

Osborne Primary School

Station Road, Erdington, Birmingham, B23 6UB

Inspection dates 20–21 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, supported by senior and other managers has driven through dramatic improvements in teaching and learning since the previous inspection. As a result, teaching and learning are consistently good or better.
- Leaders and managers of particular subjects or areas of responsibility fulfil their roles very effectively. They all understand the part they have to play in improving the school. The management of the performance of staff is excellent.
- Pupils work hard and achieve well because they are eager to succeed.
- Standards are now at the national average in Year 2 and had already nudged above the national average in Year 6 by the first half of this term.
- A major factor in the huge improvement to pupils' achievement at this school is the focus on teaching a wider range of vocabulary and helping them to understand and use it.
- Staff have risen well to the high expectations the school leadership has of them. They, in turn, have high expectations of their pupils.
- Behaviour is good. Pupils feel safe in school and feel valued and listened to. They are justifiably proud of their achievements.
- Governors hold the school to account well. Many are new but they have quickly got to grips with what is expected of them and they make good use of training to help them fulfil their roles well.
- Attendance has improved significantly. It is now above average. This, too, has helped to increase pupils' progress.

It is not yet an outstanding school because

- The teaching of letters and sounds (phonics) and spelling throughout Key Stage 2 is not matched well enough to pupils' different ability levels.

Information about this inspection

- Inspectors visited 24 lessons. The headteacher and deputy headteacher joined them in four observations of teaching and learning.
- Inspectors observed play and lunchtimes and visited the breakfast club. They also held discussions with pupils, governors, staff and a representative of the local authority.
- Inspectors took account of the 29 responses to the online questionnaire (Parent View) and also gained parents' views by speaking to some parents as they brought their children to school.
- Responses from the 29 questionnaires for staff were considered.
- A wide range of documents was scrutinised, including information about pupils' progress and attendance, the school improvement plan, the school's self-evaluation document, and records and policies about safeguarding and the quality of teaching.
- Inspectors examined the work in pupils' books, and sampled guided reading sessions and sessions where pupils were learning phonics (the sounds that letters make). They also listened to some pupils read.

Inspection team

Doris Bell, Lead inspector

Additional Inspector

Mary Arnold

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. It has its own breakfast club.
- The proportion of pupils from minority ethnic backgrounds, and of those who speak English as an additional language, are well above average.
- The proportion of pupils eligible for the pupil premium funding is well above average. The funding is for pupils known to be eligible for free school meals and those in the care of the local authority.
- The proportion of disabled pupils who are supported at school action is above average, as is the proportion supported at school action plus or with a statement of special educational need.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been several changes of staff in Reception and Key Stage 1 since the previous inspection.

What does the school need to do to improve further?

- Raise achievement further by ensuring that work is matched to pupils' different ability levels, especially for the more-able, when teaching phonics and spelling in Key Stage 2.

