

Inspection of a good school: Osbournby Primary School

London Road, Osbournby, Sleaford, Lincolnshire NG34 0DG

Inspection date: 4 May 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils are welcoming and friendly. They say that this is a school where it is okay to be different. They explain that 'everyone can be accepted in this school'. Pupils say that they trust adults to listen to them. They know that they can put any worries in the 'bubble box' and that someone will help them to sort problems out.

Teachers make sure that pupils understand that bullying means 'several times on purpose'. They help pupils when they fall out. Pupils say that when bullying happens, it is always sorted out. Leaders keep careful records and check that it does not happen again.

Most pupils conduct themselves well around school. They practise 'legendary line-ups' at the end of their playtimes. Older pupils relish the chance to be a buddy for the children in Reception Year. Most pupils concentrate well on their work. However, sometimes pupils do not listen as well as they could.

Parents and carers praise the school's family atmosphere and caring ethos. They feel that the staff know the pupils well and meet their differing needs. Most parents feel that their child with special educational needs and/or disabilities (SEND) gets the right help.

What does the school do well and what does it need to do better?

There have been a lot of changes in staffing recently. The new headteacher understands precisely what the strengths of the school are and what needs to improve. All the staff have worked together to develop the curriculum. They feel well supported by leaders who are mindful of staff workload. Teachers in the early stages of their career value the training that they get.

Leaders, including governors, want pupils to be well prepared for life in modern Britain. Staff have chosen the content of the curriculum with care to make sure that pupils learn about people from a variety of backgrounds. Pupils understand the importance of this. They can explain what British values are and why they are special. They have tolerant and respectful attitudes.

The curriculum in most subjects is sequenced well from Reception to Year 6. Reception children learn words that they will need in geography when they are older. They talk with interest about maps and seas when they are learning about pirates. Older pupils find grid references fascinating and explain how these are used to locate positions on different maps. Leaders know that in a few subjects, the curriculum is not as well developed.

Since the previous inspection, the curriculum in mathematics has improved. Pupils say that the quick recaps at the beginning of the lesson help them to remember what they have learned before. Children quickly spot deliberate mistakes in their teacher's counting. Older pupils explain how they use what they have learned to work through more complex problems. Pupils feel ready for secondary school. They collect new words on bookmarks to use when they are writing. They become avid readers who can explain why they have chosen a particular text: 'I like the tension and suspense of mystery books. I want to read on so that I know what happens next.'

Leaders want all staff to have the knowledge that they need to teach phonics well. Expectations of what sounds pupils will recall and when are high. Teachers value the training that they have had to teach reading well, right from the start in Reception Year. They match books closely to the sounds that pupils know, so that pupils can learn to blend them fluently. This new approach is still at an early stage of implementation. Staff have not made it clear to pupils how they want them to behave.

Relationships between staff and pupils are warm and caring. Staff skilfully adapt learning to engage pupils with SEND, for example through organising a game to help a pupil to sequence and read a sentence. Thoughtful prompting and effective feedback help some pupils with SEND to achieve well. Leaders review the plans that are in place for pupils with SEND. Sometimes these are adapted. The reasons for this are not always clearly recorded. Leaders do not ensure that parents of all pupils with SEND understand why some of these changes have been made or how their child is being supported.

Pupils enjoy learning outside during forest school sessions. They cooperate well and explain how what they are learning links with what they have studied in the classroom. For example, they find examples of seeds and explain how these are dispersed. Pupils are pleased that they get the chance to join in sporting activities again, such as cricket tournaments.

In discussion with the headteacher, inspectors agreed that behaviour, curriculum planning, and provision for pupils with SEND may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff have regular safeguarding training. They check that staff understand the dangers that children face. Staff value this training and can explain some of the risks in the local area. They know how to refer any concerns to leaders and when to contact external safeguarding agencies.

Leaders take appropriate advice when they are worried about a child. They make timely referrals. They record and monitor actions taken. They check that the child gets the right help and that it is making a difference. Leaders identify where there are risks and plan how they will manage these.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have improved the curriculum in most subjects. However, this work is not yet complete. The curriculum is not as developed in some subjects as in others. Leaders should complete this work to make sure that there is a consistently well-sequenced curriculum in every subject so that pupils know more, can remember more and do more. They should ensure that as subject leaders take on their responsibilities, they get the right support to implement new parts of the curriculum.
- There is some low-level disruption. Not all routines are clearly established. Some pupils do not understand what the expectations for behaviour are. Leaders should ensure that there is a consistent approach in place. They should make sure that this is monitored systematically to check that it is making a difference.
- Plans are in place to support pupils with SEND. Sometimes, these are adapted and changed. However, these reviews are not always recorded with precision. Sometimes, parents do not understand why decisions have been made. Leaders should ensure that there is a systematic approach to reviewing the progress that pupils with SEND are making. They should make sure that decisions and actions are recorded clearly, so that all the people involved understand why these have been taken.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120386
Local authority	Lincolnshire
Inspection number	10211603
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair of governing body	James England
Headteacher	Heather Bide
Website	www.osbournby.lincs.sch.uk
Date of previous inspection	22 and 23 November 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher has been in post since January 2022. There have been changes to the teaching staff of the school.
- The chair of the governing body took up the position at the beginning of the academic year. Several governors have been recently appointed.
- The school does not use any alternative providers.
- There is a before- and after-school club managed by the school.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher. The lead inspector spoke with an adviser from the local authority, the chair of governors and another member of the governing body.
- Inspectors carried out deep dives into the following subjects: early reading; geography and mathematics. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils read to a familiar adult.

- To inspect safeguarding, inspectors spoke with parents and pupils. They scrutinised documents that the school keeps and spoke with leaders and staff.
- Inspectors spoke with pupils in small groups, during lesson times and at less structured times of the day, such as break- and lunchtimes.
- Inspectors spoke with parents at the beginning of the day and by telephone. They considered the views expressed on Ofsted Parent View and through additional documentation.
- Inspectors spoke with groups of staff and considered the opinions expressed through the staff survey.

Inspection team

Hazel Henson, lead inspector

Her Majesty's Inspector

Jackie Thornalley

Ofsted Inspector

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