

Osmaston Primary School

Amber Street, Derby, DE24 8FT

Inspection dates 14–15 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- Although leaders, including governors, are moving the school forward, actions taken since the previous inspection have not been effective enough to ensure that teaching and achievement are consistently good.
- Guidance that leaders give to teachers to improve their work does not always help them to understand how to quickly raise the achievement of pupils, especially the most able.
- Some subject leaders are not yet fully involved in checking the quality of teaching.
- Governors have yet to develop the skills they need to systematically check all aspects of the school's work.
- There is an inconsistent approach to marking and the teaching of spelling, punctuation and grammar.
- Teachers do not always make the most of pupils' positive attitudes to learning or make sure that work is well enough matched to ability.
- Standards in reading, writing and mathematics are well below the national average and pupils are not making rapid enough progress.

The school has the following strengths

- The school's efforts to improve attendance are highly effective. Leaders have greatly reduced the level of absence over the last three years.
- Pupils behave well and have positive attitudes to their learning. They are attentive in lessons and keen to do well.
- The school's work to keep pupils safe is good. Pupils say that they feel safe and well cared for.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- The school nurtures respect and tolerance. Relationships are good.
- Links with parents and the local community are very positive.
- Early years provision is good. Children achieve well in the Nursery and Reception classes because teaching is good.

Information about this inspection

- The inspectors observed 27 lessons and two assemblies. Five observations were carried out jointly with senior leaders. In all, 22 members of staff were seen teaching.
- The inspectors looked at samples of pupils' work from all age groups, spoke to pupils about their work during lessons and listened to pupils read.
- The inspectors held meetings with groups of pupils, members of the governing body, leaders and staff. An inspector also spoke to a representative from the local authority.
- There were too few responses from parents to Ofsted's online questionnaire, Parent View, for inspectors to analyse the results. However, inspectors took account of information from a recent questionnaire for parents carried out by the school, and an inspector spoke to parents at the start of the school day.
- The inspectors analysed 42 responses to the questionnaire completed by school staff.
- The inspectors observed the school's work. They looked at progress and attendance information, improvement planning, evidence of the monitoring of teaching and documents relating to safeguarding.

Inspection team

Vivienne McTiffen, Lead inspector	Additional Inspector
David Westall	Additional Inspector
Richard Ellis	Additional Inspector
Carol Eyley	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is well above average and accounts for almost half of the school's population. Over a third of pupils speak English as an additional language, which is well above the national average.
- The proportion of pupils for whom the school receives pupil premium funding is well-above average. This funding is received for pupils who are, or have been, eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is average.
- In 2014, the school did not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The early years provision comprises a Nursery, which children attend for the morning or afternoon sessions, and three Reception classes, which children attend full time.
- The school is currently undergoing extensive interior and exterior refurbishment.
- The school runs a daily breakfast club, which is managed by the governing body. Its quality and impact were evaluated during this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement to be consistently good by making sure teachers:
 - provide pupils with tasks that are well matched to their abilities, with a suitable level of challenge for the most-able pupils
 - ensure that spelling, grammar and punctuation are taught consistently well to improve pupils' writing
 - adopt a consistent approach to marking in line with the school's policy
 - provide pupils with interesting tasks that engage and motivate and make the most of pupils' positive attitudes to learning.
- Improve leadership and management by:
 - making sure that leaders focus on the learning of specific groups of pupils, especially the most able, when giving guidance to teachers on how to improve their work
 - developing fully the role of subject leaders in checking the quality of teaching and learning in their subjects
 - improving governors' skills further in systematically checking all aspects of the school's work.

