

# St Osyth Church of England Primary School

Norman Close, St Osyth, Clacton-on-Sea, CO16 8PN

## Inspection dates

4–5 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Pupils do not make enough progress during their time in the school. In each of the last three years, pupils left the school at the end of Year 6 having made inadequate progress in Key Stage 2.
- Changes to teaching staff over the past few years have led to weak teaching, in Years 3 and 4, and for different groups across the school, including disadvantaged pupils, those with special educational needs, and the least and most able.
- Governors have not held staff sufficiently to account for pupils' achievement.
- Recent improvements to teaching and achievement are dependent on external support.
- Leaders have been too slow to act on areas for improvement from the previous inspection report.
- Targets set for pupils' attainment and progress are not ambitious enough.
- Not enough time is given to mathematics and pupils are not prepared well for life in modern Britain.
- Over time, leaders have not used attainment and progress information to identify and quickly tackle underachievement.
- Teachers do not always use accurate assessment information to set work at the right level for pupils.
- Teaching assistants do not ask pupils enough questions to check that they understand so pupils do not always pay attention or follow instructions.
- Marking does not identify errors or show pupils how to improve their work well enough. Pupils do not consistently act on the advice teachers give them.
- Teachers do not demand the best presentation in books from pupils.
- Leaders do not analyse behavioural incidents for trends or patterns to help them make improvements.
- The purpose of activities in Reception classes is not always clear to all of the children, or the teaching assistants present.

### The school has the following strengths

- Checks on teaching and achievement, carried out by current interim leaders brought in by the local authority, have had some positive impact.
- Overall, pupils in Years 5 and 6 have made better progress this year than in the past.
- Pupils enjoy school and know right from wrong. They feel safe and parents believe they are safe.

## Information about this inspection

- This inspection was carried out at no notice because of an apparent decline in standards at the end of Key Stage 2.
- The inspectors observed learning in all classes and in a range of subjects. This included learning in English, mathematics, history, physical education, science and personal and social education. Visits to five classes were conducted jointly with the head of school.
- Inspectors looked at pupils' work in lessons and as a joint activity with the executive headteacher and head of school. They listened to pupils reading and held discussions with them. They observed pupils at break and lunchtimes, as well as in assembly.
- Inspectors met with senior leaders, subject and phase leaders as well as those responsible for special educational needs and child protection.
- Meetings were held with representatives from the local authority and the governing body. A telephone conversation with a representative from the Diocese of Chelmsford was also held.
- The 33 responses from parents to Ofsted's online Parent View survey were considered, as well as comments made by parents during the inspection. Staff responses to a questionnaire were analysed.
- Inspectors also looked at a range of documentation. This included: information relating to the attainment and progress of individuals and groups of pupils in each year; information relating to leaders' checks on teaching and the management of staff performance; the school action plans; the school self-evaluation summary; and information provided on the school's website.
- Records of pupils' behaviour and safeguarding information, including accident logs, were also considered.

## Inspection team

Najoud Ensaff, Lead inspector	Additional Inspector
Karen Jones	Additional Inspector
Lynda Beale	Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- This school is above average in size.
- Most pupils are White British. Few pupils come from minority ethnic backgrounds and none speak English as an additional language.
- Children attend the early years provision on a full-time basis. Pupils are taught in year groups and in mixed-age classes, two of which are streamed in terms of ability.
- The proportion of pupils supported through pupil premium funding (additional money provided for pupils who are known to be eligible for free school meals and children in the care of the local authority) is above average.
- The proportion of disabled pupils or those who have special educational needs has, in the past, been above average. Current information indicates that the proportion is now closer to average.
- Over the past two years, there has been much movement amongst staff at the school. The previous headteacher left in December 2014 after a period of ill health and extended leave. The deputy headteacher also left the school in December 2014. The interim executive headteacher joined the school on secondment from the local authority at the start of January 2015. The head of school joined on secondment at the end of January 2015. A new deputy headteacher has recently been appointed and there are other relatively recent appointments, including the leader for special educational needs. In addition, there are two newly qualified teachers in the school.
- There have been a number of supply teachers covering lessons in the past year. One teacher was absent during the inspection and the mathematics leader was on extended leave.
- The school is being supported by Holland Haven Primary School and Montgomery Junior School.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment in reading, writing and mathematics.

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

- Improve the quality of teaching, in writing and mathematics, and raise pupils' attainment and rates of progress by ensuring that:
  - teachers use accurate assessment information to set work at the right level for pupils in class and for homework
  - teaching assistants consistently check on pupils' learning in lessons to make sure that they understand what they are being taught
  - consistently across the school, comments provided in pupils' marked work help them to move on in their learning and identify key errors in spelling, punctuation and grammar
  - teachers check that pupils routinely act on the advice they are given through marking
  - teachers demand the best presentation from pupils in their work
  - teaching assistants understand the purpose of activities in Reception classes.
  
