

# Osgodby Primary School

Main Street, Osgodby, Market Rasen, Lincolnshire LN8 3TA

## Inspection dates

22–23 May 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher is an inspirational leader. He has cultivated an excellent senior leadership team. Together, they have rapidly improved the quality of education pupils receive.
- Leaders and governors are reflective. They know the strengths and weaknesses of the school's performance.
- Leaders and staff know pupils well. Relationships between staff and pupils are excellent. They have high expectations and are aspirational for every pupil.
- Staff morale is high. They are proud to be part of the school. Staff value the training they receive, and the support given from senior leaders.
- The provision for pupils with special educational needs and/or disabilities (SEND) is effective.
- The governing body is a cohesive and effective team. Governors are increasingly knowledgeable and hold leaders to account effectively.
- Pupil premium funding is used effectively. Pupils receive targeted support to improve academic, social and emotional skills.
- There is a strong safeguarding culture in school. Leaders ensure that pupils' safety and well-being are paramount.
- Teachers and teaching assistants have strong subject knowledge in most subjects. They use questioning effectively to deepen pupils' understanding.
- The quality of teaching and learning in phonics is a strength of the school.
- Pupils enjoy coming to school. Attendance and punctuality are very good. Pupils are polite, friendly and respectful.
- Outcomes in reading, writing and mathematics at the end of key stage 2 are strong. Pupils are well prepared for the next stage of education.
- The leadership of the early years is good. Children make a good start to their education.
- The curriculum is broad and balanced and provision for pupils' spiritual, moral, social and cultural development is improving. However, there are too few opportunities for pupils to learn about other people, places and religions of our world, in sufficient depth.
- The quality of teaching in mathematics has rapidly improved. However, work is not well matched to some pupils' abilities in the early years and key stage 1.
- The quality of pupils' writing is typically good. However, some teachers and pupils do not have high enough expectations of spelling and handwriting.

## Full report

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

- Improve the effectiveness of leadership and management by ensuring that the provision for pupils' cultural development, including for children in the early years, is improved so they have more opportunities to learn about other people, places and faiths in sufficient depth, in religious education (RE) and geography lessons.
- Improve the effectiveness of teaching, learning and assessment and improve outcomes by ensuring that:
  - teachers in key stage 1 and the early years plan activities that are well matched to pupils' abilities in mathematics so more achieve and exceed the expected standards
  - teachers and pupils have high expectations of spelling and handwriting so more pupils achieve the expected standard in writing.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has high expectations and aspirations for every pupil. He has cultivated an excellent senior leadership team. Together, they are rapidly improving the standards of teaching, learning and behaviour in school. Consequently, the quality of education pupils receive is good.
- Senior leaders and governors are reflective and committed to further improvements. A sense of honesty and integrity permeates throughout leaders' work. They know the strengths and weaknesses of the school's performance and have effective plans in place to strengthen and develop these areas.
- Staff morale is high. Staff value support from leaders, particularly the many opportunities on offer to attend training and develop professionally. There is a strong sense of 'collective responsibility' for the success of pupils. Staff say they are proud to work at the school.
- The headteacher, supported by governors, has effectively managed significant turbulence in staffing over the last two years. The headteacher has acted quickly to develop leadership at all levels. Newly appointed leaders are effective and work successfully to develop colleagues and improve teaching and learning in most subjects.
- The leadership of English and mathematics is strong. Leaders have undertaken significant work to improve the quality of teaching and learning in these subjects. They have a clear understanding of the strengths that exist in their areas of responsibility but are not complacent. They recognise further improvements are needed. For example, leaders have plans in place to develop pupils' spelling in English, and to ensure that work is better matched to the abilities of the most able pupils in mathematics.
- Senior leaders have worked with determination to build positive relationships with parents and carers and the local community. Parents recognise leaders' efforts and the impact they have had. A typical parental comment was, 'Mr Taylor and the team always go above and beyond. The school has improved considerably over the last two years.'
- Leaders use the pupil premium funding with positive impact. Funding is used effectively to provide several research-based interventions such as 'catch-up' mathematics and early phonics programmes. Leaders use the funding to support pupils with social and emotional barriers to learning. For example, lunchtime nurture provision and 'Lego club' are offered to help build pupils' confidence and self-esteem.
- The special educational needs coordinator (SENCo) ensures that robust systems are in place to identify pupils with SEND and to monitor and track their progress. Additional funding is used to provide tailored one-to-one and small group work, including targeted reading support and 'precision teaching' to address gaps in pupils' knowledge and understanding. Leaders, supported by teachers, ensure that pupils with SEND access the curriculum. For example, they use additional support from teaching assistants and specialist equipment so pupils with SEND can work alongside their peers.

