

# Osmotherley Primary School

## Inspection report

---

<b>Unique Reference Number</b>	121310
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339915
<b>Inspection dates</b>	14–15 January 2010
<b>Reporting inspector</b>	John Paddick

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	44
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ken Blackwood
<b>Headteacher</b>	Mrs Penny Vernon
<b>Date of previous school inspection</b>	9 April 2007
<b>School address</b>	School Lane Osmotherley Northallerton DL6 3BW
<b>Telephone number</b>	01609 883329
<b>Fax number</b>	01609 883146
<b>Email address</b>	admin@osmotherley.n-yorks.sch.uk

---

<b>Age group</b>	5–11
<b>Inspection dates</b>	14–15 January 2010
<b>Inspection number</b>	339915

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one additional inspector. The inspector visited five lessons and held meetings with governors, staff and groups of pupils. He observed the school's work, and looked at many samples of pupils' books, records of progress, governors' minutes, documentation relating to special educational needs and the school development plan. He also scrutinised all documentation and records relating to safeguarding and analysed 31 questionnaire returns from parents, 30 from pupils and seven from members of staff.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- standards throughout the school in English, mathematics and science
- the quality of provision for the children in the Early Years Foundation Stage
- behaviour of pupils, particularly in Years 1 and 2
- the accuracy and effectiveness of the school's tracking system in monitoring the rate at which pupils make progress
- curriculum links with a local primary school and progress made with community cohesion.

## Information about the school

This very small primary school serves Osmotherley and the surrounding rural area in the North York Moors National Park. The school is federated with another small primary school and they share the same headteacher. Pupils are mainly from White British backgrounds. There are very small numbers from minority ethnic groups and none of these pupils is at an early stage of learning to speak English as an additional language. Of the pupils on roll, around five per cent qualify for free school meals, which is less than in most schools. Around a sixth of the school's pupils have special educational needs and/or disabilities, which is just below an average proportion. The school has Healthy School, Activemark and Basic Skills awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Osmotherley Primary is a good school. The attention it gives to pupils' welfare and safety is outstanding. Governors, the headteacher and staff have eliminated areas of weakness identified in 2007 so the capacity for further improvement is good. The school provides good value for money.

During their time in school, all groups of pupils make good progress. Achievement is good because standards rise from broadly average on entry to Year 1 to above average by the end of Years 2 and 6. The school's tracking system shows that current standards are generally above average in English, mathematics and science. In class, pupils are confident with their learning and usually relish the opportunity to explain what they are doing. National assessments and test results in Years 2 and 6 are difficult to analyse because cohorts of pupils are so small. However, when averaged out over the last three years they indicate an above average profile, reflecting the current standards in class. Pupils enjoy their education and cooperate well with their teachers and classroom assistants. Behaviour in lessons is good and this contributes to the harmonious atmosphere in school.

Good teaching, accurate assessment and the provision of small learning groups hold the key to the good progress that pupils make. Teachers very effectively use a wide range of techniques and deploy their very capable classroom assistants well. Some parents of pupils in Years 3 to 6, correctly, have concerns about homework. The inspection confirms that it is not organised well enough. Pupils get plenty of accurate feedback on their work. However, although they have National Curriculum targets, they are not sure what they are.

The good curriculum enables pupils to make good progress in basic skills. It provides a wide variety of valuable additional experiences in subjects such as foreign languages, physical education and music. Extra-curricular provision is good and sporting activities have a high profile. The developing links with another local primary school provide beneficial additions, particularly in terms of teacher expertise and facilities. The promotion of community cohesion is a developing area for the school. Good quality planning is in place and pupils are already benefiting from a greater emphasis on the multicultural make up of the United Kingdom and other countries. However, there is some way to go before the current satisfactory provision improves to good. High quality care, guidance and support ensure that pupils are safe and outstandingly well supported.

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

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- Make a clearer link for pupils, particularly the older ones, between their National Curriculum targets and the work that they are doing in class by:
  - sharing with them the National Curriculum levels of the work they are doing
  - showing them what they need to do to move to the next level
  - indicating through marking the levels they are reaching.
- Improve the provision of homework for pupils in Years 3 to 6 by:
  - setting relevant homework regularly and frequently
  - providing pupils with feedback as promptly as possible
  - ensuring that parents understand what is being set.
- Further develop pupils' understanding of the religious, ethnic and socio-economic characteristics of its community in a national and international context by:
  - increasing the amount of time devoted to this topic through theme work
- -providing more links with people from other cultures.