Inspection judgements

The leadership and management requires improvement

- Plans for improvement drawn up by leaders have not led quickly enough to consistently good teaching and achievement. Although leaders know what needs to improve, they do not always focus on these priorities – for example, raising the achievement of the most-able pupils – when they check the quality of teaching. This means that the guidance given to teachers on how to improve is too generic and does not aid rapid improvement.
- The responsibility for checking the quality of teaching has not fully filtered down to all subject leaders. As a result, they do not have a clear view of the quality of teaching and learning in their subjects.
- The aspirational headteacher successfully unites staff and creates leadership teams who work together to identify what the school needs to do to improve. Leaders create a culture where teaching and good behaviour can flourish. As a result, pupils' behaviour has improved since the previous inspection and is now good, and teaching is improving.
- Concerted efforts by leaders are improving attendance and the standards pupils reach in phonics. Relevant training and the sharing of good practice are helping staff to improve their work. As a result, pupils' attainment in reading and mathematics is on an upward trend, and more pupils than previously are making good progress in writing.
- Effective support from the local authority is used well to develop leadership skills and provide training for governors and staff.
- The well-being of pupils receives high priority and is nurtured well. The key values of tolerance and respect are strongly promoted and pupils' efforts are valued and rewarded. Discrimination of any kind is not tolerated.
- Leaders make sure that the curriculum promotes pupils' spiritual, moral, social and cultural development well through varied experiences. For example, good links between religious education, art and music deepen pupils' understanding and encourage them to respond creatively. The school celebrates its cultural diversity. As a result, pupils are keen to try new experiences and learn about others, including those from different faiths and backgrounds, which prepares them well for life in modern Britain.
- Leaders use the pupil premium funding suitably to pay for additional resources and staffing to help eligible pupils to do as well as their classmates. As a result, the attainment of these pupils is rising and gaps in relation to other pupils are closing. However, leaders recognise that raising the attainment of these and all pupils to be closer to national figures remains a priority.
- The primary sports funding is used effectively to increase the participation of pupils, and children in the early years, in a range of sports activities and to widen their skills. As a result, a greater proportion of pupils than previously are involved in physical activity, including during the lunchtimes. Staff expertise in delivering physical education lessons is growing because they work with specialist coaches.
- With the implementation of the new primary curriculum, leaders are adopting effective new systems to assess pupils' progress. Leaders ensure assessments are accurate and that teachers are fully involved in understanding how well pupils are doing. Information on pupils' progress, including that of children in the early years, is checked regularly and used effectively to identify those who need extra help. Leaders are committed to giving every pupil equal opportunity to succeed.
- Daily links with parents are good, and the school offers a range of ways to help parents understand how well their children are doing. The popular and well-run breakfast club provides a valuable facility and welcoming environment for parents and pupils at the start of the school day.

■ The safety of pupils is a priority and the school's work to keep pupils safe is good. Leaders make sure that safeguarding arrangements meet statutory requirements and are effective. There are good links with local services, such as the community police force, to provide guidance to pupils on how to stay safe. Leaders ensure that systems for vetting adults who work with children are thorough and that procedures and policies are applied consistently.

■ **The governance of the school:**

- The effectiveness of the governing body is improving. A review of governance, carried out since the previous inspection, has helped governors to increase their skills and knowledge. They are much better informed than previously on how well the school is doing but recognise that they have yet to develop the skills they need to check with rigour on the work of the school. Governors undertake relevant training and show a clear understanding of their roles and responsibilities. They know about performance management and have developed their skills in setting targets for the headteacher to work towards. Governors recognise how good teaching links to good achievement. They are increasingly involved in making decisions about teachers' pay and ask pertinent questions to tackle any underperformance. They check the progress made by pupils, including the effectiveness of the pupil premium spending, and question why pupils are not doing well enough. Governors have reorganised some of their working practices and astutely ensure that spending reflects value for money. They actively nurture links with the local community and support the school's activities in promoting British values, including respect and tolerance.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils spoken to during the inspection said behaviour has improved and that everyone helps to keep behaviour good. Pupils have a strong sense of right and wrong and understand the school's rules well because they are promoted consistently by staff. Pupils' good behaviour contributes strongly to the smooth everyday running of this large school. The school's logs show that those pupils who find it difficult to behave well make marked improvement over time.
- Pupils say they enjoy their learning, and one pupil commented, 'Teachers teach us something new every day.' Pupils value the extra help they receive to improve their reading, writing and mathematics, and they are keen to do even better, although some say the work is occasionally too easy. Pupils, including children in the early years, listen well in lessons and are attentive.
- Pupils develop a good understanding of key values because they are promoted well by staff. Pupils' work on the school council helps them to make decisions and understand the fairness of selection by voting. Pupils say they get on well together. They recognise that people come from backgrounds and faiths that may be different to their own. They respect the views of others and show tolerance towards those who find good behaviour and learning difficult.
- Pupils strive to do their best and like receiving rewards for their efforts. They are keen to come to school every day. Rewards for pupils and effective links with parents are having a positive effect on improving attendance and greatly reducing the level of absence. As a result, attendance has risen strongly and is now average.

Safety

- The school's work to keep pupils safe and secure is good. Leaders provide all staff with relevant training in how to keep pupils safe. During current extensive building work, regular checks are made to ensure pupils are protected from any potential dangers. Staff have clear rotas and responsibilities during break and lunch times to make sure areas where pupils play are well supervised.
- Pupils say they feel safe in school. They know who to talk to if any problems do arise. Pupils know about the different forms of bullying and say they receive good guidance from the school, including when using the internet, so they know how to stay safe. The school's records show that incidents are rare, but any that do occur are dealt with stringently.

