

Osborne Primary School

Station Road, Erdington, Birmingham, B23 6UB

Inspection dates 12–13 September 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching, while improving strongly, is not yet promoting consistently good progress and requires further improvement.
- In particular, the teaching of writing is not yet good enough to promote good-quality work.
- Teachers are not precise enough when identifying the quality of work expected from pupils of different abilities in lessons.
- The most able pupils are not always given work that makes them think hard.
- Leadership and management require improvement, particularly in the way leaders check on the quality of learning in lessons and the governors monitor the school's effectiveness.
- Work set in different subjects is not coordinated well enough to ensure that pupils have regular opportunities to build good skills in English and mathematics.

The school has the following strengths

- Senior leaders have identified and are rigorously tackling weaknesses in the quality of teaching and the progress made by pupils.
- The quality of marking is a strength of teaching.
- A clear focus on attendance, which was low at the time of the last inspection, has led to significant improvements.
- Good strategies for improving behaviour have resulted in a drastic reduction in the number of pupils excluded from school.
- In lessons, pupils help each other and can work well independently. They play well together in the playground.
- Parents are happy that their children are kept safe and looked after well.

Information about this inspection

- This inspection was carried out as an unannounced inspection.
- The inspectors visited 12 lessons taught by eight different teachers, and held meetings with representative members of the governing body, staff and groups of pupils.
- They observed the school's work, and looked at policies, planning documents, assessment data and pupils' work.
- There were no responses to Parent View (the online questionnaire) during the inspection. However, inspectors took account of the results of the school's most recent parental questionnaire.
- Inspectors were aware during this inspection that a serious incident which occurred at the school since the previous inspection has been investigated by the appropriate authorities and is now closed. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the school in response to the incident were considered alongside other evidence available at the time of the inspection to inform inspectors' judgements.

Inspection team

David Shears, Lead inspector	Additional inspector
Joanne Sanchez-Thompson	Additional inspector

Full report

Information about this school

- Osborne Primary is smaller than the average-sized primary school.
- The proportion of pupils supported through school action is higher than the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are both well above national averages.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A breakfast club is provided for pupils by the school.

What does the school need to do to improve further?

- Increase pupils' progress through improving the quality of teaching and learning so that both are consistently good or better, by ensuring that:
 - success criteria used in lessons have a clear focus on the expected quality of work carried out by different groups of pupils
 - pupils, especially those of higher ability, are consistently challenged to develop their thinking skills
 - pupils' writing skills are improved through extended teaching of letters and sounds, and regular modelling of quality writing.
- Improve the effectiveness of leadership and management by:
 - focusing lesson monitoring more sharply on the progress of different groups, to help inform the quality of learning and teachers' further development priorities
 - giving subject leaders better opportunities to develop their role in monitoring and evaluating the effectiveness of teaching and learning across their subject areas, and the impact on pupils' progress, including their writing and mathematical skills
 - ensuring that the governors rigorously monitor the effectiveness of the school for themselves.

Inspection judgements

The achievement of pupils

requires improvement

- Children arrive with skills and knowledge that are below age-related expectations. By Year 6 their attainment is broadly average, but lower in writing. This is because too many pupils require further support with their understanding of letters and sounds.
- The school is beginning to tackle this through tailored support both in groups and as individuals. For example, in one lesson the teacher was asking individual pupils to identify patterns of letters that make particular sounds to support their writing.
- Some pupils have not made enough progress in the past, although this is improving as teaching is more closely aimed at what pupils need to learn next. For example, in one lesson the teacher focused on pupils who were clearly demonstrating their understanding, and challenged them to tackle more difficult work.
- The more-able pupils do not always demonstrate the ability to use their skills in different contexts, which is an important aspect of higher-level thinking.
- Disabled pupils and those who have special educational needs make steady progress because they are appropriately supported in lessons. In one lesson observed, the teaching assistant ensured that pupils in her group were able to explain how they got their answers in mathematics, enabling them to consolidate their learning. Their individual targets help them to focus on what they need to do to improve.
- Pupils supported through the pupil premium, those from ethnic minorities and those who speak English as an additional language make similar progress. They receive support that adequately meets their needs.

