

Osmaston CE (VC) Primary School

Inspection report

Unique Reference Number	112847
Local Authority	DERBYSHIRE
Inspection number	311027
Inspection date	28 June 2007
Reporting inspector	Sheelagh Barnes

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	116
School	
Appropriate authority	The governing body
Chair	Mr A Bailey
Headteacher	Mrs J Hart
Date of previous school inspection	8 November 2004
School address	Moor Lane Osmaston Ashbourne DE6 1LW
Telephone number	01335 343140
Fax number	01335 343140

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Introduction

The inspection was carried out by an Additional Inspector over one day.

Description of the school

Osmaston Church of England Voluntary Controlled Primary School is smaller than most schools and is growing. Year group sizes fluctuate between 15 and 18 and pupils are organised into four classes. Well below average proportions of pupils are eligible for free school meals and fewer speak English as an additional language than nationally. The proportion of pupils with learning difficulties or disabilities is below average. Attainment on entry to the Reception year is broadly in line with levels expected for children of this age. There have been a number of changes to staffing since the previous inspection. The school has the Eco Schools Bronze Award, Health Promoting School, Arts Mark and Sports Mark awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that is well led and managed and provides good value for money. The leadership of the school by the head teacher is strong and focused on raising standards and providing a high quality education for all of the boys and girls who attend. She is supported effectively by the governing body and staff. Care, guidance and support of pupils is good. As a result of the rigorous and accurate monitoring by the headteacher, the school is very aware of its strengths and the things it needs to do next to improve still further. Inspection findings match the school's own self-evaluation. There has been a good level of improvement since the previous inspection and the school is currently well placed to continue this improvement. Pupils enjoy school and are keen to come and attendance is high. They and their parents speak positively of the school and its work. Personal development is exceptionally good and pupils develop into confident and articulate individuals as a result. Pupils settle quickly into school and flourish in the friendly atmosphere. Behaviour is very good. They are particularly knowledgeable about how to keep safe and have very good attitudes towards the care and welfare of others. The curriculum is excellent and provides a very wide range of sporting, artistic and academic opportunities. It is very well planned and regularly reviewed in the light of changing class make-up caused by the school's small size. It is supplemented by a good range of interesting and exciting extra opportunities. As a result, pupils do well and are very well prepared for the next stage in their school career.

As a result of good teaching pupils achieve well throughout the school. Provision in the Foundation Stage is good and children make speedy progress. Many attain standards above those expected for their ages by the time they start in Year 1. All groups of pupils, including those with learning difficulties, continue to make good progress. Standards are consistently high in all subjects. In reading, writing and mathematics pupils attain levels above those expected at the end of Year 6. In writing there is a slight dip in Years 2 and 3. Inspection evidence confirms the school's judgement that a key factor in the slowing of progress in writing in Years 2 and 3 is due to a lack of consistency. Pupils receive conflicting messages from the adults they work with when practising writing skills in English lessons and other subjects. This is especially noticeable in the feedback they receive when their work is marked. As a result the school has rightly identified the need to focus on this aspect of teaching and has appropriate plans in place to start to bring about necessary improvements. Likewise, the school is not complacent about standards in mathematics and has sensible plans to enhance still further pupils' performance in this subject. As part of this initiative it has introduced numeracy targets for each pupil. However, not all pupils can yet speak confidently about them. In addition, parents are not regularly updated on their child's next mathematical challenge and this limits the extent to which they can reinforce learning at home.

What the school should do to improve further

- Ensure that guidance and feedback, both oral and written in all subjects is consistent, particularly in Years 2 and 3.
- Ensure that each pupil and their parents know what targets have been set in mathematics.