The quality of teaching requires improvement

- Teaching, except in the early years, requires improvement because it is not yet consistently good enough to ensure that all pupils achieve to the best of their ability. Not all teachers make the most of pupils' positive attitudes by providing them with interesting tasks that engage the pupils and motivate them to learn. Sometimes, work is not matched well enough to the range of ability in the class and does not provide sufficient challenge for the most-able pupils.
- There is some variation in how well teachers teach spelling, punctuation and grammar. In some instances, teachers teach these skills well and expect pupils to apply them whenever they write. As a result, writing improves and spellings are correct. This approach is not sufficiently consistent in all classes to substantially improve the quality of writing.
- The school's marking and assessment policy is not applied consistently by all teachers. This means that pupils receive variable guidance on how well they are doing and how to improve.
- Staff, including those in the early years, have good relationships with pupils and offer plenty of praise and encouragement, which has a positive effect on pupils' well-being. Teachers pick up misconceptions well in lessons and make sure all pupils are on the right track. They share humour with pupils and create comfortable learning environments where pupils have the confidence to 'have a go'. Staff expect pupils to work together and express their views, promoting social skills well.
- Standards in phonics and reading are rising because teachers are adopting consistent and effective new approaches to teaching. As a result, pupils are starting to make gains on previously below-average progress and are doing better in these subjects. Teachers instil an interest in books and often use a popular story as a starting point for writing. For example, during the inspection, pupils in a class in Year 3 made good progress in writing an extract from a story about a Roman hero, which motivated boys, in particular, to do well.
- In mathematics, teachers give pupils plenty of tasks to practise and consolidate their calculation skills. They make sure pupils know their number facts and apply their skills in problem solving. They often give those who need extra help suitable resources to aid their understanding. However, teachers do not always match the work well to the range of ability in the class to enable pupils to reach their full potential.
- Teaching assistants and support staff play an important role in developing pupils' basic skills and confidence to become successful learners. Their work with pupils of all abilities, including disadvantaged pupils, those who speak English as an additional language, disabled pupils and those who have special educational needs contributes well to pupils' learning and personal development. They are deployed effectively in the school's bid to raise achievement in reading, writing and mathematics.

The achievement of pupils requires improvement

- Achievement requires improvement because standards were well below average in reading, writing and mathematics at the end of Year 2 and Year 6 in 2014, and pupils made less progress than in many other schools. Nevertheless, results at the end of both Year 2 and Year 6 have improved each year for the last four years. The school's tracking data and the work in pupils' books shows a continuing upward trend. More pupils than previously are now making better than expected progress. Pupils currently in Year 6 are on track to attain more highly in reading, writing and mathematics in national tests this year.
- In 2014, the proportion of the most-able pupils who achieved the higher National Curriculum levels at the end of Year 2 and Year 6 was well below average. These pupils have not been doing well enough because they are not always given the right level of work in lessons that challenges them to do their very best. The school's information and work in books shows that the most-able pupils are now making faster progress. A greater proportion of these pupils than previously are on track to reach the higher levels this year.
- Disabled pupils and those who have special educational needs make variable rates of progress in line with their classmates. Some individuals make good progress because of the precise support they receive.

Leaders make good use of external agencies and help these pupils to make a smooth transition to secondary education.

- Pupils who join the school with little or no English make good progress when they receive regular teaching in small groups which helps them to quickly acquire English language skills. The progress these pupils, and those from minority ethnic groups, make in lessons is variable in line with all other groups of pupils, because the work is not always suitably pitched to their abilities.
- In 2014, the national test results at the end of Year 6 show that the attainment of disadvantaged pupils was just above that of their classmates in reading and in line in spelling, punctuation and grammar. They were about half a term behind in writing and mathematics. When compared with all pupils nationally, disadvantaged pupils were more than four terms behind in reading, writing and mathematics. The use of the pupil premium funding for eligible pupils is closing gaps between disadvantaged pupils and others in the school. There is a gradual upward trend in the standards reached by these pupils and their progress is speeding up. As a result, they are on track to attain more highly than they did in 2014 and attain standards that are closer to other pupils nationally.

The early years provision is good

- Leadership of the early years is good. Leaders monitor the quality of teaching and check children's progress frequently to ensure they achieve well. They create a common sense of purpose among staff and good continuity between the Nursery and Reception classes. They ensure that systems to promote children's welfare and safety are good and establish good arrangements to support children when they start school.
- Children behave well and happily engage in the interesting tasks provided. Some start school with personal and social skills that are well below those typical for their age, but they are quickly helped to understand daily routines and respond positively. Children grow in confidence and independence because staff provide a wide range of activities that stimulate children's imagination and curiosity.
- Teaching is good. Staff develop children's basic literacy and numeracy skills well. They place a strong emphasis on speaking and listening and provide suitable activities to enable all children, including those who speak English as an additional language and those who have special educational needs, to make good progress. Staff create a good balance between tasks children choose for themselves and those that are led by an adult.
- Children start in the Nursery and Reception classes with communication, reading and writing skills that are much lower than those that are typically found for their age. They make good progress in these and all areas of learning, including their personal and social development, which prepares them well for their learning in Year 1.

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	462026

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	615
Appropriate authority	The governing body
Chair	Anthony Slater
Headteacher	Judith Lloyd-Williams
Date of previous school inspection	20 September 2013
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