- The primary physical education (PE) and sport funding is used expertly to increase pupils' access to a range of new, and competitive, sports. A wide menu of activities is offered to pupils throughout the school day, including handball, archery and new-age curling. Pupils, from the age of four, learn to swim. By the end of Year 6, pupils can confidently swim 25 metres unaided and most achieve level three life-saving awards. Leaders ensure that pupils have many opportunities to compete against pupils from other schools. For example, they participate in cross country, hockey and chess tournaments. The girls' 'kwik' cricket team are currently county champions.
- Leaders ensure that pupils receive appropriate homework. Most pupils say they enjoy homework. They relish the opportunity to choose the activities they complete and work hard to produce creative products which celebrate the topics they study in class. Pupils appreciate how homework helps them to learn and practise the skills they acquire in school.
- Leaders ensure that the curriculum is broad, balanced and meaningful. The quality of the curriculum in history is particularly strong. For example, pupils learn about the Holocaust by visiting the 'Holocaust Centre' and meeting Jewish survivors. However, the curriculum for geography and RE is not as well developed. Some pupils have only a limited knowledge and understanding in these subjects. Consequently, they find it difficult to talk about the different places, people and faiths of our world.
- Leaders ensure that pupils are tolerant and respectful. The provision for pupils' spiritual, moral, social and cultural development is improving and more pupils are increasingly well prepared for life in modern Britain. Leaders are acutely aware of the context of the local community and are determined for pupils to develop a greater understanding of the wider world. For example, leaders use assemblies to discuss topics such as human rights, Martin Luther King and Diwali. Despite this, pupils do not have enough opportunities to learn about, and develop a deep understanding of, other religions and cultures.

## **Governance of the school**

- The governing body is a cohesive and effective team. Governors know the school well. They make regular visits to the school to check on the actions of leaders and to talk to pupils about their experiences of school. They receive detailed reports from the headteacher at governing body meetings. Because of this, they have a good understanding of the strengths and weaknesses of the school's performance, including the use of additional funding and pupils' outcomes over time.
- Governors have accessed a wide range of training over the last two years and have actively sought support from national leaders of governance. Governors have an improved understanding of how to effectively hold leaders to account.
- The governing body is reflective and outward-looking. Governors regularly audit their skills and are quick to recruit new governors with the skills needed to more effectively hold leaders to account. Minutes from meetings of the governing body show that governors ask pertinent and challenging questions of leaders.
- The governing body fulfils its statutory safeguarding duties effectively. The safeguarding governor undertakes regular checks of the school's recruitment and

vetting procedures. Governors discuss safeguarding issues at governing body meetings and check on the actions taken by leaders to keep pupils safe.

## Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong safeguarding culture within the school. Staff are well trained, and their knowledge is regularly updated. Staff know pupils very well. Consequently, staff are vigilant and aware of the signs of abuse and how to access help for pupils at the earliest possible stages.
- Staff prioritise pupils' safety and well-being. They are tenacious in seeking, and providing, timely support for families. Leaders' records of concerns are well documented and detailed. Leaders contribute effectively to plans to support pupils who are on the child protection register or who are vulnerable.
- Pupils are safe in school. Leaders ensure that safeguarding topics are threaded throughout the curriculum. For example, pupils learn about sex and relationships education, drugs awareness, online safety and water safety. Parents agree the school is a safe place for their children. A typical parental comment was, 'There is a family ethos that is unique and special. Staff demonstrate a high level of care for every child.'

