

# Inspection of St Osyth Church of England Primary School

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

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Inspection dates: 17 and 18 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

There is a warm, caring and safe culture at St Osyth's Church of England Primary School. It is a nurturing environment in which pupils learn well. Pupils love the chickens and Otis, the school dog. Pupils consider the school a family, where everyone is welcome.

Pupils have high expectations of themselves. They are respectful and attentive in lessons, which is helping them to learn well. Pupils model the school's core Christian values of compassion, friendship, hope, trust and thankfulness through their attitudes and behaviours.

Pupils are clear about what good behaviour looks like, and about the consequences when they make the wrong choices. Pupils play well together and are kind and friendly.

Pupils say bullying is rare. If it happens, they are confident that leaders will deal with it quickly.

Pupils have leadership opportunities for roles such as worship leaders, prefects, school council members and eco-council members. This helps pupils contribute to the wider school community. Pupils develop their interests and talents; they talk positively about the trips, visits and different sports offered, such as golf.

Parents are overwhelmingly appreciative of the approachable nature of leaders and staff. They feel they are well supported.

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

Leaders and staff have designed a curriculum that is ambitious. Leaders have made conscious decisions about the important knowledge pupils need to know. Leaders have carefully organised learning so that pupils build knowledge from Reception to Year 6. This contributes well to pupils being able to remember content over time.

In a few foundation subjects, where subject leaders are less experienced, the checking of how well pupils achieve is not as effective. In these few cases, the quality of teaching is not as high as in others, and assessment is not as precise to identify misconceptions and gaps. In these instances, pupils do not learn the curriculum as leaders intend.

Leaders have made reading a priority. They have recently adopted a new phonics scheme. Leaders have ensured that training means staff have the subject knowledge to deliver phonics sessions consistently and effectively. As a result, most pupils learn to read fluently. The right support is in place for those who fall behind to help them get back on track. Pupils enjoy reading. They enjoy 'book talk' sessions and can talk about books and authors they like.

Teachers' effective planning and teaching support pupils to increase their knowledge and skills over time. This includes identifying the vocabulary that pupils need to know and use. Typically, teachers set work that helps pupils to retain important ideas. They use assessment well to check what pupils have learned and remembered.

Appropriate adaptations support the learning of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND learn well alongside their peers and adults provide support when needed. Leaders work closely with staff to quickly identify additional needs so that pupils get the timely support they need. This means that the majority of pupils with SEND are successfully learning the same curriculum as their peers.

Leaders have developed an early years curriculum that is well designed. Teachers assess regularly to check children's progress. Children play well together and have a high level of engagement. Adults encourage conversation and communication at every opportunity because they know the importance of this for children to achieve well. Children are well prepared for key stage 1.

Personal development is well planned and of high quality. Leaders' thoughtful choices about trips and visitors broaden pupils' understanding of the world around them and make learning meaningful. Pupils are taught about safe, healthy relationships and friendships. They know how to keep themselves safe in and around the school.

Leaders have interwoven fundamental British values through the curriculum and all aspects of life in the school. Pupils understand and value difference. They talk confidently about their understanding of discrimination and say that everyone is welcome in their school. They learn about Christianity alongside other main religions and can explain basic details about some of them.

Governors and trustees take an active role in the school. Their regular visits help them know more about the school. They check the implementation of leaders' plans against what leaders have told them. They hold leaders to account as well as being supportive.

Leaders are supportive and consider staff's workload and well-being. Staff value this and are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are tenacious in their approach to safeguarding. There are comprehensive and robust systems in place to safeguard pupils in and out of school. Leaders act swiftly to concerns raised and challenge other agencies to ensure pupils get the right help at the right time. Regular communication with staff and parents ensures that safeguarding is a priority and that families are well supported.

Staff and governors undergo regular training. They are knowledgeable about how to identify and report concerns that arise.

Pupils talk confidently about what is safe, respectful behaviour. They instinctively identify trusted adults with whom they can share concerns.

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

### **(Information for the school and appropriate authority)**

- In a few foundation subjects, teaching is not routinely as effective in delivering the intended curriculum. Instruction is not clear enough to help pupils learn. Assessment is not precise enough for teachers to spot gaps and misconceptions. This means that pupils are not able to learn the intended curriculum. Leaders need to ensure that training supports teachers to design the most appropriate approaches for specific subjects. Leaders need to ensure that teachers have the assessment skills needed to spot and quickly remedy misconceptions.
- In some subjects, where subject leaders are newer to their role, the checking of the quality of the curriculum is not as secure. Where this is the case, leaders are not as able to accurately identify and tackle issues relating to the quality of the content being taught. In these instances, teachers are not supported well enough to ensure that pupils receive the learning experience leaders intend. Leaders need to ensure all subject leaders have the training and support to carry out their role as effectively as is the case in most curriculum areas.

## **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.

## **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

<b>Unique reference number</b>	142775
<b>Local authority</b>	Essex
<b>Inspection number</b>	10255118
<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	303
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Charlotte Little
<b>Headteacher</b>	Mark Carter-Tufnell
<b>Website</b>	<a href="https://st-osyth.essex.sch.uk">https://st-osyth.essex.sch.uk</a>
<b>Dates of previous inspection</b>	14 and 15 May 2019, under section 5 of the Education Act 2005

## Information about this school

- St Osyth Church of England Primary School is an academy that is a member of the Diocese of Chelmsford Vine Schools Trust.
- Leaders do not use any alternative providers.
- The school's most recent section 48 inspection of religious character took place on 6 February 2019.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school 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 held meetings with leaders, including the headteacher, the deputy headteacher, teachers, four governors and the chief executive officer.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, music, geography and physical education. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- To inspect safeguarding, the lead inspector met with the headteacher, the deputy headteacher, the office manager and the human resources representative of the trust to review safeguarding records and to scrutinise the single central record of recruitment and vetting checks. To further evaluate safeguarding, inspectors also spoke to governors, staff, pupils and parents, and reviewed surveys.
- Inspectors reviewed a range of other school documentation and policies, including minutes of governors' meetings, the school's self evaluation form and the school development plan.
- To gather pupils' views, inspectors spent time observing and speaking to pupils.
- To gather parents' views, inspectors spoke to parents and reviewed the 39 responses and 37 free-text responses submitted to the online survey, Ofsted Parent View.
- To gather staff's views, inspectors spoke to several staff and reviewed the responses to Ofsted's staff survey.

### **Inspection team**

Nina Kemp, lead inspector	Ofsted Inspector
Nicola Shadbolt	Ofsted Inspector
Susan Sutton	Ofsted Inspector

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