are starting to be increased and more investigative work in mathematics is being planned, but these changes are not yet embedded across all classes.

Teaching is improving but good practice is not consistent across the school. Teachers establish good relationships with pupils and manage them well. In the most successful lessons, the purpose is sharply focused and pupils know what they are to learn. Pupils are challenged well and learning maintains a good pace. In others, tasks are not sufficiently well tailored to pupils' needs, particularly the more able. The rate of learning can decline when teachers' introductions are too long and pupils are not sufficiently involved in their learning. Marking and individual target setting is not consistent in all classes so not all pupils know how to improve. The curriculum is enriched by a good range of additional activities. There are good partnerships with other agencies and organisations to enhance pupils' learning.

The headteacher and staff have effectively promoted good care and positive personal outcomes. A new leadership team with clear key roles and responsibilities are focused on raising achievement. School self-evaluation is accurate and the school has correctly identified the most pressing areas for improvement. Positive action is starting to bring about improvements but with new leaders and initiatives at an early stage, it is too soon to see the full impact on pupils' attainment and progress. The school demonstrates a satisfactory capacity to improve.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in English and mathematics by the end of Year 6 to at least average levels, by ensuring more extended writing across the curriculum, and more investigative work in mathematics.
- Improve planning and secure the gradual replacement of worn out resources in the Early Years Foundation Stage so the children make good progress in all areas of learning.
- Improve the quality of teaching and learning so that the large majority of lessons are good or better before the end of December 2011, by ensuring that in all lessons:
  - the purpose is sharply focused and shared with the class
  - assessment is used effectively to plan teaching and to match tasks to pupils' abilities, especially the more able, that learning time is maximised and that pupils are fully engaged in their learning.
- By summer 2011, improve the consistency of marking and individual target setting, so that all pupils know what they need to do to improve.

**Outcomes for individuals and groups of pupils****3**

Children now enter the Early Years Foundation Stage with knowledge and skills broadly those expected for their age, but attainment in previous years has been below that expected. Most pupils, including those with special educational needs and/or disabilities and the more able make satisfactory progress. The school's assessment and tracking shows that pupils that start in Reception and remain until Year 6 tend to reach higher standards than those that are at the school for a shorter time. Taking attainment, progress and learning into account, pupils' achievement is satisfactory.

Pupils enjoy their experiences at school and show positive attitudes to learning. They spoke enthusiastically to inspectors about their learning in lessons, the importance of their friends and the clubs and visits. In lessons, pupils respond well to teachers' questioning, and when given the opportunity, work well with others. However, at times, opportunities are missed for pupils to discuss their learning in pairs or small groups. Pupils' progress in writing is an improving picture as the school has focused on extending writing opportunities. Pupils write for a range of purposes and in different styles in literacy lessons. While there are some good examples, pupils are not consistently applying and developing their writing skills in other subjects. There are also some examples of good investigative and practical opportunities in mathematics. In a good Year 4 lesson, pupils used the data provided to work out the costs to take different families to a 'Theme Park' in the week and at weekends. The task was interesting and relevant to their experiences. Pupils in this lesson made good progress in applying numeracy skills to solve problems.

Pupils' good spiritual, moral, social and cultural development is reflected in their consideration for others and a clear sense of community involvement. Through the link with a school in Ghana, pupils are developing a good understanding of how people live in different parts of the world. Pupils choose healthy foods and participate enthusiastically in

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a range of physical activities. They feel well cared for at school and are confident that there are always well known adults they can turn to if they are worried or need help. Pupils willingly take on additional responsibilities such as serving on the school council. Those on the school council take their responsibilities seriously and have made considerable contributions to fund raising and improving games equipment for the playground. Pupils support those less fortunate than themselves by raising funds for a range of appeals and charities. They are reasonably well prepared for their future lives and education. Their personal and social skills are well developed and they are making satisfactory progress in acquiring and applying literacy and numeracy skills.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teaching is currently promoting satisfactory progress for pupils. Teachers are successful in creating a positive classroom atmosphere. Pupils know what they are to learn when teachers effectively share the learning intentions with them, but lessons can lack focus when this is not done. Instructions and explanations usually promote learning well. Questioning is used appropriately to check pupils' understanding. In some lessons, activities and tasks are not sufficiently challenging, particularly for more-able pupils as assessment information is not used consistently well to plan teaching. Teaching assistants are well deployed and provide clear guidance and support for pupils who need it. Teachers' marking of pupils' work is satisfactory. Praise is given for good work but

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constructive comments on how pupils can improve are not consistent in all classes. Pupils are set individual learning targets but there are inconsistencies in their sharpness and how well they are reviewed.

The curriculum contributes well to pupils' personal development but has been less effective in promoting good progress in the core areas of writing and mathematics. Popular clubs include athletics, choir, cooking, cricket, Eco-club, football, gardening, hockey, information and communication technology (ICT) and rounders. Interesting visits, including trips to France and the Netherlands, enhance pupils' learning and contribute well to their cultural and social development.