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment has improved considerably since the previous inspection. Teachers have high expectations of what most pupils can achieve in reading, writing and mathematics. Teachers and teaching assistants know pupils very well and develop excellent relationships.
- Teachers have strong subject knowledge in most subjects. They use this knowledge to model learning effectively and to develop pupils' technical language, particularly in English. For example, teachers carefully explain the meaning of words and phrases such as, 'expanded noun phrase', 'root words' and 'present tense'. Pupils then use this technical language in their own discussions.
- Teachers and teaching assistants use questioning effectively to check and deepen pupils' understanding. For example, in one mathematics lesson the teacher asked, 'What is 686 minutes in hours and minutes?' Once pupils had calculated the answer, the teacher then asked, 'So, how did you work that out?'
- Teachers and teaching assistants quickly spot pupils' misconceptions. For example, in one English lesson the teaching assistant spotted that pupils could read the word 'pounce' but did not understand the meaning of the word. She effectively explained the word by modelling it in the sentence, 'A mouse will pounce on the cheese.'
- The quality of teaching in phonics is very strong. A rigorous and systematic approach to the teaching of phonics has been developed. Teachers and teaching assistants model the sounds that letters make very clearly. They carefully demonstrate how to segment and then blend sounds together to accurately and fluently read words.

- Teachers use effective strategies to develop pupils' reading comprehension skills. Pupils enjoy reading for pleasure and have a very good understanding of what they read. For example, key stage 2 pupils were able to read and understand difficult parts of texts such as, 'He began feverishly clawing at the dirt and recoiled through the ominous gap.'
- Parents agree that the quality of teaching and learning is good. A typical parental comment was, 'My children thoroughly enjoy coming to school. They love the trips, clubs and the lessons.'
- The quality of teaching and learning in mathematics has rapidly improved in key stage 2. Teachers ensure that pupils have many opportunities to problem solve and reason mathematically. They skilfully match work to pupils' abilities. However, work is not as well matched for pupils in key stage 1. Sometimes work is too hard for lower-attaining pupils and too easy for the most able pupils.
- Teachers encourage pupils to find and use ambitious vocabulary to improve their written work. For example, in one key stage 2 lesson pupils used a thesaurus to find synonyms of words. They used newly acquired words such as 'benevolent' and 'picturesque' in their own writing. However, some pupils are not expected to check their work in English lessons. When this happens, some pupils make too many spelling errors and the presentation of their work is poor. Some teachers do not address this issue with pupils.
- The teaching of subjects other than English and mathematics is typically good. However, teachers do not ensure that there are enough opportunities for pupils to learn about other people, places and cultures within our world.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy coming to school. They say that teachers are kind and caring and that Osgodby Primary School is a 'unique and special place to learn'.
- Pupils enjoy the many varied responsibilities they have in school. They enjoy being members of the school council, choosing the playground rules and fundraising for charities. They also enjoy being members of the sports council and devising inter-school competitions.
- Most pupils say they feel challenged by learning in lessons. They enjoy this challenge and demonstrate increasing self-confidence and resilience when tackling difficult work.
- Older pupils show high levels of care for younger pupils. At breaktimes, older pupils help the younger ones to access sports equipment or hold their hands on the balance beams. They are quick to help them if they fall over in the playground and need a shoulder to cry on.
- Pupils have a good understanding of how to lead healthy lifestyles. Pupils understand the importance of exercise and 'only eating treats every now and again'. They enjoy the extra-curricular provision such as Minecraft club, chess and gardening.

