

Inspection of Osmaston CofE (VC) Primary School

Moor Lane, Osmaston, Ashbourne, Derbyshire DE6 1LW

Inspection dates: 30 April and 1 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Osmaston CofE Primary School is a warm and welcoming place. Pupils value the wealth of experiences that this small school offers. Pupils are happy in this school and enjoy discovering new learning with their friends. This is reflected in their high rates of attendance.

Pupils share warm and caring relationships with the staff. Staff know pupils very well and show genuine care for them. Pupils know that adults will listen to any worries they have. As a result, pupils feel safe.

All pupils, whatever their needs, experience a full curriculum. The school's expectations of pupils' achievement are high. This helps to make sure that pupils achieve well across a range of subjects. Pupils excel in different sports and like to perfect their musical skills.

Pupils' behaviour is exemplary. Pupils, including those with special educational needs and/or disabilities (SEND), seize every opportunity to learn something new. This includes trips and visitors to enhance the curriculum and a strong offer of after-school clubs and activities. For example, they relish residential trips and enjoy an Edwardian seaside day. They are excited by the actors who come into school, such as 'Queen Elizabeth I'. These activities capture pupils' imagination, developing their knowledge, skills, interests and talents.

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

The school provides an ambitious curriculum that builds pupils' knowledge from the early years to Year 6. In the vast majority of subjects, the school has developed well-sequenced curriculum plans and staff have been well trained to deliver the curriculum. Where there are mixed-age classes, the school has thought carefully how to ensure that the curriculum is sufficiently sequenced and challenging so no learning is missed. However, not all curriculum plans are as well sequenced as they could be. Very occasionally, this hinders teachers from designing learning that helps pupils to learn as deeply as they could.

All pupils learn a wide range of subjects. They benefit from specialist teachers in subjects like physical education and music. Staff use assessment well to identify gaps in pupils' skills and knowledge. Pupils with SEND receive appropriate help. The targets set to support pupils in the classroom are not as always as clear as they could be. This means that some pupils with SEND do not always receive the precise adaptations and support they need to access learning consistently well.

Reading is prioritised at this school. Children get off to a rapid start learning phonics in Reception. There is a clear structure and sequence for teaching children to read. They have daily practice in school. Staff ensure that the books pupils read match the sounds that they know. Those who find reading more difficult are quickly identified and are supported well to keep up. As a result, pupils become confident and fluent

readers. Pupils at this school love reading and they enjoy taking books home from the well-stocked school library every week, as well as reading during social times.

Behaviour is exceptional. Pupils are highly respectful towards staff, their peers and visitors, greeting visitors kindly with a cheery wave. Children settle into school life quickly as staff in the early years are consistent with routines and expectations. Children learn to take turns and collaborate with each other through play. Each class develops its own behaviour charter. Therefore, expectations are very well understood by all. Consequently, pupils are highly considerate and support each other to do well, and classrooms are calm and purposeful.

The school prioritises pupils' wider development exceptionally well and it is at the heart of everything this school does. Many pupils enjoy special jobs and leadership roles, such as being a buddy for Reception-age children, or a sports coach. These pupils actively support the well-being of others at social times. Pupils develop their character by focusing on planning events and debating global issues. Pupils talk about diversity and the importance of respect with maturity. They talk excitedly about which clubs they attend. Pupils engage positively with the local community, for example local litter picks and singing in care homes for the elderly. Careful thought has gone into making sure pupils develop into positive role models.

Staff value working with colleagues in the federation. Some middle leaders are new to roles and this collaboration is developing leadership across the school. Staff feel supported by governors with their workload and well-being. Staff are proud to be part of the school team.

The majority of parents are very positive about the school, with one comment typical of many being: 'The school provides our children with a nurturing environment, which has helped them to flourish, improving their confidence and helping them to reach their full potential.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all subject curriculums are as well sequenced as they could be, and the disciplinary knowledge pupils need is not as clear as it could be. This prevents pupils from developing a deep understanding of some areas of the curriculum. The school needs to continue to refine their curriculum plans so that all curriculums sequence equally well, including the sequencing of disciplinary knowledge. The school should also ensure that all staff receive relevant subject-based training to deliver these curriculum plans effectively.

- The targets set to support pupils with SEND in the classroom are not as clear as they could be. This means that some pupils with SEND do not always receive the precise adaptations and support they need to access learning consistently well. The school should ensure that the plans for all pupils who need additional support with SEND include the precise strategies needed to enable them to optimise their achievement.

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	112847
Local authority	Derbyshire
Inspection number	10298390
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair of governing body	David Stock
Executive Headteacher	Jeanette Hart
Website	www.osmastonschool.com
Dates of previous inspection	19 and 20 March 2012, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Dove Valley Federation, which is formed of two schools. The executive headteacher and executive deputy headteacher hold their posts across both schools.
- The school is a member of the Diocese of Derby and has a Christian character.
- The school's last section 48 inspection took place in July 2017. The next section 48 inspection is due next academic year.
- The school runs a breakfast club managed by the governing body.
- The school does not use any alternative providers.

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.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors carried out deep dives in these subjects: reading; mathematics; history and physical 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 where available.
- Inspectors visited the school's breakfast club and observed social times in the school, such as breaktime.
- Inspectors met with the executive headteacher, the executive deputy headteacher and curriculum leaders.
- The lead inspector met with representatives of the governing body, including the chair and vice-chair of governors, and held a telephone conversation with a representative of the local authority.
- Inspectors reviewed a range of documentation on the school website and documentation relating to the governance of the school.
- Inspectors reviewed a range of documents and records linking to attendance and behaviour, and school improvement documentation.
- Inspectors considered the views of pupils, parents and staff through discussions and a consideration of their responses to the online surveys, including the free-text facility in Ofsted Parent View.

Inspection team

Anne Maingay, lead inspector

His Majesty's Inspector

Janis Warren

Ofsted Inspector

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