

# Osmaston Primary School

## Inspection report

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<b>Unique reference number</b>	112725
<b>Local authority</b>	Derby
<b>Inspection number</b>	378546
<b>Inspection dates</b>	20–21 March 2012
<b>Lead inspector</b>	Doris Bell

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	460
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Wynn
<b>Headteacher</b>	Judith Lloyd-Williams
<b>Date of previous school inspection</b>	Not applicable
<b>School address</b>	Addison Road Derby DE24 8FH
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<b>Fax number</b>	01332 367943
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	20–21 March 2012
<b>Inspection number</b>	378546



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## Introduction

Inspection team

Doris Bell	Additional inspector
Pamela Matty	Additional inspector
Andrew Blow	Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 15 members of staff, during 22 lessons, covering approximately nine-and-a-half hours of teaching. As well as observing full or part lessons, inspectors spent time observing sessions where pupils were learning letters and sounds. They also heard pupils read, watched them being taught in small groups and individually, analysed their work, and discussed their learning and school life with them. Meetings were held with senior and middle managers, and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documentation, including information relating to the attainment and achievement of all groups of pupils, the school improvement plan, governing body minutes, and evidence from monitoring and evaluation records. They analysed 83 inspection questionnaire responses from parents and carers and spoke with others during the course of the inspection. Questionnaires submitted by staff and pupils were also considered.

## Information about the school

This is the first inspection of this large school, which was formed in September 2010 as a result of the amalgamation of the adjacent Nightingale Infant and Nightingale Junior schools. A new headteacher was appointed at that time. There had been significant instability in the leadership of the junior school prior to the amalgamation because the school had several temporary headteachers in the previous two years.

The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those with special educational needs is also well above average. Their needs are mostly behavioural, emotional and social, while others have speech, language and communication difficulties. A well above average proportion of pupils come from minority ethnic backgrounds. A high proportion speak English as an additional language, although very few are at the early stages of learning to speak English. In 2011, the only year for which there is data, the school did not meet the government's current floor standard, which determines the minimum expectations for pupils' attainment and progress.

In July 2011 the school was inspected as part of Ofsted's monitoring programme of grade 3 schools. At this time the inspector judged that the school was making satisfactory progress.

**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

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- In accordance with section 13(3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to accelerating the pace of learning in order to raise pupils’ attainment in reading, writing and mathematics.
- The school is not satisfactory because previous underachievement, inherited on amalgamation, has not been addressed quickly enough. Despite pupils having made satisfactory and, in some years, good progress since the school opened, attainment is still low. Therefore, overall achievement is inadequate.
- Children start in the Early Years Foundation Stage with skills that are very low for their age. Their progress and that of pupils in Key Stages 1 and 2 is improving rapidly, but key weaknesses remain. This is particularly the case in writing, but also in reading and mathematics, where the materials or tasks are sometimes insufficiently challenging.
- The quality of teaching, which is satisfactory overall, has improved considerably since the amalgamation. Staff are beginning to make better use of assessment information when planning lessons but practice is inconsistent. Sometimes the pace of learning is too slow, or the purpose of the learning lacks clarity and focus.
- Behaviour is satisfactory and pupils enjoy school. They are eager to learn. They feel safe and know how to keep themselves safe, fit and healthy. They appreciate what the school does for them and the effective systems in place to encourage good behaviour, although some still struggle with self-discipline. Attendance is below average. The school continues to make improving attendance a top priority.

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- The improvements are the result of the very clear direction the headteacher has given the school. She has successfully galvanised an initially reluctant staff into working together to secure improvement. The leadership of teaching and the management of performance are given high priority. The actions being taken are proving effective, and leaders at different levels are now playing a greater part so that actions are concerted. Identified weaknesses are followed up robustly with in-house support or, where relevant, through carefully considered external courses.

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

- Accelerate pupils' progress in writing by:
  - increasing opportunities for writing in literacy lessons and in other subjects
  - giving pupils time to think and talk before writing
  - improving pupils' spelling and handwriting
  - choosing texts that are always at the right level for pupils so they can learn new vocabulary, understand different ways of writing, and develop a clearer sense of audience and purpose.
- Increase the pace of learning in lessons to eradicate inadequate teaching and achieve consistently good teaching by ensuring that:
  - learning objectives, and intended learning outcomes are always clear and explained to pupils
  - assessment information is used more effectively in planning to ensure that reading, writing and mathematical activities are sufficiently challenging for all pupils
  - teachers adjust work in the light of pupils' responses so that good progress is maintained
  - teachers' marking gives all pupils clearer guidance on how to improve their work, and pupils are given time to read and respond to it.