- Improve the effectiveness of leadership and management, by ensuring that:
  - the targets set for pupils' attainment and progress are suitably ambitious
  - leaders use attainment and progress information to identify and address gaps in learning between different groups of pupils, including disadvantaged pupils, those who have special educational needs and the most able
  - leaders focus more on improving the achievement of pupils in spelling, punctuation and grammar
  - leaders regularly check the impact of additional funding to support disadvantaged pupils
  - a broad and balanced range of subjects is taught, sufficient time is given to the teaching of mathematics and that the organisation of classes does not disadvantage any pupils, including the least able
  - British values are actively promoted so that pupils have a better understanding of the different faiths found in modern Britain
  - teachers' salary progression is made dependent on their pupils making good progress
  - leaders in the early years check more closely how well children are doing so that they can plan their learning better
  - governors ask more searching questions of school leaders to ensure that pupils make better progress.
  
- Improve behaviour and safety by ensuring that:
  - records of behaviour and other incidents are recorded in sufficient detail
  - leaders analyse logs of behavioural incidents for trends and patterns in order to identify where improvements are most needed.

An external review of governance and the school's use of pupil premium funding should be undertaken in order to assess how these aspects of leadership and management may be improved.

## Inspection judgements

### The leadership and management are inadequate

- Leaders have been too slow to address areas for improvement identified in the previous inspection in 2013. Action plans for improvement are incomplete. Targets set for pupils' attainment and progress are not high enough.
- The current interim executive headteacher and head of school have been brought in by the local authority to provide additional support. Actions taken by these leaders have had a positive impact but this has come too late to stem the underachievement of some groups of pupils, particularly those in Years 3 and 4, some disadvantaged pupils, pupils with special educational needs and some of the most-able pupils.
- While there have been improvements to teaching and progress since January, these are fragile because of the instability in leadership. The mathematics subject leader is currently absent and the head of school has taken over responsibility for this subject. The English subject leader is due to leave at the end of this term. Improvements are too dependent on external support from the local authority and other schools.
- While subject leaders have carried out checks on teaching, they do not use attainment and progress information to identify gaps in learning for different groups of pupils, or to look closely at achievement in spelling, punctuation and grammar.
- Leaders do not have a clear enough picture of how well children are doing in both Reception classes. The early years leader left the school in December. Although an early years leader has been employed she will not be in post until April. Plans for learning do not take enough account of strengths and weaknesses in early years provision.
- Senior leaders have only just started to hold more regular meetings to review pupils' progress. These meetings focus on individual pupils but they do not look at any variation in the progress made by different groups of pupils. As a result, trends in the performance of groups of pupils are not identified.
- Subjects are not being covered properly. The way that they are organised means that there is too much time given to English at the expense of mathematics and other subjects such as history and geography. In addition, the time given to English is not having a positive impact, particularly in relation to pupils' spelling, punctuation and grammar skills. Insufficient attention is paid to preparing pupils for life in modern Britain. The pupils who spoke to inspectors did not know about different faiths.
- The way that classes are arranged in Years 1 and 2, and in Years 5 and 6, means that some groups of pupils, particularly the least-able pupils, are not doing as well as they should. School leaders believe this is because two classes in these year groups are comprised of the least-able pupils. Teaching is not strong enough to ensure that these pupils make the rapid progress needed to catch up with others.
- Leaders use pupil premium funding to provide support for disadvantaged pupils by paying for staffing, additional resources and access to enrichment activities. However, they have not checked to see whether this funding is having a good enough impact on eligible pupils' progress and attainment.
- Sports funding has been used appropriately; for example, to pay for coaching for staff and pupils and to buy-in additional resources. Pupils say that sports clubs are well attended and that they enjoy sport, but leaders have not evaluated the impact of the sports funding.
- Equality of opportunity is not adequately promoted because, over time, leaders have not ensured that different groups of pupils achieve well enough. Nevertheless, leaders foster positive relations between pupils. Pupils demonstrate accepting attitudes to one another and believe that discrimination is not tolerated.
- The culture of the school is changing. The executive headteacher and head of school have made some positive changes which staff, pupils and parents appreciate. These have focused on removing clutter and improving displays, putting support in place for teachers, subject and other leaders, appointing new staff

and improving communication with parents. These changes have not had enough time to show consistent, sustained and measurable impact on school performance.

- The local authority and Diocese of Chelmsford have worked together to support school leaders. Good partnership work with the new senior leaders is beginning to have some positive impact but this is not yet seen in progress data for all groups of pupils.
- The leader responsible for special educational needs has a good understanding of this area and of pupils' specific learning needs. Along with senior leaders, she has reorganised the way teaching assistants are used. However, the school's use of information about pupils' progress is not currently effective in ensuring that these pupils achieve as well as they should.
- The school should not seek to appoint newly qualified teachers.

