

Osgodby Primary School

Main Street, Osgodby, Market Rasen, Lincolnshire LN8 3TA

Inspection dates

28–29 March 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils do not achieve as well as they could do. Leaders have focused too much on the attainment of pupils and not enough on the progress they make over time.
- Leaders' monitoring of standards has not identified that too often pupils of different abilities are doing the same work. There is not enough challenge for the most able pupils.
- Governors have not been thorough enough in their checking of the school's performance. They have been too willing to take the information they receive at face value.
- Teachers' expectations of what pupils can achieve are not high enough. They have paid too little attention to pupils' starting points in the past and have not challenged pupils sufficiently.
- Teachers do not use their assessments of what pupils can do well enough, to inform the next steps in learning. Their feedback to pupils is unclear about how to improve their work.
- Teachers do not plan the work of teaching assistants well enough. Consequently, their impact on pupils' learning is variable.
- Too few pupils in key stages 1 and 2 achieve at the highest levels, particularly in writing and mathematics. There are too few opportunities for pupils to practise and consolidate their skills in these subjects.
- The school's behaviour policy is not consistently applied at all times of the day. Some older pupils are less respectful to adults and peers than they should be.

The school has the following strengths

- Leaders, staff and governors are deeply committed to the care and welfare of all pupils. Diversity and inclusion are promoted well through lessons, visitors and displays.
- Pupils' outcomes in reading are stronger than other subjects. The value of reading as a life skill is promoted well.
- Pupils attend school regularly. Few are persistently absent.
- Children make a good start to their education in the early years. The early years staff work well as a team to ensure that children make good progress.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment, so that it is consistently good or better and accelerates pupils' progress in key stages 1 and 2, by ensuring that:
 - teachers and teaching assistants raise their expectations of what pupils of all abilities and backgrounds can achieve
 - teachers improve their analysis of the school's assessment information to increase the rates of progress of all pupils, especially in writing and mathematics
 - teachers improve their accuracy in identifying the next steps in pupils' learning, so that work is consistently challenging, particularly for the most able pupils
 - teachers follow school guidelines on feedback to pupils, consistently, giving feedback that identifies how they can improve, while making sure that pupils are given the time they need to respond to this feedback
 - teachers provide more opportunities for pupils to write for extended periods
 - teachers provide more opportunities for pupils to use and apply their mathematical skills, explaining what they have done and why
 - teachers plan for, and deploy teaching assistants more effectively to have a greater impact on pupils' learning.
- Raise standards of personal development, behaviour and welfare by ensuring that:
 - staff expectations of pupils' behaviour is high, and their application of the school's behaviour policy is consistent, at all times of the school day
 - pupils, particularly in key stage 2, take more responsibility for their actions and the impact of these on other pupils.
- Increase the impact of leaders and managers on improving the school by:
 - refining the systems for checking, and particularly analysing, pupils' performance information to provide a more accurate picture of their progress for leaders and governors
 - improving the practices and procedures for checking the quality of teaching and assessing its impact on learning
 - ensuring that governors are more thorough and challenging in their checking of the information provided about the school's performance.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Too often, leaders attribute pupils' lower than expected academic progress to factors over which the school has no control. This has led to an overemphasis on the nurture of pupils, sometimes at the expense of academic rigour. Over time, this view has become ingrained in leaders, governors and staff, leading to expectations of pupils' behaviour and achievement that are not high enough.
- The leaders have not been thorough in checking and analysing the information on pupils' outcomes. They have focused too much on pupils' attainment and not enough on the progress pupils make over time. As a result, although pupils' attainment is often in line with national expectations, too many, and particularly the most able, do not make enough progress over time. This has also led to leaders having an over-optimistic view of the school's performance.
- Leaders have not been diligent enough in checking the impact of teaching on pupils' learning, for example the consistent application of the schools guidelines on feedback to pupils on their work. The leaders have not been quick enough to identify that, too often, pupils of different abilities are completing the same work. Consequently, they have not challenged the limited progress made by the most able pupils in lessons.
- The headteacher is deeply committed to the school and the community it serves. She prides herself on knowing each pupil well and this has enabled the school to extend a high level of care and support to many families, particularly in times of crisis. The headteacher takes great pride in the school's reputation of offering a safe and inclusive environment for all-comers.
- The headteacher has delegated leadership responsibilities to the small number of teaching staff in the school who have responded with tireless enthusiasm. These leaders have a developing understanding of their role in improving the school and the processes in place to achieve this. They contribute to identifying the school's priorities for improvement and are increasingly knowledgeable about the reasons behind the underperformance of some pupils.
- The school's curriculum provides many enrichment opportunities for pupils, such as trips and visitors to school. In addition to supporting pupils' writing, these opportunities often focus on promoting pupils' understanding of the diversity of modern Britain. Exposure to different faiths, cultures and backgrounds is helping to prepare pupils for their roles as future citizens.
- Leaders have improved their use of the pupil premium funding this year. They have pinpointed the specific learning needs of disadvantaged pupils and targeted support for these pupils much more effectively. Disadvantaged pupils' outcomes are improving because leaders now hold teachers to account more thoroughly. The leaders also use the additional funds provided through the physical education and sport grant effectively to improve the skills of teachers in delivering lessons.
- The special educational needs coordinator is relatively new to post and has an increasing knowledge of her role. The small numbers of pupils who have special educational needs and/or disabilities are supported well. The additional funds available