## Main report

### Achievement of pupils

Although pupils are now making satisfactory progress in lessons, their achievement over time is inadequate. Children make satisfactory progress in Nursery and Reception from starting points that are well below those expected for their age. They start Year 1 with literacy and numeracy skills that are also well below average. However, the gaps in pupils' knowledge and skills are beginning to close in all year groups. In Years 3 and 4 in particular, more rapid progress is bringing pupils' attainment up to age-related expectations in reading and mathematics, though not in writing. Attainment is low overall in Year 6 and in 2011 it was well below average in national tests because the consequences of past underachievement were still evident. All parents and carers who responded to the questionnaire said their

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children make good progress. This is not borne out by inspection findings.

Attainment in reading is below average in Year 2 and Year 6 but improving. Most pupils enjoy reading, and talk enthusiastically about what they read. Some show reading ability beyond the level of the books they are reading in school. This became evident as they discussed their reading habits and described books they had read at home. Pupils up to Year 4 use their knowledge of letters and sounds (phonics) well to help read unfamiliar words. In previous years, pupils in Years 5 and 6 had not experienced this method of learning to read. This has adversely affected the range of reading skills which they use to decode words and contributes to the common spelling errors found in their writing.

The introduction of the weekly 'Osmaston Writes' session is providing opportunities for extended writing. Pupils construct simple and complex sentences, use a range of punctuation, and enliven their writing with adjectives and adverbs. However, pupils do not write at length often enough, including in topic work, to consolidate and extend their writing skills. Their writing sometimes lacks a sense of audience and purpose. In mathematics, pupils' number skills are developing well and they use these appropriately to solve mathematical problems, although they cannot always explain how they arrive at their answers. Nevertheless, an inspector observed pupils using their number skills effectively in a good Year 4 lesson when a new method of multiplication was introduced.

Progress is improving for pupils who are disabled and those who have special educational needs and these pupils now make satisfactory progress in lessons. In relation to their starting points, the progress of pupils from minority ethnic backgrounds is satisfactory, as is the progress of pupils new to the school, and those from Traveller families.

### **Quality of teaching**

The overall quality of teaching is satisfactory and the proportion of good teaching is increasing. The amount of inadequate teaching has significantly reduced since the amalgamation. All parents and carers who responded to the inspection questionnaire said that teaching is good although inspection evidence does not support this view. In the Early Years Foundation Stage, there is a greater focus on giving children opportunities to select activities themselves. Teaching makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Pupils are reflective, respectful of others and able to work together. The planned curriculum contributes to this but does not provide enough guidance on teaching literacy and numeracy in different subjects. Pupils who are disabled and those with special educational needs receive good support from teachers and well-briefed teaching assistants, which contributes to the improved progress these pupils are now making.

Where teaching is good, pupils are motivated to learn because they are clear about the purpose of the lesson and the intended outcomes. This was observed in a Year 3 lesson where pupils made good progress in describing how people might feel during

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a catastrophe such as a tsunami. Pupils in Year 6 relished the challenge of solving mathematical problems related to capacity because each one was challenged by what they had to do. Conversely, in a Year 5 mathematics lesson, pupils were not adequately challenged by a cutting-out task as they explored lines of symmetry.

Time-limited activities are often used successfully to keep pupils working at a fast pace. This was evident in a Year 4 mathematics lesson where expectations were clear and independent learning was fostered as pupils worked together using all available resources to find things out for themselves. This is not evident in all lessons, because learning objectives are not always specific enough to ensure pupils are clear about what they are doing and why. This sometimes leads to frustration, causing restlessness and a loss of valuable time.

Teachers make increasingly good use of assessment information in their planning and when setting targets for different groups and for individual pupils. Pupils know their levels and their targets. They understand how that knowledge helps their progress. The guidance given in teachers' marking does not always help them to know how well they have done or how to make improvements. When it does, pupils are not given enough time to respond to make corrections. In good lessons, skilled questioning probes pupils' thinking and understanding so that teachers can adjust activities accordingly. They also give pupils time to think, talk to a partner and collect their thoughts before answering.

### **Behaviour and safety of pupils**

Pupils' behaviour and safety are satisfactory. There has been a significant reduction in exclusions for poor behaviour this year, with none since October 2011. The school is meticulous in recording and dealing with all incidents, including, for example, a small amount of bullying which has involved teasing and name calling, including racist comments. Behaviour observed during the inspection was mostly good in and outside of lessons. This contributes to the better progress pupils are now making. Pupils from different cultures and backgrounds get on well together, and play leaders take very seriously their role in helping to ensure the school is a harmonious place for everyone. Parents and carers were eager to share their views with inspectors, typically saying that they 'cannot praise the school enough' for what it does for their children. They and the pupils recognise the huge improvements in behaviour since the amalgamation.

