

Osbournby Primary School

Inspection report

Unique Reference Number	120386
Local Authority	Lincolnshire
Inspection number	358752
Inspection dates	12–13 May 2011
Reporting inspector	Norma Ball

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair	Charles Robertson
Headteacher	Bridgette Burn
Date of previous school inspection	1 October 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons. They also visited small out-of-class teaching groups and observed five teachers in all. The inspection team met parents and carers informally and held meetings with the headteacher, teaching staff, members of the governing body and pupils. Inspectors observed the school's work and scrutinised samples of pupils' work, the school's systems for tracking pupils' progress, management and curriculum documentation, teachers' planning and safeguarding documents. They took account of questionnaire responses from 56 parents and carers, eight from staff, and 46 from pupils.

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

- How well do teachers use assessment data to track pupils' progress, identify underachievement and plan work that matches their ability, especially in Key Stage 2?
- Is the curriculum adapted to meet the needs of all pupils, especially those with special educational needs and/or disabilities?
- How rigorous and effective are leaders and managers at all levels, including the governing body, in monitoring the work of the school, improving achievement and driving the school forward?

Information about the school

Osbournby is a small school which serves its village and the immediate area. The majority of pupils are of White British heritage. The proportion of pupils who come from minority ethnic backgrounds is much smaller than that found nationally and none of these pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average, but varies from year to year. Currently, one pupil has a statement of special educational needs. A smaller than average proportion of pupils are known to be eligible for free school meals. There are three mixed-age classes in the school and one Reception class in the Early Years Foundation Stage. The school has the Activemark and Eco Silver awards.

The school has experienced a falling roll that has resulted in a reduction in teaching staff. The school benefits from shared use of the village hall and has recently been expanded by the addition of a new medical room and small group working area. The Osbournby Pre-School shares the school site but is inspected separately because it is not managed by the governing body.

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

Osbournby provides a good quality of education. A significant feature of the school is the outstanding care, guidance and support that pupils receive from all staff. As a result, pupils settle well to their work, show great confidence in the staff who care for them and they make good progress. Parents and carers are pleased with all that the school provides and the pupils above average attendance is testament to their enjoyment of learning. One parent, typical of many, said, 'My children are happy and making excellent progress. The school has a real family feel which I really like. It makes my children feel safe and secure'. Safeguarding arrangements are good, pupils know how to keep safe and they have a clear understanding of what is involved in leading a healthy life.

Children join the school with skills and abilities that are similar to other children of the same age. They settle quickly when they join Reception and make good gains in their learning so they enter Year 1 with skills and abilities above those expected nationally. Good progress continues in writing throughout the school. Progress slows in reading and mathematics Key Stage 1 because the expectations of what pupils can achieve, especially those of higher ability, are not consistently high enough. Pupils make good progress in junior classes and attainment at the end of Year 6 is above average. Pupils with special educational needs and/or disabilities, who account for one third or more pupils in some year groups, also make good progress. This is because teachers quickly and accurately identify their difficulties and work is planned well to meet their needs in class and in small groups. The progress pupils make is tracked carefully through the school. Teachers use progress information with increasing skill to plan activities in lessons for pupils of different ability and age groups and to set individual targets for them in literacy and numeracy. Pupils' work is marked regularly but teachers do not consistently identify how a piece of work can be improved so pupils can make their next piece even better.

The headteacher provides good leadership and has accurately prioritised important areas for development. Monitoring of new initiatives, teaching and learning and subject development by senior leaders and managers have contributed to the good progress made by all pupils. The governing body is very supportive of the school and has worked closely with senior staff on the many challenges posed by the falling school roll. Its members recognise the need to develop their own skills so they can play a more active part in monitoring new developments and also provide greater challenge to leaders and managers. Issues from the previous inspection have been resolved and the school has a good capacity to improve further.

What does the school need to do to improve further?