- Pupils have a good understanding of how to stay safe. They learn about many different dangers through the work they undertake in personal, social, health and economic (PSHE) education lessons including online safety and drugs awareness. They know the different forms of bullying and use the acronym 'STOP – several times on purpose' to understand what is and is not bullying. Pupils say there is no bullying in the school, but if it did happen then it would be dealt with quickly.

## Behaviour

- The behaviour of pupils is good.
- Leaders have worked with determination to improve pupils' behaviour since the previous inspection. Staff have high expectations of pupils' behaviour. The school's behaviour policy is consistently applied. Pupils know the 'five golden rules' well and most adhere to them. As a result, pupils' conduct is good and there are few occasions when learning is disrupted by others.
- Pupils are polite, friendly and respectful. They greet staff and visitors with a friendly 'hello' and will often hold doors open for them. During the inspection, a group of key stage 2 pupils gave the inspector a tour of the playground. At the end of the tour, pupils shook his hand and wished him a 'nice day'.
- Pupils enjoy receiving rewards for their good behaviour. For example, they spoke with enthusiasm about receiving 'golden coins' and 'postcards home' for demonstrating the 'five golden rules'. They also enjoy being invited to 'Tea with Mr T.' when lunchtime support staff have nominated them for demonstrating good manners.
- Leaders ensure that pupils attend school regularly and on time. Attendance remains above the national average and very few pupils are persistently absent. Leaders are quick to support families with poorer attendance, most of which is caused through illness.

## Outcomes for pupils

**Good**

- The proportions of pupils, including disadvantaged pupils, achieving the expected standards in reading, writing and mathematics were above the national averages in 2018 in key stage 2. Current key stage 2 pupils' work shows that these high standards have been maintained and that pupils' progress from their starting points in these subjects is strong. Pupils are well prepared for the next stage of education.
- The proportions of pupils achieving a greater depth within the expected standards in reading, writing and mathematics are typically in line with the national averages by the end of key stage 2.
- Most pupils' achievement in mathematics has improved rapidly since the previous inspection. Historically, pupils did not make the progress they should from their starting points and attainment was below the national average at the end of key stage 2. Pupils now have many more opportunities to problem solve and reason mathematically, particularly in key stage 2, and pupils' mathematical fluency is rapidly improving.
- The proportion of pupils, including disadvantaged pupils, achieving the expected standard of the Year 1 phonics screening check is high. The systematic and effective

teaching of phonics ensures that pupils can accurately decode many words. Most pupils read widely and often.

- Pupils with SEND make strong progress in reading, writing and mathematics. The effective use and deployment of teaching assistants ensure that these pupils receive tailored one-to-one and small group support.
- The proportions of pupils in key stage 1 achieving the expected standards in reading, writing and mathematics in 2018 were above the national averages. However, while current pupils' books show that most pupils make strong progress in reading and writing, progress in mathematics is not as strong for lower-attaining pupils and the most able. Consequently, fewer pupils are on track to achieve or exceed the standards expected for their age than has previously been the case.
- The quality of pupils' writing is typically good. Current pupils' workbooks show that most pupils make strong progress. The quality of pupils' writing is particularly strong when linked with learning in other subjects. For example, pupils in key stage 2 write recipe books linked to work on rationing during the Second World War and complete information texts about Charles Darwin linked to work on evolution in science. However, there are occasions when the quality of pupils' handwriting and spelling declines in English lessons. In these instances, the expectations of what pupils can achieve are not high enough.
- Pupils make good progress in most subjects other than English and mathematics. The standard of pupils' work in history and art is particularly strong. However, some pupils do not make good progress in geography and RE. Some pupils do not have a good understanding of the wider world, including the people, traditions and faiths that exist within different communities around the globe.

