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30 January 2023

Jennifer Brodkin  
Headteacher  
Osidge Primary School  
Chase Side  
Southgate  
London  
N14 5HD

Dear Ms Brodkin

### **Urgent inspection of Osidge Primary School**

Following my visit with Allan McLean, Ofsted Inspector, to your school on 24 and 25 January 2023, I write on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss your school.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for urgent inspections. The inspection was carried out because His Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements at the school, as concerns had been raised with Ofsted.

We do not give graded judgements on urgent inspections. However, if we find some evidence that overall standards may be declining, but where no serious concerns have been identified, then the next inspection will normally be a graded inspection, which will be carried out under section 5 of the Act and be brought forward. If we have serious concerns, we will deem the urgent inspection as a graded inspection immediately.

### **Evidence**

We scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. We also met with the headteacher, groups of pupils, parents and carers, the chair of the governing body and spoke with a representative of the local authority.

We considered records of governors' meetings and scrutinised the notes from local authority audits and visits.

Having considered the evidence, I am of the opinion that at this time:

**Safeguarding is effective.**

**Main Findings**

Pupils told us that they feel safe in school. They know who to speak to if they have concerns. Many pupils spoke positively about the care and guidance that teachers provide. They also said that they had positive, professional relationships with staff.

You and your staff take your responsibilities to keep pupils safe very seriously. All the necessary employment checks are completed before new staff start work. These checks are recorded accurately on the single central record. Together with governors, you have also devised and put in place comprehensive policies and procedures to safeguard pupils. You ensure that policies are kept up to date and reflect government guidance. These policies underpin a culture in which all staff understand their responsibility to safeguard pupils.

Leaders make sure that staff receive the training they need to keep pupils safe and identify those who may be at risk of harm. For example, staff have received training in 'Prevent' duty, and they are aware of the local risks that pupils may face. Staff know how to report concerns to senior staff, and they do this promptly. You and your team take timely and suitable steps to support pupils when issues arise. Additional help and protection are centred on pupils' individual circumstances. There are also regular updates, which ensures that staff are aware of any issue that pupils face.

The personal, social and health education (PSHE) curriculum is planned so that pupils learn important information about how to look after themselves and about healthy relationships. This includes potential risks to their safety and how to stay safe online. This curriculum is delivered through specific lessons in PSHE, with key messages and themes revisited and reinforced in well-planned, regular assemblies. Pupils are taught how to behave respectfully towards others and about positive friendships with their peers. This includes learning about how to resolve disagreements and the different forms of unkind behaviour, including bullying. Through the curriculum, staff regularly go over and remind pupils what they can do if they are worried that bullying is happening to them or one of their peers.

Pupils said that bullying and the use of derogatory language were rare and not tolerated by staff. If incidents do occur, pupils are confident these will be dealt with promptly and effectively. You ensure that all incidents are recorded and properly dealt with. While pupils know that any issues would be taken seriously, some said that they would like more reassurance from leaders on the actions that will be taken or have been taken to resolve any worries raised, including those related to friendship issues and bullying.

You are determined to listen to and understand pupils' opinions. You make sure that pupils can share their thoughts and suggestions for improvement through the school council and other forums. You have also sought to find out more about pupils' views and experiences through questionnaires. Ensuring that pupils' suggestions to make the school better are acted on continues to be a high priority for you and the leadership team.

You have improved how incidents of serious poor behaviour are managed and recorded. This includes ensuring that procedures for rewards and sanctions are fully understood by pupils and staff and applied consistently. Parents have been consulted on updates to the behaviour, complaints, and anti-bullying policies and how these policies are applied in practice.

Typically, pupils get along well together and conduct themselves sensibly in school. At breaktimes, for instance, pupils like playing with their friends and taking part in activities in the playground. Staff are on hand to ensure that pupils play together calmly and safely. You and the senior leadership team identify and follow up appropriately on incidents of poor or inappropriate behaviour.

In lessons, pupils generally behave well. However, there are times when they lose focus and become distracted. Sometimes, these incidents are dealt with inconsistently by staff. For example, the use of sanctions varies from teacher to teacher. Similarly, in corridors, between lessons and breaktimes, sometimes, pupils struggle to behave in a sensible and considerate way. Many staff are quick to remind pupils about expectations for behaviour, but this varies between staff members. Leaders are aware of this and have been working with staff to ensure a consistent approach to responding to low-level behaviour concerns in classrooms and corridors.

Leaders collaborate positively with staff. Staff feel that leaders truly value staff's views when reviewing and refining policies and practice in the school. Staff told inspectors that leaders are continually mindful and supportive of their workload and well-being.

You and your team plan lessons, assemblies, and other opportunities to help pupils to develop responsible attitudes. Through enrichment activities, trips and after-school clubs, you aim to develop pupils' character and give them opportunities to flourish beyond the academic curriculum. There is strong pastoral support for all pupils. As part of PSHE, pupils are taught strategies and approaches that they can use to be resilient, overcome challenges and keep themselves healthy.

Members of the governing body oversee safeguarding arrangements effectively. They hold leaders to account for their work to secure further improvements, including in pupils' behaviour and attitudes. Governors are fully informed about and supportive of your work.

### **Additional support**

You and those responsible for governance have sought advice and guidance from external professionals when needed. For example, a safeguarding audit from the local authority was commissioned to help leaders understand what was working well and what could be strengthened further. You and your team are acting swiftly on the feedback.

You have also commissioned external support with compliance to ensure that all policies and procedures are fit for purpose and consistently meet government expectations.

### **Priorities for further improvement**

- Leaders have clear expectations for how pupils should conduct themselves. In some classes and corridors, however, low-level disruption or inconsiderate behaviour are not addressed in line with the behaviour policy. This means that expectations for behaviour are not reinforced consistently. At times, pupils' learning in lessons is disrupted. Leaders should work with staff and pupils so that pupils develop consistently positive attitudes to learning. They should support all adults to apply the behaviour policy consistently.

I am copying this letter to the chair of the governing body, the Department for Education's regional director and the director of children's services for Barnet. This letter will be published on the Ofsted reports website.

Yours sincerely

Adam Vincent  
**His Majesty's Inspector**