#### ■ The governance of the school:

- Governors have not held staff sufficiently to account for pupils' achievement. While protocols relating to the performance management of staff are now being followed, governors' knowledge of staff performance is insufficient. These matters are dealt with by an intervention executive board, which includes the Chair of the Governing Body. Along with the local authority, this board has overseen performance management of staff in the past. The information the board receives, however, is not comprehensive. As a result, the board has not ensured that there is a clear link between staff performance and salary progression. Half of the teachers in the school are on the upper pay scale, which does not represent good value for money. The reasons for progression to the upper pay scale have not always been clear. Governors do, however, know how underperformance is being tackled and how staff are being supported to improve their practice.
- Governors do not have a clear enough idea about how well different groups of pupils achieve or about the quality of teaching in the school over time. While they have undertaken some training in relation to what published information about the school means, governors have not linked this to the quality of teaching pupils receive. They do, however, recognise the impact that changes in staff have had on some pupils' achievement and are now better informed about the quality of teaching in the school.
- Governors are uncertain about how British values are being promoted in the school.
- While safeguarding duties are met, and site security has been improved, until very recently governors have not ensured that staff training is kept up to date.

### The behaviour and safety of pupils

### requires improvement

#### Behaviour

- The behaviour of pupils requires improvement. Pupils do not always focus well in lessons. Pupils indicated that sometimes, when they find work boring, some of them become distracted. They also said that a few pupils call out in lessons when they should be listening.
- Pupils are proud of their achievements, which are celebrated, for example, in assemblies. However, pupils do not always take enough pride in their work in books.
- While the large majority of pupils conduct themselves well and are polite and friendly, a few do not follow school rules or listen to instructions from lunchtime supervisors.
- School records show that behaviour requires improvement. Incidents are logged but, until recently, actions taken were not recorded. Current leaders have not analysed incidents to see if there are any patterns or trends, in order to identify where improvement actions may be needed and to help put them in place.
- Pupils behaved well in most lessons observed by inspectors. In lessons where work was not demanding enough, or not understood, pupils did not apply themselves and lost concentration.
- Pupils know the difference between right and wrong. They say that they enjoy school. The attendance of

pupils has improved this year so that it is closer to average now. Leaders work closely with other agencies, including the local authority, to follow up on why individual pupils do not attend regularly.

### Safety

- The school's work to keep pupils safe and secure requires improvement. Until very recently, staff training for safeguarding was not up to date. Parents and staff, however, say they feel that children are kept safe.
- Pupils are supervised appropriately at break times and leaders have improved the security of the school site to keep pupils safe.
- The way that records are kept for pupils who are at risk of harm has recently improved. They are now stored more securely.
- Pupils know about different kinds of bullying, such as verbal, physical and cyber-bullying. Most pupils believe that instances of bullying, which are rare, are dealt with effectively.
- Pupils say that they feel safe because of the work of 'learning mentors' in particular. They know how to keep safe in a range of situations, including when crossing the road, in the event of a fire and when using the internet.

### The quality of teaching

#### is inadequate

- Weaknesses in the teaching of some groups of pupils over time has led to them underachieving. Inadequate teaching has led to pupils not making the progress they should.
- Teaching of writing and mathematics is not good enough. Not enough emphasis is placed on pupils' spelling, punctuation and grammar skills in lessons or in teachers' marking. Pupils do not have enough opportunities to use their literacy skills across different subjects. Work in books shows that pupils have insufficient opportunities to write at length in some classes: pupils who are able to write at length are sometimes asked to complete simple short-answer worksheets that are too easy.
- Pupils learn mathematics in groups with pupils of similar ability. Not enough time is given to mathematics teaching. While numeracy skills are sometimes applied by pupils across other subjects, teachers focus too much on getting them to remember processes, or methods, rather than to deepen their understanding of concepts. As a result, the least-able pupils, in particular, have difficulties in applying key numeracy skills.
- Teachers do not always assess pupils' work at the right level because they do not look closely enough at the work pupils produce. For example, two pieces of written work in one class, which were of different quality, were both assessed as being at the same level. In Reception classes, information from parents is not used to ensure that assessments, when children start school, are accurate.
- Teachers do not always use assessment information to set work at the right level for pupils. Sometimes, the work is too hard. More often it is too easy, especially for the most-able. In some classes, teachers do not have high enough expectations of pupils.
- While teachers mark pupils' books regularly, often praising their successes, advice is not given to pupils consistently throughout the school. As a result, too many pupils do not know how to improve their work. Often, key spelling, punctuation and grammar errors go uncorrected. When teachers do provide suggestions for pupils about how to improve, they do not always ensure that pupils act on these comments. Teachers do not all insist on pupils presenting their work neatly.
- The teaching of reading is better than that of writing and mathematics. Pupils have regular opportunities to read and their knowledge of phonics (links between letters and sounds) is appropriate to their age. Pupils say that they enjoy reading and they are able to read with some success.
- Teachers provide pupils with good opportunities to work together in lessons and to learn art and music, so