## Early years provision

**Good**

- The leadership of the early years is good. The early years leader is new to post and has received extensive support and training from senior leaders. As a result, the early years leader has a clear understanding of the strengths and weaknesses and is striving for further improvements following a period of decline in the early years since the previous inspection.
- Children overall enter the early years with skills typically expected for their age. The early years leader ensures that teaching is engaging and exciting. As a result, most children get off to a good start.
- Teachers and teaching assistants work as an effective team, establishing clear routines and modelling high expectations for behaviour. Staff develop positive relationships with children, praising their efforts with 'high fives'. As a result, most children are focused and well behaved.
- The curriculum is planned successfully around the interests of children. For example, children were engaged in the 'chocolate factory' themed role play, using coins to buy and sell sweets and chocolates. Children were enthused and excited to tell adults about what they were learning and remembering.
- The quality of teaching is typically good. Staff work hard to develop children's basic skills. For example, staff complete the daily calendar with children to develop an

understanding of days of the week and numbers. They ask thoughtful questions such as, 'What day will it be tomorrow?' and 'What number comes after 22?'

- Staff are well trained. They receive training in safeguarding and designated staff receive paediatric first-aid training. Staff are knowledgeable about procedures to keep children safe from harm.
- Staff draw upon the expertise of external agencies such as speech and language therapists to provide timely support for children with communication difficulties. As a result, these children make strong progress.
- The partnership between staff and parents is developing well. The use of online 'learning journeys', weekly newsletters home and visits home from 'Oswald the bear' allow parents to fully contribute to their child's learning and assessment. Parents are positive about their children's experiences of the early years.
- Teachers accurately assess what most children know, understand and can do. They use this information to plan activities that are well matched to most children's needs and abilities. However, activities are not always well matched to the most able children's abilities in numeracy and understanding the world. These children should learn and achieve more in these areas of learning.
- Because of good teaching, children make good progress in most areas of learning. The large majority consistently leave the Reception class having attained a good level of development. They are prepared well for the next stage of their education.

## School details

Unique reference number	120471
Local authority	Lincolnshire
Inspection number	10087356

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

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	95
Appropriate authority	The governing body
Chair	Steve Taylor
Headteacher	Ashley Taylor
Telephone number	01673 828 323
Website	<a href="http://www.osgodbyschool.co.uk">www.osgodbyschool.co.uk</a>
Email address	<a href="mailto:head@osgodbyschool.co.uk">head@osgodbyschool.co.uk</a>
Date of previous inspection	28–29 March 2017

## Information about this school

- The headteacher of the school took up post in April 2017. Many leaders and teachers are new to the school following significant staffing changes in the last two years.
- The senior teacher was absent during the inspection.
- The school is smaller than the average-sized primary school.
- The proportion of pupils with SEND is below the national average.
- The proportion of disadvantaged pupils is below the national average.
- The proportions of pupils from minority ethnic backgrounds and of pupils who speak English as an additional language are well below the national averages.

## Information about this inspection

- The inspector observed learning in all classes. The inspector listened to pupils read in Years 1, 2 and 6 and met with groups of pupils from key stages 1 and 2 to talk about their learning and experiences in school. The inspector scrutinised pupils' work in English, mathematics and from the wider curriculum. The inspector observed pupils' behaviour in lessons and at breaktime.
- The inspector held meetings with the headteacher, senior and middle leaders, five members of the governing body, including the chair and vice-chair. The lead inspector also had a telephone conversation with a member of the local authority.
- A wide range of documents were scrutinised, including those relating to safeguarding, behaviour, pupils' performance, attendance, and records of the school's monitoring and evaluation of the quality of education. The inspector also examined the school's plans for improvement, plans for the use of additional funding, minutes from governing body meetings and information available on the school's website.
- The inspector spoke with individual parents during the inspection. He considered the 34 responses to Parent View, Ofsted's online questionnaire. There were two responses received to Ofsted's online pupil survey and 13 responses to the staff survey.

## Inspection team

Steve Varnam, lead inspector

Her Majesty's Inspector

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