

Inspection of Osborne Primary School

Osborne Road, Erdington, Birmingham, West Midlands B23 6TY

Inspection dates: 20 to 21 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act

The headteacher of this school is Lisa Dodd. This school is part of the Arthur Terry Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Richard Gill, and overseen by a board of trustees, chaired by John Vickers.

What is it like to attend this school?

Pupils do very well at Osborne Primary because staff put their needs and interests first. Every member of staff genuinely cares for each individual pupil. This helps them to feel safe in school. The school expects each pupil to be the very best they can be. They have high ambitions for everyone. The new curriculum is having a positive impact and is now helping pupils to achieve staff's high ambitions through exciting and engaging learning.

The school's values of fairness, respect, forgiveness, courage, persistence and self-control are evident in all that pupils do. The mutual respect between adults and pupils is clear to see. Pupils feel listened to. They say, 'Our voices are heard; we are known and recognised.'

Staff model the behaviour they expect from pupils. Pupils rise to these expectations impressively. They behave well at all points of the day and are polite and well-mannered. They understand that some pupils find it difficult to manage their own behaviour. The school's strong focus on helping pupils overcome these difficulties is of a high quality. This means pupils' learning is rarely disrupted. School leaders have created a calm environment both in lessons and during social times. It is a harmonious and happy place to be.

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

Dedicated and skilful school leaders, supported by a highly effective trust, have undoubtedly led to this school making the strong improvements it has. Historically, pupils' outcomes at the end of key stage 2 have been weak. However, the new curriculum planning and effective teaching of this curriculum are now helping all pupils to make stronger progress. Leaders' uncompromising focus on ensuring that all pupils achieve to the best of their ability is having a very positive impact on current pupils' progress. However, the new curriculum has only recently been fully introduced so some pupils continue to have gaps in their learning.

A new phonics scheme has also been introduced. Staff are trained to a high level and phonics is taught consistently well across school. This includes pupils who need extra support to keep up with their peers. Staff identify pupils who need additional support swiftly. Extra sessions are put in place without delay. Books pupils read are carefully matched to their ability. This supports them to practise the sounds they know and become fluent and confident readers. The beautifully refurbished library is awash with high-quality texts. These have been carefully chosen to celebrate the many different cultures, races and religions in school. Pupils talk about how much they appreciate these. The treehouse provides a fun, safe and welcoming place for books to be enjoyed.

The school identifies pupils with special educational needs and/or disabilities without delay. Carefully devised support packages, and approaches to delivering the curriculum, enable these pupils to learn alongside their peers effectively. This starts

in the early years where staff know the needs of each child extremely well. The setting provides interesting and engaging learning activities that promote language development and independence. Strong relationships with children and parents are at the heart of all they do. This is continued across all areas of the school.

There are high expectations for behaviour that are clearly understood by all. Anything that falls below this high standard is not accepted. Any issues that do arise are managed in a nurturing and caring way. This is bringing about sustained improvements in behaviour. The school understands that there are still too many pupils who do not attend school often enough. However, they are doing all they can to support pupils and parents in recognising the importance of attending every day so important learning, and opportunities to build relationships, are not missed.

The school recognises the importance of pupils being responsible and active citizens of the future. Diversity and difference are celebrated proudly. The focus on being 'unique but united' is clearly evident. Pupils understand that it is never right to treat people differently because of who they are or what they believe. The school provides opportunities for pupils to work with positive role models. This includes visitors who talk about the jobs they do to inspire possible careers of the future. There is a high priority on the pastoral support provided to pupils. Sam, the school dog, supports this work and is a much-loved member of the passionate and child-centred team.

Staff are proud members of the Osborne family. The whole staff team work collectively to achieve the vision and aims of school leaders that are so clearly communicated. The trust and trustees are influential in this and fully support the unwavering desire of all leaders that this school is the very best it can be.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed an effective curriculum, but this has only recently been introduced. As a result, some pupils still have gaps in their knowledge across a range of subjects. Leaders should continue their successful work to implement the revised curriculum to enable pupils to continue the rapid progress they are now making.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147758
Local authority	Birmingham
Inspection number	10294690
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	Board of trustees
Chair of trust	John Vickers
CEO of the trust	Richard Gill
Headteacher	Lisa Dodd
Website	www.osborne-pri.bham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is a larger-than-average primary school.
- The school joined the Arthur Terry Learning Partnership in 2021.
- Nearly all staff in the school are new since it joined the trust.
- The school does not currently make use of alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the strategic lead for the trust

and senior leaders.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, English and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work in a range of subjects including science, history, music, art and design and personal, social and health education.
- The lead inspector spoke with the CEO, the trust's director of primary education and the chair of trustees.
- The lead inspector spoke on the telephone with the school's improvement partner.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- To evaluate the effectiveness of safeguarding, the lead inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's, pupils' and parents' views.

Inspection team

Keri Baylis, lead inspector	His Majesty's Inspector
David Buckle	Ofsted Inspector
Nina Sangha	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024