- Raise the quality of teaching still further so that:

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- expectations of what pupils can achieve are high, especially in reading and mathematics at Key Stage 1
- pupils' work is marked carefully to guide them on how and where a piece of work can be improved.
- Improve the role of the governing body in self-evaluation and rigorous monitoring of all areas of the school's work.

Outcomes for individuals and groups of pupils**2**

Pupils behave well, work hard and show positive enjoyment in lessons. They work well in groups and independently and enjoy discussing their ideas in class. For example, in a literacy lesson for Years 3 and 4, based on the timing of stages of plant growth, a lively discussion followed a film clip. Pupils showed good knowledge of biological vocabulary and could explain the meaning of words such as 'chlorophyll'. They settled quickly to their writing task to explain the plant growth cycle, using time connectives. The work was structured well for pupils of different abilities and they enjoyed their writing task. The small size of year groups means that the characteristics of cohorts are subject to year-by-year change but pupils of all abilities achieve well, especially in Key Stage 2, though progress is variable in Key Stage 1.

Pupils' spiritual, moral, and cultural development is good. Their social development is excellent as shown in the good relationships they share with adults and each other, and reflected in the respect they show for adults and each other. They carry out important responsibilities as school councillors, play leaders, and buddies efficiently and with pride. Through the contributions of visitors and their class work, they also develop a good understanding of other faiths, cultures and ways of life beyond their village community. Pupils are helped to develop a good understanding of how to stay safe and some have been involved in working in a traffic survey outside their school and a litter survey of the village. The Activemark award indicates the importance placed on developing pupils' understanding of how to stay healthy. The work of the eco-warriors, whole school involvement in designing the school gardens and playground, together with the work of the gardening club, also emphasise the value placed on caring for the environment. The good progress that pupils make, their love of learning and their good personal development ensures they are well prepared for the next stage of their education.

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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	2
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teachers make lessons interesting and learning moves at a good pace. Good questioning helps teachers to assess pupils' understanding as well as encouraging them to develop their ideas. Teaching assistants are deployed effectively and provide good support for different ability groups. They ensure that all pupils, especially those who find learning difficult, show independence and contribute confidently in class. The recent initiative to improve writing skills has been successful, as shown by attainment in both key stages. Information and communication technology is well integrated into lessons and cross-curricular links are developing well between subjects to make learning more interesting. For example, the Tudor theme in Years 5 and 6, entitled 'Off with her head', linked all subjects of the curriculum including Tudor music and dance in physical education. Extra-curricular clubs and visits out of school extend learning well beyond the classroom and enrich pupils' experience.

Pupils show great confidence in the staff who care for them and they, in turn, help to care for younger pupils as buddies or play leaders. Transition arrangements at all stages are sensitively organised so pupils feel confident about moving forward with their learning. The outstanding care provided in school is extended by sensitive and prudent use of a wide range of external agencies and support services. Pupils recognise and value the good care, guidance and support they receive. One said, 'I love my school because everyone

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here cares about you and we know our teachers want to help us and show us how to do well.'

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides clear and ambitious leadership. This has led to the successful integration of a range of important improvements which are showing clear signs of success. Pupils' progress is now tracked accurately through the school and, in particular, a focus on improving writing has resulted in improved attainment for all pupils. Subject leaders play a full part in monitoring their curriculum areas and the quality of teaching and learning. Incisive leadership has also helped unite staff as the school experiences reorganisation following a decline in pupil numbers. The governing body knows the school well and provides good support. Some members of the governing body are now closely involved in monitoring school development plan priorities. They are working to improve their skills so that they can offer strong challenge to leaders and managers to help improve the school further.

