

Osmaston Primary School

Addison Road, Derby, DE24 8FH

Inspection dates 18–19 June 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although pupils' achievement is improving, it should be better in Years 1 to 6. Attainment in writing is not rising as quickly as it is in reading and mathematics. Pupils do not always reach their expected writing targets.
- More-able pupils are not doing as well as they should, particularly in Key Stage 1 and in mathematics in Key Stage 2.
- Pupils do not get enough opportunities in lessons to self-correct or improve their writing and mathematics work.
- Too much teaching still requires improvement. Some of the teaching is not ambitious enough, as lessons do not provide pupils with sufficiently challenging work.
- Teachers' marking does not always provide pupils with enough guidance to help them understand the next steps in their learning.
- Pupils' attendance is improving but it is still below the national average.
- Leaders monitor teaching systematically but do not always measure pupils' progress in lessons to judge the quality of teachers' performance.
- Governors have taken on more responsibilities that help them to monitor the school's actions. Nevertheless, they are not doing enough to evaluate the impact of these actions on improving teaching and learning.

The school has the following strengths

- The school is improving because of the headteacher's strong and determined leadership.
- Children in the Early Years Foundation Stage get off to a good start, particularly in their development of language, literacy, and communication.
- The school provides well for pupils' spiritual, moral, social, and cultural development and helps them to behave well in school.
- Pupils make good progress in reading and standards are rising quickly and securely as a result.
- Achievement in mathematics is also rising, particularly for those pupils of lower or average ability.
- Pupils who have disabilities and special educational needs make good progress. They do particularly well in learning to read.

Information about this inspection

- The inspectors visited 23 lessons, many of them observed jointly with the headteacher and deputy headteacher. Observations of 17 teachers and some teaching assistants took place. Pupils' work was scrutinised during lesson observations.
- Books were also scrutinised in English and mathematics, particularly in upper Key Stage 2.
- Inspectors listened to pupils read and checked their progress in learning the sounds that letters make (phonics) in Years 1 and 2.
- Inspectors talked to groups of pupils about their work to gauge their views on their progress in school. They also talked to pupils about how safe they feel in school and in the wider world.
- An inspector attended an assembly and checked how pupils behaved during playtime and lunchtime.
- Meetings took place with members of the governing body and school leaders, including the headteacher and the senior leadership team.
- The lead inspector had discussions with representatives of the local authority.
- Inspectors also talked to some parents and carers before school and took account of the school's survey of parents' views. The sample of parents' views on Ofsted's site, Parent View, was too small to register and therefore inspectors were unable to use this as an evidence source.
- An inspector scrutinised the arrangements and records kept to safeguard pupils as well as the school's child protection procedures.
- The school's action plan and self-evaluation were scrutinised, and inspectors checked the records that leaders and teachers use to assess pupils' learning and progress.
- The school's last full inspection was in March 2012. The school was given a notice to improve because the achievement of pupils was inadequate. Since then, in December 2012, one of Her Majesty's Inspectors monitored the school and judged that the school was making satisfactory progress.

Inspection team

Jan Connor, Lead inspector

Her Majesty's Inspector

Charalambos Loizou

Her Majesty's Inspector

Ian Hart

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The school is larger than most primary schools.
- The Early Years Foundation Stage comprises a Nursery for three-year old children and three Reception classes for four-year olds.
- The majority of pupils come from White British backgrounds. The percentage of pupils from minority ethnic groups is higher than average for most schools. The number of pupils who are learning to speak English as an additional language is higher than the national average.
- The proportion of pupils eligible for pupil premium funding is well above average compared with most schools. In this school, this is additional government funding for pupils known to be eligible for free school meals and those who are in the care of the local authority.
- The proportion of disabled pupils or those with special educational needs supported through school action is above average compared with most schools. The proportions supported at school action plus and with a statement of special educational needs is below average compared to most schools. The main areas of additional need include speech, language and communication needs, and specific learning difficulties such as autism or dyslexia.
- In last year's assessment (2012), the school did not meet the government's floor standard, which sets the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- This school was formed in 2010 as an amalgamation of two schools. The head teacher was appointed just after the amalgamation and has been in post for just over two years.
- The governing body manages a breakfast club called 'Chatterbox'.

What does the school need to do to improve further?