Pupils understand and appreciate the systems of rewards and sanctions, and can see how behaving well helps their learning. They explain how the systems lead to the ultimate reward, a hot chocolate with the headteacher, which they work hard to achieve. Pupils willingly accept responsibility. They are eager to help others and to improve the school. They readily raise money for different charities at home and abroad, developing national and global awareness as they do so. Some pupils said they would like to be at school at weekends because school gives them routines they do not have at home. The school works tirelessly with families and the relevant outside agencies to improve attendance. It has successfully reduced the amount of

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persistent absence. However, the lack of cooperation by a small number of families, has caused attendance to be below average. This is having a negative impact on the progress made by the pupils concerned.

The school's well-attended breakfast club gives pupils a calm and purposeful start to their day. Staff use the time exceptionally well to check on pupils' well-being. They provide a high level of care as they develop pupils' social and self-help skills, and help with learning if necessary. Pupils say: 'It is a nice place to be, no-one argues, and all the children get on'. The attitudes developed here have a marked impact on pupils' learning and progress throughout the school day.

### **Leadership and management**

The quality of leadership and management is satisfactory. The headteacher took up post following a period of instability. In a relatively short time, she has forged effective teamwork and enabled staff to see that good learning in every year group is crucial to pupils achieving highly in all aspects of school life. The astute redeployment of staff to different year groups has given them a clearer overview of what is required to accelerate pupils' progress. Staff describe the headteacher as 'inspirational', saying that 'the learning and well-being of the pupils are paramount now', and they are 'proud to be members of the Osmaston team'. They are fully committed to following the headteacher's very clear direction.

Accurate self-evaluation has led to well-considered priorities, challenging performance management targets for staff, and equally challenging targets for pupils. All are closely monitored to ensure their effectiveness. Staff are held to account for any underachievement in their classes. They are well supported in this drive to accelerate progress, not least by the initiative to employ someone with a specific brief to improve teaching and learning. Leaders and managers with specific responsibilities at different levels are beginning to play their part in securing improvement. Scheduled management time is used well to check the quality of teaching and learning, and the effectiveness of additional support for pupils identified as underachieving. Those responsible for coordinating provision for disabled pupils and those pupils who have special educational needs monitor their progress well. The new leadership in Early Years Foundation Stage has set a clear agenda for improvement in that age group. The governing body fulfils its role satisfactorily and, guided by the headteacher and experienced senior governors, it is beginning to hold senior leaders and staff to account routinely. The impact of the actions taken since the amalgamation shows the school has capacity for further improvement.

The curriculum supports pupils' learning satisfactorily, although it does not promote literacy and numeracy explicitly enough in different subjects. It promotes pupils' personal development, and their spiritual, moral, social and cultural development well, as do the increasing range of visits, visitors and extra-curricular activities. The school promotes equality of opportunity and tackles discrimination satisfactorily. All pupils have the same chance to participate in all the school has to offer. More remains to be done to ensure that they all pupils attain in line with their capabilities.



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Arrangements to safeguard children meet requirements. Pupils work and play in a safe, secure learning environment, where they are well looked after.

## 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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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 March 2012

Dear Pupils

### **Inspection of Osmaston Primary School, Derby, DE24 8FH**

Thank you very much for the very warm welcome you gave us when we visited your school, and for talking to us about what you do there. Our discussions with you, and the questionnaires that some of you completed, helped us to make our judgements. We were pleased to see how much your behaviour has improved since the infant and junior schools came together. You told us how proud you feel when you get to have hot chocolate with the headteacher because you have demonstrated consistently good work and behaviour. It is also good to see how you trust the staff to help you, and that the breakfast club gives so many of you a good start to the day.

We found that your skills in reading, writing and mathematics are not high enough when you leave the school. Although your progress is improving, it is not doing so fast enough to help you reach those higher standards quickly. We have therefore judged that your school requires a notice to improve. We have asked the governors, headteacher and senior staff to do some very specific things to help you make better progress. They are:

- to give you more opportunities to write, improve your spelling and handwriting, and to ensure that what you are given to read is at the right level to give you more ideas to use in your writing
- to ensure that you are always taught well, know what you are expected to learn, and are given time to do corrections in line with the comments teachers make when marking your work.

Further checks will be made to ensure the governors, headteacher and staff are doing what they have been asked to do. You can help by listening carefully to your teachers and trying hard to improve your own learning, especially your writing. We wish you well for the future.

Yours sincerely

Doris Bell  
Lead Inspector

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