**Outcomes for individuals and groups of pupils****2**

Pupils respond well to the good quality of lessons that they receive from teachers and classroom assistants. They display good attitudes in class where they are attentive, cooperative and keen to do well. As they pass through the school they develop an increasing maturity and gain confidence so that by the time they leave they are eager to transfer to secondary education. They keenly accept opportunities for taking responsibility, for example, raising money for charity and being on the school council and eco-group.

Progress in English, mathematics and science is good throughout the school. Pupils enter Year 1 with broadly average attainment but there is a huge variation from child to child. Whilst several join with challenging special educational needs and/or disabilities, little language development or severe social problems, others are ready to acquire skills and understanding at a rapid rate. They all make good progress because the school carefully caters for them as individuals. The good progress that boys and girls make is reflected in the above average standards that are evident in their reading, writing, mathematics, and particularly science. These standards are similar to those represented by the above average assessments in Year 2 and national tests in Year 6. Cohorts of pupils in each year group are very small so there are often large variations in results. Taken over time they provide an above average profile and represent good achievement.

Pupils say that they feel perfectly safe in school and that they enjoy their education. Most attend very regularly but holidays taken in term time reduce the school's performance on this indicator to no better than average. Pupils develop well socially because of the way that they are encouraged to relate to each other and to adults. Their spiritual, moral, social and cultural development is good. They have a good understanding of what constitutes healthy living and they participate well in physical

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

activities both in school and in the wider community.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Good teaching and plenty of individual attention are the major factors which underpin the good progress that pupils make as they move through the school. Planning for the mixed-age classes is good and enables all pupils to access work at the right level for their stage of development. Teaching is always at least satisfactory, and usually good. Class management is good so pupils benefit from a positive learning atmosphere where they can concentrate on their work and participate in discussions productively. Lessons are usually conducted at a good pace so time is used well and pupils learn quickly. Very occasionally, however, pupils are given too long to complete tasks, resulting in a drop in their level of engagement. Teachers deploy the strong team of classroom assistants well. Together, they manage their groups of pupils very effectively and ensure that progress is good. Teachers generally mark pupils' work well so they know how to improve it. However, the link between pupils' National Curriculum targets and the work they are doing is insufficiently clear so they are frequently unsure of how well they are

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

getting on.

The curriculum continues to develop strongly. It provides secure pathways for all pupils to make good progress in basic skills as they move through the school. Careful consideration for pupils with special educational needs and/or disabilities ensures that they make the same good progress as other pupils. Provision for work with computers is good and pupils confirm that they are confident in using them. The school has a number of awards which show that pupils benefit from an exploration of a wide variety of topics, including green issues, healthy living and a wide range of physical activities. The links with another local primary school further enhance the curriculum, for example, through access to better physical education facilities and the expertise of other teachers in a range of subjects.

An outstandingly good quality of care, guidance and support means that pupils are all known extremely well as individuals and receive all the help that they could possibly want. All pupils, including those with special educational needs and/or disabilities receive expert individual attention that enables them to thrive, particularly in their personal development. Frequently, the school employs outside specialists to work with them to ensure that all individual needs are fully met, especially when they are particularly challenging. Transfer arrangements from the local nursery school are first rate. So too are those to secondary education, where members of staff say that the information that they receive about the Osmotherley pupils could not be more accurate and helpful. During the inspection, some parents ensured that they had the opportunity to tell the inspector personally about the fine level of support that all pupils receive.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The governors, headteacher and staff have been successful in substantially improving the standing of the school in the community from before the previous inspection to the present time. There has been a relentless drive to improve the curriculum and the quality of teaching, which has resulted in the above average standards that are evident in the pupils' work. Since the previous inspection, there have been considerable improvements in mathematics and in the tracking system, which now provides an accurate picture of pupils' standards. It quickly identifies underachievement and triggers successful interventions to counteract it. Weaknesses in behaviour in Years 1 and 2 have been successfully tackled. Staff morale is good and the school is well placed to improve

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

further.

The school runs smoothly on a day-to-day basis and visits to classrooms fill the observer with positive feelings about the standard of education the pupils are receiving.