The quality of teaching

requires improvement

- The school has rightly focused on developing pupils' speaking and listening skills, giving them more opportunities to discuss their work. A system for teaching letters and sounds has been established but does not yet meet the needs of all pupils, particularly those in Years 3 to 6. Consequently, not all pupils have a good understanding of the way letters and sounds are linked to enable them to read well and produce writing of a higher quality.
- Pupils now have more opportunities to practise their writing skills in different subjects, but are not routinely shown how to craft high-quality writing.
- Positive relationships between staff and pupils ensure that lessons are calm and orderly, providing a conducive atmosphere for learning. Teachers have a clear understanding of pupils' abilities and plan lessons based on previous assessment so there are often three levels of challenge available.
- Pupils are clearly told what they are going to learn in lessons. They choose the level of challenge which they feel is most appropriate for them and have a copy of what they need to do to be successful in their learning. However, in too many lessons these success criteria do not indicate the quality of work expected at each level, which sometimes limits their progress.
- Teachers demonstrate secure subject knowledge. They often choose questions carefully to check pupils' understanding.
- There is not always enough focus on challenging pupils' thinking skills in lessons, particularly for the most able. For example, in one lesson pupils were learning to say larger numbers but could have been further challenged to select the right number from a list. In another lesson on representing information in a bar chart, the most able pupils were not given the opportunity to demonstrate a greater understanding by representing information

in different formats.

- The quality of marking is strong. Teachers mark work during lessons, providing support and challenge where needed. All work in English and mathematics is thoroughly marked and pupils' next steps in learning are identified. Pupils are given time to respond to this by tackling an extra challenge or correcting work, enabling them to address any misunderstandings.
- Teaching assistants are used effectively to support groups of pupils, both in lessons and in separate group activities. This focused support often enables pupils to make accelerated gains in their learning.

The behaviour and safety of pupils are good

- Pupils say that they enjoy school and readily engage in their learning. They have confidence in adults around them and feel safe both indoors and in the playground. They have positive attitudes towards school.
- Due to the positive relationships with staff, pupils are keen to work hard and to do their best in lessons. They listen well and enjoy working together to improve their learning.
- Pupils say that most behave well in the playground and inspectors confirmed this during the inspection. Pupils were aware that a few pupils find good behaviour a challenge but they were clear that these pupils were well supported.
- Responses to the school's own parental questionnaire show that the vast majority of parents agree that behaviour is good and the school keeps their children safe.
- Pupils are aware of the different forms bullying can take, and know what to do should they need support.
- All are very clear about the school's rules for behaviour and older pupils say that it has improved over the last two years. This is confirmed by the drastic reduction in the proportion of pupils being excluded. Classes can earn 'Osborne Pounds' which are spent on something special for the class, encouraging pupils to behave well.
- Attendance is quickly improving due to clear procedures and rewards for pupils. Parents and carers are regularly made aware of the attendance of each class through newsletters, giving further encouragement.
- The school has focused effectively on families whose children are persistently absent. Consequently the rate of persistent absence has dropped and pupils are more punctual in arriving at school.
- The breakfast club provides a safe environment for pupils at the start of the day. Pupils enjoy the food provided and are able to access sports activities from a trained sports coach after they have eaten.

The leadership and management requires improvement

- The headteacher has provided a strong direction in school improvement and is supported well by both staff and the governing body. As a result all have a clear understanding of the strengths of the school and what it needs to do to improve.
- The resulting school development plan is regularly evaluated for the impact it has had. As a result of the school's actions, pupils' progress is improving in reading, writing and mathematics, although the quality of pupils' writing still lags behind that of other subjects.
- Teachers regularly discuss pupils' progress to ensure that they are on track, and set appropriate targets. Not all pupils currently reach these targets, although the proportion

that do is improving.

- Seniors leaders regularly monitor the quality of teaching, identifying strengths and giving areas for improvement that are revisited to check that they have been addressed. However, this monitoring does not take enough account of the progress different groups of pupils make in lessons. Consequently, areas for development focus too much on the quality of teaching rather than the quality of learning.
 - **The governance of the school:**
 - fully supports school leaders in ensuring that identified areas for development are linked with targets in the performance management of teachers, and the new government definitions of 'Teachers standards' inform this process
 - challenges senior leaders about the performance information they provide, but governors rely too much on this and do not rigorously monitor the effectiveness of the school for themselves.
 - The school works closely with parents and carers, and particularly those who need specific support. The school's own monitoring of parental views shows that the vast majority are happy with the way their children are educated.
 - The school has started work to develop the way subjects are planned, although subject leaders have not had the opportunity to develop their role in monitoring and evaluating the effectiveness of teaching and learning across the school, or the impact on pupils' progress.
 - In particular, leaders have recognised the need to develop pupils' literacy skills to support their writing, and give more opportunities in other subjects to practise their mathematical skills.
 - The school ensures that pupils are kept safe and the focus on attendance and behaviour has resulted in rapid improvement in both areas. Safeguarding policies and procedures meet current statutory requirements.
 - The local authority provides light touch support for this school, and has confidence in the senior leaders and managers to continue improving the provision and progress of pupils.
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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	400612

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	194
Appropriate authority	The governing body
Chair	Rish Thakrar
Headteacher	Michelle Gay
Date of previous school inspection	9 February 2010
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