that their social and cultural development is promoted effectively. The teaching of spiritual understanding is promoted well and supported through prayers in assemblies and reflection corners in classrooms. However, pupils' knowledge of a range of faiths is not taught well enough. Pupils are taught about democracy at a basic level through the school council.

- Pupils are helped to make good progress in their learning in some classes. For example, pupils in Year 6 applied their knowledge to multi-step problems related to the design of a theatre. They were interested because the work was relevant and at the right level of difficulty. The teacher checked on pupils' learning and deepened their understanding through effective questioning. Work in books was marked well and the teacher's comments guided pupils on how to improve.

### **The achievement of pupils**

### **is inadequate**

- Pupils do not make enough progress during their time in the school. They leave with skills that are below those of other pupils nationally. In 2014, Year 6 pupils' attainment was well below other pupils nationally in mathematics and spelling, punctuation and grammar.
- In 2014, disadvantaged pupils did as well as their classmates in reading but they were more than six months behind their classmates in mathematics and around a year behind them in writing. When compared with other pupils nationally, disadvantaged pupils were six months behind in reading and more than a year behind in writing and mathematics. Although the gaps have narrowed for Year 6 pupils this year, disadvantaged pupils do not make enough progress throughout the school.
- Current school data and work in pupils' books show that the most-able pupils do not make as much progress as they should. This is because the work set in class and for homework is not always at the right level.
- Disabled pupils and those who have special educational needs do not always make enough progress. This is because teachers do not always set work at the right level. Teaching assistants do not always check sufficiently on pupils' learning in lessons, or make use of the available resources to support them. Sometimes too much emphasis is placed on memorising methods rather than understanding ideas.
- Attainment at the end of Key Stage 1 improved in 2014, particularly in writing. Data for pupils currently in Year 2 show improvement, particularly in mathematics.
- Pupils in Years 5 and 6 have made better progress this year. Attainment of Year 6 pupils is now on track to be closer to the national average, with a higher proportion of pupils than last year likely to attain the nationally expected levels in reading, writing and mathematics.

### **The early years provision**

### **requires improvement**

- Children start in the Reception Year with skills that are broadly typical for their age but with skills in literacy that are slightly below those typically found in children aged four. The proportion who achieve a good level of development is broadly average. More children leave Reception Year with average skills in mathematics than in literacy. They join Year 1 prepared appropriately for further learning.
- While some children make good gains in their learning, this is not the case for all of them. In lessons, teachers do not always make the purpose of activities clear enough for children. While children have good opportunities to make choices and they enjoy their play, adults do not intervene to move children on in their learning quickly enough. The most-able children are not encouraged to take up the challenges that are available to them. As a result, they do not make good progress.
- Not all teaching assistants are clear about the purpose of activities in the Reception classes. As a result, children do not know what they are learning and they are not moved on in their learning quickly enough. Teaching assistants are not always effective in checking how much children understand.



- In 2014, the proportion of disadvantaged children who achieved a good level of development was much lower than the proportion of other children who did. However, the proportion of disadvantaged children who are on track to achieve a good level of development this year has improved, so currently there is little difference between them and others.
- There is no early years leader in post currently. The school does not have a clear enough picture of how well children are doing across both of the Reception classes. Leaders and teachers do not use the information they have on the children's progress effectively. This means that the work set for pupils is not always at the right level.
- While parents are involved in celebrating their children's successes, the assessments carried out at the start of this year did not take enough account of information from parents.
- Work in children's learning journeys and workbooks shows that children are given good opportunities to develop skills across a range of areas, including art and design, literacy and mathematics. Children have access to a large outdoor area which supports their physical development well.
- Some work shows children making good progress in their literacy and mathematics learning. For example, one child moved quickly from being able to write her name to writing a simple sentence. Another child successfully managed to count two sets of objects, while a third matched a numeral with a group of objects.
- Children say that they feel safe. They behave well and are managed well in order to keep safe. Accidents are logged properly and staff are appropriately trained in first aid.

## 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

<b>Unique reference number</b>	115257
<b>Local authority</b>	Essex
<b>Inspection number</b>	453684

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	295
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dianne Pile
<b>Headteacher</b>	Sue Faulkner (Interim Executive Headteacher)
<b>Date of previous school inspection</b>	5 March 2013
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