The school promotes equal opportunities well. All pupils achieve well, including those with special educational needs and/ or disabilities, in the well-resourced and stimulating environment of Osbournby. Pupils are known and valued as individuals and the school is free of discrimination. The safeguarding of pupils' welfare is good and supported by clear policies that are efficiently integrated throughout all aspects of the school. All staff receive regular update training to ensure they are alert to all safeguarding matters. Community cohesion is good and pupils are developing a good understanding of their own local and national communities as well as a global perspective to equip them for their future role as citizens. Parents and carers are well involved in the life of the school and are provided with helpful guidance on curriculum areas so they can support their children's learning. They appreciate the good information they receive about their children's progress in reports and regular consultation meetings.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	2
The effectiveness of safeguarding procedures	2
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 settle happily in Reception and quickly develop confidence and good social skills because they receive good care. The range of activities planned is excellent and provides great stimulation and an exciting range of experiences for children in all areas of learning. Staff carefully foster their independence so that children develop their own games and become curious about the world around them. They have a garden shed for their role play area and some were planting carrot seeds with great care. One boy said, 'I am really busy because I have to plant these seeds for food.' Well-focused teaching sessions ensure children make good progress in the development of their skills and abilities. Speaking and listening skills are developed progressively and adults model language well. However, opportunities are sometimes missed by adults to help children extend their ideas and learning when they are engaged in their own games.

Leadership and management are good and staff work as a close and efficient team. Learning flows well between the well-resourced indoor and outdoor classrooms and staff ensure that children are safe. The staff carefully monitor children's progress and 'All about me' provides a good record of children's development. These records are shared regularly with parents and carers, and the home-school correspondence book is a valuable form of communication. Links between the school and parents and carers are good and they have regular information about their children's progress and also how they can help foster learning at home.

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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

The response rate from parents and carers to the Ofsted questionnaire was much higher than the national average for primary schools. The large majority of those who replied are pleased with the school. They are happy that their children enjoy school and pleased with the quality of their school experience. Parents and carers feel they are well informed about their children's progress, that they are safe and helped to have a healthy life style. A few are concerned about poor behaviour of some pupils. The inspection found behaviour was good in classes and around the school. A few pupils can present challenging behaviour but this is well managed by staff and does not interrupt learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Osbournby 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 84 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	68	18	32	0	0	0	0
The school keeps my child safe	46	82	10	18	0	0	0	0
My school informs me about my child's progress	36	64	20	36	0	0	0	0
My child is making enough progress at this school	33	59	21	38	2	4	0	0
The teaching is good at this school	36	64	17	30	2	4	0	0
The school helps me to support my child's learning	37	66	19	34	0	0	0	0
The school helps my child to have a healthy lifestyle	35	63	21	68	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)	27	48	26	46	1	2	0	0
The school meets my child's particular needs	33	59	19	34	2	4	0	0
The school deals effectively with unacceptable behaviour	40	71	14	25	2	4	0	0
The school takes account of my suggestions and concerns	37	66	16	29	3	5	0	0
The school is led and managed effectively	41	73	14	25	1	2	0	0
Overall, I am happy with my child's experience at this school	43	77	11	20	0	0	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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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 pupils' 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.



16 May 2011

Dear Pupils

Inspection of Osbournby Primary School, Sleaford, NG34 0DG

Thank you for being so helpful and polite to us when we visited your school. We enjoyed talking to you and looking at the exciting work you do. We were interested to see your lovely school grounds and you told us how proud you are of your gardens and the way you have helped to plan your playground.

We were impressed to see how much you enjoy your lessons and you told us you find learning fun because teachers make your lessons interesting. You get on together and behave well. You know a lot about being safe and healthy. We found that you make good progress in your time at Osbournby and you are extremely well cared for. You make a good contribution to your community and are learning a lot about the world in which you live. Your headteacher, other staff and the governing body work well together to make your school a happy place in which to learn.

You told us yours is a good school and we agree with you. We have suggested three things which would help to make your school even better.

We have asked your teachers to make sure they always expect you to do the very best work you can so that you make even better progress, especially younger pupils.

When they mark your work, we have also asked your teachers to make it clear to you how you can improve what you have done so that your next piece of work is even better.

Finally, we have asked the governing body to make sure that they know as much as possible about your school and keep a careful check on all the important developments that are taking place.

You can help by continuing to work hard and doing your best at school. It was a great pleasure to visit Osbournby and we wish you every success for the future.

Yours sincerely

Norma Ball

Lead inspector

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