- Build on the improvements to pupils' achievement in English and mathematics in all classes by:
 - providing pupils with more opportunities to edit and improve their writing in lessons
 - making sure that teachers and support staff intervene more during lessons while pupils are writing to help them spell more accurately and improve their work
 - making sure that the quality of pupils' writing is always of a high standard across the curriculum
 - giving pupils more problem solving tasks, puzzles and opportunities to think logically to improve their mathematical understanding.
- Improve the quality of teaching so that lessons offer the right level of challenge for all pupils by:
 - providing tasks that extend pupils' learning, particularly for those of higher ability
 - giving pupils more opportunities to respond to teachers' marking and more time in lessons to reflect on their learning and learn from their mistakes.
- Sustain the current improvements to pupils' achievements and the quality of teaching by:
 - ensuring that senior and middle leaders develop the necessary skills to be able to measure pupils' progress in lessons when monitoring the quality of teaching

- reviewing the school’s curriculum and teachers’ planning to make sure that programmes of study and the work provided meets the needs of all pupils, and particularly those of higher ability
- making sure that governors are more involved in monitoring the school’s actions and get first-hand evidence to be able to hold the school’s leaders more fully to account
- improving attendance for all pupils to minimise any disruption to their learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' attainment and progress are improving but there is still some teaching that does not place sufficient demands on pupils in lessons. As a result, pupils' overall achievement requires improvement.
- Assessments and national tests last year showed that significant proportions of pupils did not make the expected rates of progress in Key Stage 1 and Key Stage 2. However, during the current year, progress in learning has accelerated in most classes and attainment is rising well in reading and to a lesser extent in mathematics. Despite this, pupils' attainment by the end of Year 2 and Year 6 remains below average in English and mathematics.
- The rate at which pupils acquire new skills in writing is improving. Pupils take pride in their written work and presentation is generally good. However, they do not always have enough opportunities to develop their writing skills to the same level across a range of subjects and some fall short of their expected writing targets.
- Children in the Early Years Foundation Stage and Key Stage 1 are beginning to acquire a good range of reading skills. Pupils in Year 1 have made better progress this year compared with last year in learning their letters and sounds (phonics) as the result of more consistent teaching. Pupils read independently using a range of strategies when attempting unfamiliar words. Nevertheless, achievement is not yet good because too few pupils reach the higher levels in reading by the end of Key Stage 1.
- Too few more-able pupils reach the standards they should. This is because the tasks they are given do not allow them the opportunity to think through problems or develop their own ideas to extend their learning and deepen their understanding. In mathematics, too often more-able pupils do not get enough time to work through the necessary steps to ensure they have a good understanding of mathematical skills at higher levels.
- Most pupils join the school in Nursery or Reception classes with skills and abilities that are well below those expected for their age. Children do well in the Early Years Foundation Stage. They enter Key Stage 1 with skills below those expected for their age but have made particularly good progress in their development of communication, language, and literacy.
- Last year's assessments show that pupils in receipt of pupil premium funding were about one term behind their peers nationally in English and mathematics. However, like other pupils across the school, their learning and progress is improving.
- Disabled pupils and those with special educational needs make good progress. Teachers provide well-focused support, and close monitoring that ensures this support takes place. This means that their specific learning and additional needs are met.
- Pupils with English as an additional language make similar progress to other pupils. Language support helps them to engage in conversations and improve their reading and writing. However, the impact of this varies because teachers do not always plan or access the most appropriate language resources to meet all these pupils' needs.
- In the school questionnaire on parents' views, most parents said their children make good progress in their learning. This agrees with inspection findings that show an upturn in pupils'

learning and attainment, but there is still more to do to ensure that all pupils achieve as well as they should.

The quality of teaching requires improvement

- Teaching in Years 1 to 6 is not yet good because teachers' expectations are not always ambitious enough to raise the attainment of pupils of all abilities.
- Where teaching requires improvement or is inadequate, teachers do not match the work to the pupils' needs accurately enough to help all pupils learn at a fast enough rate, particularly more-able pupils. Time is wasted when teachers repeat explanations because pupils do not understand the tasks they are given. Teachers' subject knowledge is not always secure and, therefore, the tasks set do not meet the needs of different ability groups.
- Teachers mark pupils' work regularly and with care. They point out the errors pupils make in their work. Nevertheless, the feedback they give to pupils does not always give clear enough guidance on how they could improve their work further. Pupils make repeated errors because they do not get enough opportunities to respond to teachers' comments.
- Teaching has improved since the last inspection. Teachers are becoming increasingly skilful in planning lessons that engage and interest pupils and their expectations are now higher. Teachers' assessments of how well pupils are learning are more accurate, which helps them to plan lessons that build on previous learning.
- Teaching in the Early Years Foundation Stage is consistently good in both Nursery and Reception. Adults engage the children in a variety of well-focused and stimulating learning experiences; the involvement of parents also helps children feel safe and secure.
- The well-targeted use of support staff ensures that pupils who have special educational needs or disabilities and those with English as an additional language do not fall behind the progress of other pupils.
- In the school questionnaire on parents' views, most parents said their children are taught well. Inspection findings show that the proportion of good or better teaching is rising but there still remains too much that requires improvement.