Achievement and standards

Grade: 2

Attainment on entry varies slightly year-on-year due to the small size of each year group. Overall it is broadly average but this year it is slightly above that expected for children of this age. Children settle well into the Reception and Year 1 class and make good gains in their learning due to the high quality provision. In Years 2 and 3, pupils' progress in mathematics and reading are consistently good. In writing this varies but is always at least satisfactory. The school is aware of this dip due to its high quality tracking and, as a consequence, has identified writing as a focus for this coming year. Achievement in Years 4 to 6 is good and pupils make good gains in their learning in English, mathematics and science. Standards are well above those expected for pupils' ages by the end of Year 6. Pupils from all groups, including those with learning difficulties, are achieving well overall and attain the challenging targets the school sets them. Standards in other subjects, especially the creative and expressive arts are generally high due to the excellent curriculum offered to pupils.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are extremely good. Behaviour in classes and as pupils move around the school is very good. This is because of the consistent messages given by all staff. Pupils say that they are happy in school and that they know who to go to if they have a problem. As a result, attendance is high, above the national average. Pupils' spiritual, moral, social and cultural development is extremely good. The school council plays an increasingly important part in developing pupils' social awareness and citizenship skills. Recent suggestions from pupils have, for example, led to an initiative of pupil-led support for those who feel lonely in the playground. They have also been instrumental in planning the development of the outdoor facilities. Pupils successfully learn about healthy lifestyles and understand the difference making wise choices can have on health and fitness. Preparation for pupils' economic well-being is secure and there are good opportunities for pupils to learn about the world of work. Pupils are given wide ranging opportunities to make a positive contribution to their community. Their successes are celebrated in ways which very effectively enhance and develop their self-esteem.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning in the Foundation Stage and at both key stages are good. Throughout the school teachers work hard and have good relationships with pupils. Behaviour is extremely good as a result and the school has a pleasant and friendly atmosphere. Teachers support pupils' social and emotional development well. They make accurate and regular assessments of children's ability and progress. This information is used effectively when planning lessons, to meet the needs of boys and girls from all groups well. As a result, pupils learn to enjoy school and enter into activities wholeheartedly. Marking is regular and helpful, but while there is some very good practice, the quality of the guidance to pupils on exactly what they should do to reach the next stage in their writing varies. Occasionally pupils in Years 2 and 3 are given different messages by different adults. This is counter productive and confusing for pupils.

Curriculum and other activities

Grade: 1

The quality of the curriculum is extremely good overall and the quality, range and impact of extra-curricular activities, such as trips, visits and other enrichment activities are very good. These have a very positive impact on pupils' enjoyment of school and the progress they make. A large proportion of the pupils in all year groups take part in clubs and all have at least two hours of physical education each week. There is an extremely good emphasis on enriching the curriculum and every pupil has the opportunity to learn to Maypole dance, for example, and to learn to play a musical instrument. There are a good number of trips, including residential trips to places of interest, and visitors, such as the artist who visited in Arts week, are regularly invited in to the school to support learning. The school is very effective in developing pupils' awareness of safe and healthy living. The curriculum meets the needs of pupils with learning difficulties, and those who are potentially gifted or talented, well.

Care, guidance and support

Grade: 2

This aspect of the school's work is good. Pupils are cared for sensitively in a very welcoming and friendly environment. Consequently pupils have confidence in their teachers and enjoy school. Good procedures are in place for pupils with learning difficulties. They are supported well and careful testing and tracking helps ensure they make good progress. There are robust arrangements for child protection and current requirements for safeguarding children are met. Risk assessments are carried out thoroughly and all staff are made aware of their responsibility to ensure high levels of health and safety. The school has an extremely rigorous and accurate system to check on how much progress pupils make in reading, writing and mathematics. Monitoring of pupils' progress in other subjects is good. Teachers explain the objectives of each lesson to pupils at the start of the session and these objectives are reviewed at the end of each lesson so that pupils are actively involved in deciding how much they have learned. Teachers give pupils targets to improve their work, but, while pupils are confident that they know what these are in literacy, some are not clear about their targets for mathematics.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has a very clear view of the school based on rigorous and accurate monitoring. This has resulted in standards which are consistently high. However, due to the small size of the school and recent staff changes, the leadership of some subjects has been recently reviewed and changed. Some co-ordinators are new to their role and it is not yet possible to judge their impact on school improvement. Governors do a good job. They have a good understanding of the school's strengths and weaknesses and provide good levels of support and challenge. As a result of the accuracy of the headteacher's evaluations of the school's strengths and areas for focus, there has been a good level of improvement since the previous inspection.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

28 June 2007

Dear Children

Inspection of Osmaston CE (VC) Primary School, Osmaston, Ashbourne, DE6 1LW

Thank you for welcoming me to your school when I visited recently. I really enjoyed meeting you all and talking to you.

What I liked most about your school.

- You enjoy lessons and you come to school very regularly unless you are really ill.
- The teaching you receive is helping you to make good progress.
- Teachers set clear rules for you, and your behaviour and personal development is excellent.
- You play and work together very well and take good care of each other.
- There is an exceptionally good range of interesting and exciting activities, such as in sport, art and music, which I know you really enjoy.
- Your headteacher and governors are working effectively with all the teachers and helpers to make school a safe, attractive and comfortable place in which you can learn.
- Your headteacher works hard and knows what to do to make your school even better.

Mrs Hart, the governors and staff do a good job and have plans to improve your school even more. They are going to give you clearer information on how to make your writing better and make sure you and your parents know just what to do next to improve your mathematics even more.

I really enjoyed talking to you about your school and watching you learn. I wish you all well for the future.

Thank you once again for being so helpful and friendly.

Mrs Barnes

Lead Inspector