

Osidge Primary School

Inspection report

Unique reference number	101356
Local authority	Barnet
Inspection number	376553
Inspection dates	7–8 February 2012
Lead inspector	David Shepherd

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	David Holt
Headteacher	David Worrall
Date of previous school inspection	27 November 2006
School address	Chase Side Southgate London N14 7HD
Telephone number	020 8886 7108
Fax number	020 8886 0258
Email address	office@osidge.barnetmail.net

Age group	4–11
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Introduction

Inspection team

David Shepherd

Additional inspector

Jane Richmond

Additional inspector

Peter Lacey-Hastings

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 26 lessons led by 17 teachers for a total of 12 hours. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They held meetings with the senior staff, five groups of pupils and three members of the governing body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. They analysed the responses to questionnaires from 144 parents and carers, 27 staff and 89 pupils.

Information about the school

This school is larger than the average-sized primary school. The proportion of pupils from minority ethnic backgrounds is above average, as is the proportion who speak English as an additional language. The largest minority ethnic group is Any Other White and the main language spoken by these pupils is Greek. A below-average proportion of pupils are known to be eligible for free school meals. The proportion of disabled pupils and those who have special educational needs, including those with a statement of special educational needs, is below average. The Early Years Foundation Stage consists of two Reception classes. The school runs a daily breakfast club and after school club. The government's floor standards were met in 2011. A new headteacher was appointed in September 2009. The school has gained Healthy Schools status and the Activemark award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. The ethos of the school is calm, welcoming and industrious. Relationships between adults and pupils are good. Pupils from different backgrounds get on well together and learn to respect each other’s views, customs and differences.
- All Pupils, no matter their individual circumstances make good progress in reading, writing and mathematics throughout the school. Progress has accelerated in writing and mathematics in particular during this past year. Children in the Early Years Foundation Stage get off to a good start and make good progress.
- Pupils’ achievement is good. Over the past three years, attainment in reading has been higher than in writing because pupils are taught effectively to sound out individual letters and groups of letters to work out unfamiliar words. Attainment in writing is improving as a result of the school’s focus on this subject. However, at present, attainment is lower than in reading because not enough opportunities are provided for pupils to write at length across the curriculum. Attainment in mathematics is above average.
- Teaching is good overall. Some teaching is outstanding and fully engages and motivates pupils in their learning. However, there is inconsistency between classes because, on occasions, activities are not matched accurately enough to pupils’ levels of ability.
- Pupils’ behaviour and safety are good. Parents, carers, pupils and staff are positive about behaviour. Pupils’ considerate behaviour contributes to a safe and orderly environment. Pupils feel extremely safe because they are looked after well.
- Monitoring and evaluation are carried out accurately by the headteacher, senior staff and middle leaders. This has led to increased progress being made in writing and mathematics. Morale is high and staff work well with the governing body.

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What does the school need to do to improve further?

- By July 2012, raise achievement in writing by providing pupils with more opportunities to write across the curriculum.
- By December 2012, eliminate the remaining inconsistencies in teaching so that it is at least consistently good, with more that is outstanding, by ensuring that teachers consistently:
 - plan activities for pupils that are matched to their different levels of ability
 - inform pupils through marking about the next steps in their learning
 - provide pupils with opportunities to respond to the guidance given in marking.

Main report

Achievement of pupils

Pupils' achievement is good. Children start school with skills that are below those typical for their age. They make good progress and reach standards in all areas of learning that are broadly average by the end of the Early Years Foundation Stage. During observations, children in the Reception classes were making particularly good progress in recognising the sounds made by letters and in counting on and back. Pupils continue to make good progress in Key Stages 1 and 2, and their attainment in reading, writing and mathematics is above average by the time they leave in Year 6. This is consistent with standards seen by inspectors in lessons and books. In particular, the additional short sessions in each class focusing on basic skills are giving pupils confidence with number skills, including times tables. Almost all parents and carers who responded to the inspection questionnaire were positive about how well the school develops their children's skills in reading, writing and mathematics. Inspectors found that the school develops pupils' skills in these subjects effectively.

Attainment in reading is the strongest aspect of pupils' learning, and is above average at the end of Year 2 and Year 6. Pupils of different ages were keen to read to inspectors and talk about the books and authors they like to read. They recalled the sounds made by individual letters and groups of letters to work out unfamiliar words. In discussions, pupils felt that the school helps them develop their reading skills well. Pupils receive good opportunities to write at length in literacy lessons, but this is not the case in other subjects such as geography, history, science and religious education. This prevents them from consolidating and extending their writing skills, and making faster progress. On occasions, pupils' work is untidy.

Both boys and girls achieve at similar levels to their peers in other schools nationally as do pupils known to be eligible for free school meals, pupils from minority ethnic groups and those who speak English as an additional language. Disabled pupils and those who have special educational needs also make good progress. They learn the sounds letters make and this helps them to achieve in line with their capabilities. In lessons, they receive good help and are encouraged to think for themselves. This accelerates the progress they make. There are good examples of pupils whose

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circumstances may make them vulnerable making good progress, and their parents and carers are very appreciative of this. A few took the time to write and speak to inspectors about this. The school identifies effectively any areas of underachievement through termly pupil progress meetings, and suitable provision is allocated to meeting those pupils' needs.