to the school are well directed to ensure that these pupils have access to the curriculum at an appropriate level.

- Following the good judgement at the time of the last inspection, the local authority's support for the school has been minimal, in line with their practice for such schools. However, following the decline in pupils' outcomes in 2016, additional support has been provided, although this has yet to have a significant impact on school improvement.

Governance of the school

- The governing body has not checked the school's performance rigorously, particularly in relation to pupils' outcomes. Governors have been too willing to take the information provided by the school's leaders at face value. This has led to the governing body having an overgenerous view of the school.
- Governors are diligent in undertaking their duties, such as managing the performance of staff. They understand the importance of matching pay with school improvement and pupils' outcomes, and do not shy away from withholding progression where it is not warranted. Governors have improved their monitoring of the additional funds received through the pupil premium funding and the physical education and sport funding.
- The governors have successfully addressed many of the important strategic matters faced by the school. They are ambitious for the school and understand the importance of the school to the local community. They are taking increasingly effective steps to address the areas in need of improvement. Consequently, an external review of governance is not recommended.

Safeguarding

- The arrangements for safeguarding are effective. Staff and governors receive regular training and safeguarding is discussed every week at staff meetings. The leaders keep the systems for record-keeping under review, checking them regularly for accuracy and addressing quickly any trends or patterns that may indicate increased risk to pupils.
- The culture of vigilance and watchfulness is ever-present. Leaders ensure that statutory requirements are met and supplement these with an extensive knowledge of each pupil. Pupils and the majority of parents agree that the school is a safe place to learn. Pupils told the inspector that bullying is very rare and they trust adults in school to deal effectively with any issues or concerns.
- Pupils are taught how to stay safe in a variety of situations and this teaching is often backed up in other ways, such as displays. Year 4 pupils explained to the inspector the steps they take to stay safe when using the internet. Leaders have also shared guidance on internet and social media safety with parents to reinforce the messages pupils receive at school.