Inspection judgements

The achievement of pupils is good

- Instability in staffing in Reception and Key Stage 1 has, until relatively recently, hindered progress in these two age groups. However, progress is now good in both. The upward trend in attainment at Key Stage 2 is also gaining momentum. From their low starting points, pupils achieve well.
- Children start Reception with skills that are well below those expected for their age. They end the Reception Year closer to, although still below, where they should be. They very much enjoy school, readily participate in the imaginative activities prepared for them and are proud to show how well they are learning to read, write and count.
- In phonics, pupils in Year 1 are achieving well ahead of where Year 1 pupils were at the same time last year, when the results of the phonics screening check were well below average. Pupils listen carefully, learn to say sounds clearly and use their knowledge to spell words correctly.
- The downward trend in attainment in Year 2 has been halted. The work in pupils' books is at a much higher standard than it has been at this stage in previous years. Currently, standards are at the national average in reading, writing and mathematics in this age group. The work of pupils in Year 1 shows higher standards there too.
- The upward trend in attainment in Year 6 is continuing. Last year, attainment was broadly average in writing and mathematics, but below average in reading. Much work has been done to improve reading, resulting in all three areas nudging above the average expected for the end of Year 6 by half way through this term. Greater proportions of pupils are working at the higher levels than in the past and pupils are proud of their achievements.
- Pupils throughout the school enjoy reading. The extension of phonics work into Key Stage 2 is helping pupils to catch up on learning they had missed in Key Stage 1. However, the work provided for them is not always pitched at the right level for pupils' abilities, resulting in more-able pupils, in particular, not being moved on quickly enough. In all other respects, pupils are pushed hard towards achieving as well as they possibly can.
- The focus on developing pupils' vocabulary in every subject, and giving them a say in what themes they will study, is helping them to write better. Pupils in Year 6 last year reached the national average in the first national grammar, punctuation and spelling tests. Pupils currently in the school continue to use these skills well in English and in other subjects.
- Well thought-out practical activities, often linking mathematics to everyday life, are ensuring good progress in learning mathematics. For example, pupils in Year 6 carried their mathematical learning through a range of subjects as they designed a theme park and learned the importance of staying within budget.
- Disabled pupils and those who have special needs make good progress. Well-briefed, well-trained support staff assist these pupils. The support provided for pupils often includes pre-learning of vocabulary so that pupils can take a full part in class lessons. This also helps pupils who speak English as an additional language, who also make good progress.
- Pupils eligible for the pupil premium were one term behind other pupils in reading last year, just under two terms behind in writing, but nearly three terms behind in mathematics. Data held by the school shows that these gaps have reduced this year and are now narrower than those

found nationally. Overall, these pupils make good progress.

- All pupils are benefiting from the additional sports and exercise activities now available to them. They participate well, enjoy competitive sport, and are particularly enthusiastic about the new equipment to help them keep fit at break and lunchtime, on which they were consulted.

The quality of teaching is good

- The focus on teaching vocabulary has been one of the keys to improving the achievement of all pupils, including those who speak English as an additional language. Teachers check and double-check pupils' understanding, and create an environment where pupils are confident to ask for further explanation if they need it.
- Staff successfully teach pupils to listen carefully and speak clearly. Their insistence on correct pronunciation particularly helps with improving reading and spelling. Speaking and listening skills, and pupils' development of reading, writing and mathematics are all taught well.
- Phonics are taught exceptionally well in Reception and Key Stage 1. For example, pupils in Years 1 and 2 were observed being skilfully taught to read words that included some complex combinations of consonants and vowels, and they rose to the challenge of writing out the words they were reading. Careful listening helped them to succeed.
- Staff know and respond well to their pupils' needs. They use what they know about pupils' previous learning to plan new work that is almost always suitably challenging. Imaginative approaches, often linked to real life, motivate pupils and allow them to pursue some of their own interests.
- Teachers use their good subject knowledge to probe pupils' knowledge and understanding with well-targeted questioning that draws pupils of all abilities into lessons. Thus, pupils learn to think more deeply for themselves, and take their own learning further.
- Marking is consistently good throughout the school. Pupils know what they need to do to improve and understand the part marking plays in this. They also learn to assess and mark their own and each other's work.
- Support staff make a valuable contribution to pupils' learning. Teachers use them well to support different groups at different times, in or out of class, depending on need. All staff use information and communication technology well to help pupils learn.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Staff, parents and pupils spoken to during the inspection all agree. The school works very closely with parents on improving behaviour and attendance. As a result, exclusions, behavioural and other incidents, although not entirely eradicated, have declined significantly.
- Pupils enjoy learning and very much appreciate what the staff do for them. When asked what the best thing about school was, they very quickly replied 'the teachers'. They recognise the improvement in the school and their involvement in it, and they are learning to do their best at all times.

