

Inspection of Osbournby Primary School

London Road, Osbournby, Sleaford, Lincolnshire NG34 0DG

Inspection dates: 3 and 4 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Osbournby Primary School is on a journey. Leaders know exactly where they want to go, but they also know that they haven't got there yet.

Most pupils are happy to attend this school and most feel safe. They know that there is support available if they have worries about anything. Staff teach pupils to share any concerns they might have. Pupils say that bullying does happen sometimes, but most are confident that staff will deal with it.

Leaders are ambitious for all pupils, and they want the very best for them. Pupils with special educational needs and/or disabilities (SEND) receive support to access the same learning opportunities as other pupils.

Leaders are making progress to improve behaviour. However, low-level disruption in some lessons can make it difficult for pupils to do their best. Leaders understand that the quality of education is not yet good enough.

Many parents and carers are happy with the school and they appreciate the hard work of the staff. Some parents praised the pastoral care provided by leaders and staff. One parent, typical of many, commented, 'the staff work hard to make sure my child feels valued'. However, other parents raised concerns about poor behaviour.

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

Leaders have designed a curriculum that clearly sets out the key knowledge and skills in all subjects. Leaders have a clear vision for all pupils to receive a high quality, values-led education. This vision has not yet been fully realised. The school has faced many challenges since the last inspection, including with managing behaviour. Leaders have taken decisive action, but pupils' behaviour requires further improvement.

Many pupils are well behaved. Staff and pupils report that behaviour has recently improved. However, disrespectful behaviour from the early years to Year 6 continues to disrupt learning at times. This has an impact on the quality of education and the personal development of pupils. Leaders and staff have found it difficult to manage some very challenging behaviour in recent months. This has taken time away from curriculum leadership. Leaders' checks on teaching have been infrequent. Teaching is inconsistent in some subjects. As a result, pupils do not develop secure knowledge and skills as well as they should.

There are some clear strengths in this school. Reading is a top priority. Leaders encourage a love of reading. Pupils show their excitement when new books arrive. Pupils say that they enjoy reading. They understand the importance of reading and how this can improve their writing. As one pupil said, 'reading helps me with my imagination for the stories that I write'.

Leaders have chosen an early reading programme to meet the needs of their pupils. Skilled teachers deliver this programme. If any pupils struggle to keep up, teachers are quick to give them extra help. Pupils can explain how they are getting better in their reading. They listen with avid attention during story time.

Some other curriculum areas are also well planned and teachers have good subject knowledge. Most pupils enjoy their learning. For example, pupils talk with enthusiasm about their learning in art. However, in some lessons across the school, some pupils disrupt the learning of others. Teachers are then not able to challenge all pupils to reach their potential. As a result, pupils sometimes struggle to remember what they have learned.

In some lessons, teachers engage pupils in their learning. For example, children in the early years paid careful attention when learning about plastic pollution. They enjoyed fishing for items that should not be in the ocean. They could discuss their learning with staff. In another class, the teacher's skilled questioning helped pupils deepen their understanding of landscape collages.

Beginning in the early years, leaders are quick to identify children with SEND. Staff provide support to help children access the curriculum. Leaders keep a close eye on this support to ensure that children's needs are being met.

Leaders aim to enhance pupils' character development through their school values. They recognise that more work needs to be done for this to happen. The values of kindness and respect are being promoted, but the impact on pupils' attitudes and behaviour is not yet consistent. Other areas of personal development are strong. For example, teachers help pupils to understand and respect people with different backgrounds. Pupils know about the fundamental British values.

Governors understand the strengths and weaknesses of the school. They work effectively with leaders. Most parents are confident in the leadership of the school. However, some parents feel that communication could be better. Most staff feel valued and well supported.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at this school. Leaders provide all staff with regular training. As a result, staff understand the vital importance of safeguarding and they are quick to report any concerns. Leaders are persistent in engaging the help of outside agencies. Leaders and staff work very well to support pupils and their families.

The safeguarding governor works with school leaders to check that the school's systems for keeping pupils safe are effective. Record keeping is clear and detailed.

Pupils learn how to keep themselves safe. This includes potential risks they may face online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, low-level disruption in classrooms is tolerated. Staff do not consistently reinforce leaders' high expectations for pupils to display respectful behaviour. As a result, behaviour is not yet good. Leaders should ensure that high expectations for pupils' behaviour are applied consistently and fairly in all parts of the school.
- In some subjects, the implementation of the intended curriculum is not closely matched to leaders' high expectations. As a result, pupils do not achieve as well as they could. Leaders should ensure that the implementation of the curriculum is consistent across all subjects and in all classrooms, so that pupils know and remember more over time.
- Some parents feel that communication between home and school is not as effective as it could be. Some are concerned that leaders do not always respond to issues they raise in a timely manner and say that they do not feel fully informed. Leaders should ensure that they take action to develop effective and purposeful engagement with all parents.

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

Unique reference number	120386
Local authority	Lincolnshire
Inspection number	10268068
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	82
Appropriate authority	The governing body
Chair of governing body	James England and Paul Norton
Headteacher	Heather Bide
Website	www.osbournby.lincs.sch.uk
Date of previous inspection	4 May 2022, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up post in January 2022.
- The school uses one registered alternative provider.

Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with leaders, groups of staff, groups of pupils and the chair of governors.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- Inspectors also spoke to leaders about curriculum development in other subjects.
- The lead inspector listened to some pupils read to a familiar adult.
- Inspectors considered how well the school protects pupils and keeps them safe. Meetings were held with the school's designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record of pre-employment checks.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors spoke to parents at the school gates. They also considered the responses to Ofsted Parent View and staff surveys.
- Inspectors reviewed a range of documentation, including school improvement plans and minutes of the governing body.

Inspection team

Martyn Skinner, lead inspector

Ofsted Inspector

Heather Hawkes

Ofsted Inspector

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