Quality of teaching, learning and assessment

Requires improvement

- Teachers and teaching assistants do not have high enough expectations of what pupils can achieve. The levels of challenge, and the quality and quantity of work expected from pupils of all abilities and backgrounds is not consistent. This is particularly the case for the most able who are often set work that is too easy for them.
- The teachers are not adept enough at using the school's pupil progress tracking information to inform their teaching. They focus too much on covering subjects quickly and not enough on how well pupils are learning. This results in too few opportunities for pupils to practise and deepen their understanding of new skills in writing and mathematics.
- In the majority of lessons, pupils of different abilities undertake the same tasks. This is because teachers do not assess well enough what pupils have already learned. Therefore, pupils, particularly the most able, are not challenged often enough and they do not make the progress they should.
- The teachers' feedback to pupils on their work is not effective in helping pupils improve. They do not follow consistently the school's guidance on feedback to pupils. Pupils are not given time to respond to their teachers' comments and points for improvement. Consequently, pupils have limited opportunities to consolidate or extend their understanding.
- Teachers do not plan the work of teaching assistants consistently well to promote pupils' learning. For example, at the start of lessons, some teaching assistants who are not directly assigned to particular pupils find themselves watching the teacher rather than supporting learning. This limits the amount of progress pupils make during lessons.
- The vast majority of pupils are eager to learn. They work conscientiously to complete tasks, sometimes showing great patience when they have been quick to finish work that is not challenging enough. They take pride in their work and this is very evident in some of the impressive artwork that adorns classroom walls throughout the school.
- Teachers encourage pupils to read regularly and place a high value on the development of reading and comprehension skills. The teaching of phonics in key stage 1 provides a solid platform for pupils to become independent readers who are confident to attempt unfamiliar or tricky words. Although additional space is at a premium, space is used well to provide a welcoming environment for pupils and adults to share books and celebrate reading.
- Pupils' writing is focused on almost daily grammar exercises and efforts to improve and maintain a high level of presentation in books. Pupils' books show that this is having some impact on developing these aspects of their writing. However, pupils do not consolidate their learning as well as they could because they do not practise their skills for extended periods on a regular basis.
- Teachers have identified gaps in pupils' mathematical knowledge and plan lessons to address these, for example the mental recall of times tables. During the year, pupils are taught a variety of mathematical techniques, often using resources appropriately to support their learning. Nevertheless, pupils' understanding is not as secure as it could be because opportunities to use and apply their mathematical learning are not frequent

enough, and pupils are rarely asked to explain what they have done, and why.

- Teachers use enrichment activities well to support pupil's learning in different subjects. Year 4 pupils told the inspector of their visit to Lincoln Castle and what they had learned about English history around the time of the Magna Carta. Year 6 pupils were motivated to write detailed and accurate instructions for making a pizza, following a very well received trip to a pizza delivery shop.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- The school's caring and inclusive values are not enough in evidence in the actions of some pupils, particularly in key stage 2. The school's detailed incident records show that a number of older pupils can be unkind or thoughtless towards some of their peers and members of staff. They are not as empathetic towards the backgrounds of, or challenges faced by, others as they could be.
- The leaders and teachers have ensured that religious and cultural diversity are celebrated within the curriculum and around the school. Links have been developed with a school in the Tower Hamlets district of London and displays in school promote pupils' multi-cultural awareness and understanding. Year 4 pupils told the inspector about the differences and similarities between different religions, while older pupils asked thoughtful questions of a local lay preacher during an Easter assembly.
- Pupils are taught about fundamental British values, such as democracy, through events such as the election of pupils to the school council. The work of the school council is highly regarded by pupils and staff, and leaders act on the ideas of the pupils. For example, the school is trialling the use of scooters during playtimes as a result of pupils' suggestions.

Behaviour

- The behaviour of pupils requires improvement.
- Not all staff insist upon, nor appear to expect, the highest standards of behaviour from pupils at all times. Pupils, particularly the most able, become disengaged in their work when it is not challenging enough and this leads to some low-level disruption in lessons. Pupils' movements around the school are often too fussy and noisy, for example when entering and leaving assembly.
- The school's actions to promote pupils' attendance are effective. Pupils' attendance is consistently good and is regularly in line with, or above, the national average. The proportion of pupils who are persistently absent, while appearing high for some groups of pupils, is negatively affected by a small number of pupils with specific challenges.

Outcomes for pupils

Requires improvement

- Over time, too many pupils do not make good progress from their starting points, particularly in writing and mathematics. Leaders and teachers have focused too much on pupils attaining at the levels expected for their age. This has distracted them from understanding the limited progress made by some pupils, especially the most able, in order to reach these expected levels.
- In 2016, by the end of key stage 2, the proportion of pupils attaining the expected level in mathematics was below the national average. No pupils attained at the higher level. This is because the most able pupils did not make the progress of which they are capable.
- By the end of key stage 1, in 2016, no pupils attained at greater depth in writing and mathematics. Following a strong start in the early years, this cohort did not maintain the rate of progress necessary to ensure that pupils, particularly the most able, attained to their fullest potential.
- Pupils' attainment in key stages 1 and 2 is strongest in reading. From the very positive start made in the early years, the momentum and support for reading is maintained well in each year group. As a result, the proportion of pupils attaining at the expected level for their age is consistently above the national average at the end of key stages 1 and 2.
- In 2016, there was a decline in the proportion of Year 1 pupils achieving the required standard in the national phonics screening check. More regular and well-planned reading and phonics support is now in place, often led by the headteacher. School assessment information currently identifies that Year 1 phonics outcomes are improving as a result.
- Key stage 2 disadvantaged pupils underperformed in writing and mathematics in 2016. The pupil premium funding is now better targeted to support the individual learning needs of disadvantaged pupils. Current school assessment data suggests that the difference in attainment between disadvantaged and non-disadvantaged pupils is diminishing.
- The small number of pupils who have special educational needs and/or disabilities generally achieve well in relation to their starting points. Leaders, teachers and parents are involved in regularly reviewing the suitability of plans to support these pupils. Direct support to individuals takes good account of pupils' social and emotional needs.
- Current pupil performance tracking shows that not enough pupils are making the progress necessary for them to attain at their fullest potential, particularly the most able. This is reflected in the work seen in pupils' books which is not well enough matched to their abilities. Although there is evidence in books to show that the majority of pupils have made some progress in writing and mathematics since the start of the year, this is not to the level of which many are capable.