Quality of teaching

Teachers have high expectations of pupils' attitudes to learning and their behaviour, and this teaches pupils effectively how to act responsibly and work together in pairs or larger groups during lessons. Teachers make good use of classroom displays to help pupils with key words and skills in literacy and this is having a positive impact on rising standards in writing. Technology is used well by staff as a valuable aid to make teaching clear to pupils.

Teachers select interesting topics to stimulate and engage their pupils. For example, in Year 6, pupils were encouraged to think about exciting verbs, adverbs and phrases, such as 'desperately', 'rapidly' and 'hurled himself down', that could be used to describe an action sequence, based upon selected clips from a James Bond movie. One pupil, reflecting the tension in one of the clips, wrote, 'He took a quick breath and vanished suddenly at the speed of light.' As a result of high-quality teaching in a Year 3 mathematics lesson, pupils eagerly identified the patterns and links between numbers as they worked out magic squares and triangular patterns of three and four single-digit numbers. They enthusiastically solved these number problems as they looked for clues to work out the answers.

Evidence from pupils' questionnaires and discussions with pupils indicates that they feel teaching is good at the school. Parents and carers are equally positive about the quality of teaching. Inspectors found evidence of good and outstanding teaching, but that it was not consistently so in all classes. Teachers' planning indicates the main focus of lessons and includes what pupils at different levels of ability are expected to learn. However, the activities are sometimes too easy or, on other occasions, too hard for some of the higher- and lower-ability pupils and this slows their progress. Good support and checks on their learning are given to pupils during their work and these help them to make good progress. Marking is encouraging but does not consistently provide guidance about how to improve, and not enough opportunities are provided for pupils to respond to suggestions made.

Teaching to promote pupils' spiritual, moral and social development is a strength of the school. Pupils have good opportunities to reflect on other people's feelings and upon their responsibilities to each other as well as others less fortunate than themselves. They support a number of local, national and international charities, such as Barnet in Action and the National Society for the Protection of Cruelty to Children. The teaching of different cultures and ways of life is not as strong.

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Behaviour and safety of pupils

Good relationships promote pupils' positive attitudes to school and their willingness to make valuable contributions around the school, such as collecting waste from classrooms for recycling. Pupils respond promptly to their teachers in lessons and work cooperatively with each other. Discussions with pupils indicate that they, including those with identified behavioural difficulties, are aware of the school's strategies for managing and improving behaviour, and think they are appropriate and carried out fairly by staff. They are successful in conforming to them.

In replies to their questionnaires, the overwhelming majority of parents, carers, pupils and staff were very positive about behaviour. Although a very small minority of pupils and parents and carers commented that behaviour is not always good, inspection evidence confirmed that any inappropriate behaviour and all types of bullying are dealt with quickly and effectively by the school.

In replies to their questionnaire, all pupils indicated they feel safe. Nearly all parents and carers indicated that their children are safe. Pupils have a good understanding of the risks they face and how to keep safe. For example, pupils of different ages told inspectors how they keep safe on roads, rail, around water and in the event of fire. They also have a good understanding of internet safety.

Leadership and management

The headteacher has a clear vision for the school and has successfully enthused senior staff and middle leaders with the drive and ambition to make the school even better. Ably supported by senior staff and middle leaders, the headteacher incorporates areas for improvement into detailed plans of action. These plans include an extensive programme of professional training for staff so that priorities can be implemented successfully. Monitoring and evaluation by senior and middle leaders of pupils' achievement have led to improvements since the last inspection and are leading to further improvements, such as in writing and in mathematics. Teaching is monitored regularly by senior staff, but the monitoring of lessons does not always identify key points for improvement, and this slows down the rate at which teaching is improving. Overall, though, the proportion of good teaching is growing. School and subject plans are detailed and include steps to improve provision but, on occasions, they lack detailed criteria to judge their success, which has reduced their effectiveness in accelerating improvement further.

The school's curriculum is good. It includes all the required subjects and effective provision for pupils' spiritual, moral and social development. Provision to promote pupils' cultural development is satisfactory. The curriculum is enriched by a wide range of visits to places of interest and visitors to school. Out-of-school clubs are popular with pupils and they also enrich the curriculum. However, the curriculum does not provide pupils with enough opportunities to extend their writing skills in geography, history, science and religious education.

Members of the governing body are keen, enthusiastic and show high levels of

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commitment to the school. The governing body provides a good level of challenge to the school. Safeguarding procedures comply with statutory requirements. Both pupils and their parents and carers indicate that the school provides a secure environment for learning. The school promotes equality for different groups and tackles discrimination well. This enables all groups of pupils to make good progress. The progress the school has made since its last inspection confirms that there is good capacity for further improvement.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



9 February 2012

Dear Pupils

Inspection of Osidge Primary School, London N14 5HD

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking with you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to a good school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You enjoy the many interesting and enjoyable activities prepared for you in the Reception classes.
- You are very welcoming, well mannered and courteous to each other and adults. You get on well with each other.
- You feel extremely safe and work in a calm and colourful learning environment.
- You work hard and make good progress because you are taught well in most of your lessons.
- You are enthusiastic about all the different activities provided for you, including visits out of school and visitors to the school.
- You enjoy reading and talking about books and stories you have read.

To make the school even better we have asked your headteacher, teachers and the governing body to:

- provide you with more opportunities to practise writing in different subjects
- plan activities in lessons that you find suitably challenging, indicate what you need to do next to improve your learning and give you time to carry out the improvements suggested in marking.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd
Lead inspector

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