- Teaching and support staff know the pupils well. They teach them to take pride in themselves and present their work well, as well as helping them to overcome any other problems that might affect their ability to learn.
- The school's work to keep pupils safe and secure is good. Pupils know about bullying and the different forms it can take. They say that bullying only happens occasionally and that staff always sort it quickly. Pupils praise the improved behaviour in the playground, brought about by the wider range of sporting and other activities introduced to promote health and well-being.
- The school strongly impresses on pupils and their parents the need to use all forms of technology safely, including mobile networks and social networking sites. Using different technologies is a natural way of learning for the pupils and they understand the dangers that could arise from any misuse.
- Pupils are keen to take responsibility. Older pupils help younger ones at play and lunchtimes. Pupils also help others with reading, and they enjoy taking on additional responsibilities as school councillors to seek and act on the views of others. Pupils are proud of the part they play in helping to improve their school.
- The breakfast club provides a good start to the day for many pupils, and together with well-organised play and lunchtimes, these activities develop pupils' social skills well.

The leadership and management are outstanding

- As governors, rightly, put it, 'The children are at the heart of everything this school does.' Leaders have used the recommendations from the previous inspection and subsequent monitoring very well to drive rapid improvement in Key Stage 2 and, as staffing has stabilised, in Reception and Key Stage 1 also.
- The headteacher ensures that senior leaders keep the whole school focused on raising overall achievement further, while leaders at different levels concentrate on doing the same in their particular subjects or areas of responsibility. All leaders are very clear about their roles and responsibilities and all are involved in the rigorous checks made on teaching and learning.
- Staff understand how the objectives set through managing their performance lead to whole-school improvement and come from the school's accurate self-evaluation. Areas for improvement are followed up meticulously with appropriate support and training. This has contributed to the notable improvements in the quality of teaching since the last inspection.
- The school improvement and other action plans contain a range of measurable milestones that help leaders and staff gauge how well their actions are improving pupils' achievement and teaching. Regular monitoring and changes to the way different subjects are taught have made writing more exciting for pupils because they understand why they are doing it, and so they want to write. Mathematics is also promoted well in different subjects.
- The provision for disabled pupils and those who have special educational needs is led and managed well as is the provision for pupils who speak English as an additional language. Leadership and management are also good in the Early Years Foundation Stage.
- The school promotes equality of opportunity well by ensuring that every pupil has the option to join in everything on offer. It works hard to eliminate all forms of stereotyping and discrimination.

- The provision for pupils' personal development and their spiritual, moral and social development is good. Following the staff's example, pupils are reflective and caring, and learn to celebrate and respect each other's differences.
 - The sports funding for primary schools has been used effectively to provide sports coaching and lunchtime activities across the school, to help staff improve the teaching of physical education, and to provide a much wider range of sporting activities.
 - The range of extra-curricular sporting and other clubs is good and pupils' learning is extended by visits and visitors. Activities are well planned and are usually linked to interesting and varied themes for pupils to study.
 - The local authority has provided an appropriate level of support for this rapidly improving school. Confident in the school's own ability to broker its own support, it is now keeping an overall eye on the school rather than supporting it directly.
 - Safeguarding procedures, including for child protection, meet the government's current requirements. All training is up to date and the school is vigilant in helping pupils and, where necessary, their families, to help pupils to learn well.
- **The governance of the school:**
- Governors know the school well and play a key role in challenging it to do even better. Several new governors have taken up post recently. They have quickly learned what is expected of them. Governors make good use of training opportunities to sharpen their skills. They are passionate about doing what is right for the pupils. They understand data about pupils' performance, question the school about it, and meet with staff and pupils to gather information at first hand.
 - The governing body ensures that reviews of the performance of teaching and support staff are carried out and that pay rewards are linked to improvement in pupils' progress. They support the headteacher in making decisions about staffing and manage finances well. They know how the pupil premium grant and the primary schools sports funding are being spent and talk knowledgably about their impact on pupils' learning and personal development.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103363
Local authority	Birmingham
Inspection number	442539

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The local authority
Chair	Karl Brickland
Headteacher	Michelle Gay
Date of previous school inspection	12 September 2013
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