Early years provision

Good

- Children make a good start to their education in the early years. They rapidly adapt to social routines and gain confidence. Their care and consideration for each other epitomises the school's inclusive values. This was very much in evidence as the children worked and played together outdoors, quickly coming to help and support a classmate who was upset.
- The early years leader, who is also the class teacher, is well organised and this is reflected in her strong practice and orderly classroom environment, both indoors and outdoors. She has a good understanding of strong early years practice and knows the areas in need of further development. She ensures that safeguarding is effective and that all statutory duties are met.
- The class teacher works very closely with the higher-level teaching assistant to assess each child's development at regular intervals. This information is compiled to create a comprehensive learning journey document that shows the child's development over time. Assessments are also used well to plan activities for children that build upon their prior learning or address areas where their development is less strong. Sometimes, opportunities to offer more challenge to the most able children are missed.
- The early years staff foster positive relationships with parents from an early stage. Transition arrangements into the early years are effective in preparing children and their parents for school life. Staff encourage parents to share their child's learning journey, adding events that acknowledge and celebrate developments and success at home.
- The children are enthusiastic learners who are eager to explore and experiment. For example, the children were observed enjoying using finger paints to place spots of colour on paper butterflies, while being encouraged to talk about symmetry of the butterfly's wings. At times, there was almost as much fun being had by the adults as the children, as the pronunciation of the word 'symmetry' proved very tricky.
- The children's attendance is very good and their positive attitudes are evidenced in their thirst for learning. They are respectful and tolerant towards each other and polite and courteous to adults. Their social, emotional and behavioural development is catered for through well-planned learning activities.
- Children enter the early years at levels of development that are typical for children of their age. They make good progress through the year in all aspects of their development, with the proportion leaving the early years at a good level of development being consistently above that seen nationally. As a result, they are well prepared for the next stage of their education.

School details

Unique reference number	120471
Local authority	Lincolnshire
Inspection number	10023234

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Matthew Head
Headteacher	Jill Fincham
Telephone number	01673828323
Website	www.osgodbyschool.co.uk
Email address	head@osgodbyschool.co.uk
Date of previous inspection	27–28 February 2012

Information about this school

- Osgodby Primary School is a much smaller than average primary school. The headteacher retires at the end of the current term and a permanent headteacher, who is new to the school, will take over from the start of the summer term.
- Pupils are taught in four mixed-age classes, including those children in the early years who attend full time.
- Almost all pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium is below the national average.
- The proportions of disadvantaged pupils and pupils who have special educational needs and/or disabilities are below the national averages.
- In 2016, the school did not meet the government's floor standards, which are the minimum expectations for pupils' progress by the end of key stage 2.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspector observed teaching in all year groups, including the teaching of early reading skills. He talked with pupils about the school and looked at examples of pupils' work.
- The inspector held meetings with the headteacher, subject leaders and members of the governing body, and he talked to a representative of the local authority by telephone.
- The inspector spoke with parents informally at the start of the school day. He took account of the 29 responses to the online questionnaire (Parent View), a letter and two telephone conversations with parents.
- The inspector looked at a range of documents, including: the school's self-evaluation of its current performance and plans for improvement; the school's most recent information on the attainment and progress of pupils; information relating to the safeguarding of pupils; and the school's most recent information relating to the attendance of pupils.

Inspection team

Stephen McMullan, lead inspector

Her Majesty's Inspector

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