The behaviour and safety of pupils requires improvement

- Pupils' behaviour is not yet good because in some lessons when the work provided is either too easy or does not expect enough of them, they become disinterested and behaviour deteriorates. This has a significant effect on their progress.
- Pupils behave well around school. Adults are becoming increasingly successful in ensuring pupils manage their own behaviour without being reminded throughout the day. The school has successfully changed pupils' attitudes to learning and this is beginning to change the outcomes for pupils' achievement.
- Pupils play safely together during playtimes and lunchtime and incidents of very poor behaviour are rare. The school code of a 'Rainbow of Respect' has brought the school community together and all the pupils try to show their respect for each other and their school. They are well cared for by the adults and the playground is a happy place.

- Pupils are polite, well mannered, and friendly. The adults model these behaviours and because of the good relationships they have with the pupils, the school is a harmonious and positive learning community.
- Incidents of all forms of bullying are rare and the pupils interviewed said they felt safe at school. Adults deal with any incidents of racial name-calling.
- Pupils' attendance is below the national average. The school is working closely with families to remind parents and carers that they have a responsibility to support the school and to ensure their children are at school on time every day.
- The school's breakfast club, 'Chatterbox', is very popular as it provides a friendly and enjoyable start to the day for pupils and their families. This is having a positive impact on pupils' personal and social development, particularly those eligible for the pupil premium, as well as improving their punctuality and attendance at school.
- In the school questionnaire on parents' views and in discussions with parents in the playground, some parents felt behaviour at the school was not as good as it could be around school and in the playground. However, this was not the general view of the inspection team during the inspection.

The leadership and management requires improvement

- Leadership and management, including governance, require improvement because there remain inconsistencies in the quality of teaching that affect pupils' progress and achievement.
- The headteacher's strong leadership and drive have brought about some improvements in teaching. She demonstrates resilience when facing difficulties and is ambitious in her plans to bring about further improvements.
- The newly formed senior leadership team is effective in supporting the headteacher. They have developed good procedures to understand how well pupils are doing and they act quickly to ensure most pupils achieve their targets.
- Leaders check the quality of teaching systematically and have an accurate view of which lessons are more successful. More leaders are now taking the responsibility for monitoring and raising teaching quality. Nevertheless, monitoring does not always take sufficient account of the progress pupils make in lessons.
- The arrangements for managing teachers' performance are based securely on the national standards for teaching. The headteacher ensures governors have the information they need to link pay to teachers' performance and successful outcomes for pupils.
- The curriculum focuses properly on the study of literacy, numeracy, and language. However, the curriculum is not well balanced in its treatment of other subjects.
- The creative and performing arts and sport make a good contribution to pupils' spiritual, moral, social and cultural development. Leaders and staff successfully bring together many different groups of pupils under the banner of 'Respect for all' and these principles are successfully reinforced during well-devised and thoughtful assemblies.

- The local authority provides effective support in the actions they have taken to help school leaders to bring about change. Links with a local National Leadership School have provided valuable support.

■ **The governance of the school:**

- Governors have improved their knowledge and skills since the monitoring inspection in December 2012. This is because the local authority has provided two new governors who have acted quickly to understand the information senior leaders give them. As a result, governors have begun to challenge the school about the progress of all groups of pupils by checking the data and information they receive from the school's leaders. In this respect, governors are beginning to hold senior leaders to account for their actions in bringing about school improvement.
- However, the governing body as a whole does not engage enough in direct monitoring to corroborate or check how well pupils are doing. Some governors do not have first-hand experience or evidence of pupils' progress and staff performance.
- The governing body ensures that all safeguarding procedures comply with statutory requirements.

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	112725
Local authority	Derby
Inspection number	408892

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	588
Appropriate authority	The governing body
Chair	Chris Wynn
Headteacher	Judith Lloyd-Williams
Date of previous school inspection	20 March 2012
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