Procedures for the safeguarding of pupils are outstanding. Child protection arrangements and those for checking on all adults who work or help in the school are first rate. The same applies to the security of the site and buildings. An effective team of governors understands very clearly where the school's strong features lie and they know what still needs to be improved. They challenge and probe extremely thoroughly and monitor the school's work well, often from the basis of first-hand observation.

Equality of opportunity is promoted exceptionally well. All pupils' are treated as individuals and their different needs are carefully and accurately identified. Support programmes emanating from this are always very effective. There is no evidence of discrimination of any description. The school's work with community cohesion is a developing area. Productive links have been forged in the immediate locality and pupils have a satisfactory and improving grasp of the multicultural nature of Britain and the world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

On entry to the Reception class, the very small cohorts of children have extremely variable levels of development. Some have particularly low levels of capability with language and maturity, yet others are soon ready to work with Year 1. Averaged out over time, it is clear that attainment on entry is somewhat below average. Children all



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

make good progress because teachers and classroom assistants cater well for their needs on an individual basis. When it is appropriate they do work with Year 1, but they all also have the expected opportunities to explore, make decisions and communicate in the well resourced outside area and in the classroom.

Good leadership provides a highly effective analytical approach to the use of data about how well pupils are progressing. Well considered organisation provides all children with good teaching which enables them to make good progress in all curriculum areas. Often this is on a one-to-one basis which means that, even in the most challenging of cases, barriers to progress are systematically removed and children begin to thrive with their learning. Welfare arrangements for Reception children are excellent. Members of staff are continually thinking of creative ways to engage with parents. For example, learning journals are sent home with the children to help to encourage a two way sharing of successes. This not only keeps parents abreast of progress but provides children with extra opportunities to communicate and record adults' responses.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents generally have a very positive view of Osmotherley Primary School. Questionnaire returns and face-to-face comments during the inspection show that most are very pleased with the quality of education that it provides for their children. Some parents express concerns about homework in Years 3 to 6 and others are not convinced about the value of the curriculum links with Swainby Primary School. Inspection evidence confirms that homework arrangements could indeed be far more effective. However, the links with Swainby Primary School do increase the quality of the curriculum.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Osmotherley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 31 completed questionnaires by the end of the on-site inspection. In total, there are 44 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	52	14	45	0	0	0	0
The school keeps my child safe	17	55	13	42	0	0	0	0
The school informs me about my child's progress	9	29	19	61	2	6	0	0
My child is making enough progress at this school	9	29	16	52	5	16	0	0
The teaching is good at this school	14	45	14	45	1	3	0	0
The school helps me to support my child's learning	8	26	20	65	1	3	0	0
The school helps my child to have a healthy lifestyle	11	35	18	58	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	35	16	52	0	0	0	0
The school meets my child's particular needs	8	26	20	65	2	6	0	0
The school deals effectively with unacceptable behaviour	8	26	22	71	0	0	0	0
The school takes account of my suggestions and concerns	13	42	11	35	2	6	2	6
The school is led and managed effectively	13	42	12	39	3	10	0	0
Overall, I am happy with my child's experience at this school	12	39	15	48	2	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 January 2009

Dear Pupils

Inspection of Osmotherley Primary School, Northallerton, DL6 3BW

Thank you very much for the warm welcome you gave me when I came to inspect your school recently. A particular thank you goes to those of you who talked to me at lunchtime and to those who answered my questions while you were working. Thank you also to those of you who filled in questionnaires. I thoroughly enjoyed my visit and you will be pleased to know that Osmotherley Primary is a good school.

The school is well led and managed. It provides you with good quality lessons that pitch the work at the right level to enable you to make good progress. Your teachers and classroom assistants do their very best to ensure that all of you do well and they are there to help you if you have problems of any sort. The way that they support you in everything is really first rate. I was glad to hear that you enjoy school and wish to congratulate you on your good behaviour and the way that you cooperate in class. I was particularly impressed by the good quality of much of your written work.

I have asked your headteacher, the staff and governors to do three things to make your school even better. These are to:

- ensure that pupils in Years 5 and 6 know what their National Curriculum targets are and what they need to do to reach them
- improve the arrangements for homework in Years 3 to 6
- provide more opportunities for you to study and discuss topics which teach you more about the range of cultures found in the UK.

With very best wishes for the future

Yours sincerely

Mr John Paddick

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**