Care, guidance and support are at the heart of the school's work. A parent commented, 'Staff care about the children and there is a wonderful ethos'. Adults in the school know the pupils well and establish good relationships with them. Pupils with special educational needs and/or disabilities are provided with the support they need to take up the opportunities the school offers. In partnership with other agencies, the school is successful in supporting pupils and their families when they need additional help. A parent wrote, 'The teachers have been very caring and supportive and have helped me very much'. Learning mentors and other staff have been very effective in promoting and improving pupils' attendance. A well organised breakfast club is attended by around 20 pupils each day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher with the staff has created a positive school ethos for pupils to learn. The school successfully promotes pupils' good care and personal development, but their academic performance has lagged behind. Staff are committed to improvement, and the new senior leadership team are well focused on raising pupils' achievement. Teaching is monitored and developed by senior staff and the local authority, and the action is having a positive impact on practice. The new coordinators of English and mathematics bring enthusiasm to their posts and are extending their roles in monitoring performance and improvement planning. Changes to the reading curriculum at Key Stage 1 have been appropriate and are starting to have an impact.

Governance is satisfactory. Members of the governing body are supportive and have a clear understanding of the school's strengths, particularly those relating to pupils' personal outcomes. They are becoming more focused on pupils' attainment and progress. The governing body fulfils its statutory duties. Policies and procedures to protect and safeguard pupils meet requirements and are therefore satisfactory. The monitoring and

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review of procedures does not currently involve a full range of stakeholders. All staff are appropriately trained in this area and safe practices are promoted effectively through the school's curriculum.

Equality of opportunity is promoted satisfactorily and discrimination is tackled very well. However, improvements to performance of pupils from a range of groups have not yet been sustained for a significant period. The school has a good understanding of the community it serves and promotes community cohesion well. Pupils participate with enthusiasm in a number of local community events. The school has established a productive partnership with a primary school in Ghana. It has firm plans to form partnerships with other schools to increase pupils' understanding of the cultural diversity within the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children settle quickly into their new setting because of clear induction arrangements and the positive partnerships with parents and carers. Adults form good relationships with the children and pay good attention to their care and welfare. Children enjoy their learning and most of the activities provided. Teaching is satisfactory and consequently most children are making satisfactory gains in their learning. Though language and communication skills are satisfactory overall, speaking and listening skills are promoted well in most activities. Children benefit from focused instruction by adults in developing early reading and numeracy skills. There are appropriate opportunities for children to explore and learn independently. However, planned activities and tasks do not always provide sufficient challenge to extend the most able children. Detailed records of children's learning and experiences are not consistently kept in a form which can be shared with parents and carers. Some of the furniture and learning resources are old and have been



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heavily used. The outdoor learning areas are spacious and reasonably well resourced but the learning activities outside are not always well linked to the main topic or theme. Leadership and management are satisfactory and there are clear plans to improve provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

About half of parents and carers returned the questionnaire which is a higher proportion than is usually found. Nearly all parents and carers who returned them are happy with their children's experience at the school. They are particularly pleased with the sense of enjoyment and children's safety in the school. These positive views reflect the findings of the inspection. A very small minority of parents and carers expressed concern about how well they are kept informed about their children's progress, and how the school deals with unacceptable behaviour. Inspection findings are that pupils make satisfactory, rather than good, progress because of inconsistencies in the quality of teaching. The school has the normal procedures for informing parents and carers about their children's progress. In addition to these, staff are available and approachable. Pupils are usually well behaved and there are effective procedures for dealing with unacceptable behaviour.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Osyth Church of England 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 146 completed questionnaires by the end of the on-site inspection. In total, there are 297 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	47	75	51	2	1	0	0
The school keeps my child safe	85	58	60	41	1	1	0	0
My school informs me about my child's progress	61	42	75	51	9	6	0	0
My child is making enough progress at this school	60	41	76	52	6	4	3	2
The teaching is good at this school	75	51	68	47	1	1	1	1
The school helps me to support my child's learning	77	53	61	42	4	3	2	1
The school helps my child to have a healthy lifestyle	63	43	73	50	8	5	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)	54	37	74	51	4	3	1	1
The school meets my child's particular needs	55	38	80	55	6	4	2	1
The school deals effectively with unacceptable behaviour	48	33	84	58	9	6	0	0
The school takes account of my suggestions and concerns	48	33	82	56	12	8	0	0
The school is led and managed effectively	69	47	69	47	6	4	1	1
Overall, I am happy with my child's experience at this school	83	57	59	40	2	1	1	1

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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



19 January 2011

Dear Pupils

**Inspection of St Osyth Church of England Primary School, Clacton-on-Sea, CO16 8PN.**

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit and would like to tell you what we have found. Your school is providing a satisfactory level of education, with some areas which are good. The school's main strengths are listed below.

You really enjoy school and your attendance has improved to above average.

A good range of additional activities is offered including clubs and visits.

You get on well with each other and behaviour is good.

You have a good understanding of how to keep healthy and fit.

You told us you feel safe at school because teachers and other adults take good care of you and provide good guidance and support.

You make good contributions to the school and to the wider community.

We have asked the headteacher and teachers to do the following things to improve areas of the school's work.

Make sure you do plenty of writing for different purposes, across all your subjects, and plenty of investigations in mathematics.

Improve planning and resources in the Early Years Foundation Stage so children can make good progress in all areas of learning.

Some of you could be making better progress in lessons. We have asked the teachers to match the work more carefully to your abilities, especially those of you who find learning easy and ensure that you are engaged in your learning and that the lesson moves along more quickly.

Provide clearer marking and learning targets so you all know how to improve.

All of you can help by continuing to work hard, particularly in English and mathematics. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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