

Osborne Primary School

Inspection report

Unique Reference Number	103363
Local Authority	Birmingham
Inspection number	336064
Inspection dates	9–10 February 2010
Reporting inspector	Mary Davis

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	196
Appropriate authority	The governing body
Chair	Ron Austin
Headteacher	Sue Coughlin
Date of previous school inspection	5 November 2006
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed the school's work, and spent around half of their time looking at learning. They observed eight teachers and 13 lessons, and dropped in briefly on other lessons and activities. Discussions were held with senior and subject leaders, staff, governors, parents and carers, and pupils. Inspectors looked at documentation including pupils' books, the school's development plan, minutes of meetings of the governing body, records of assessment and tracking of pupils' progress, plans and monitoring information for the support of vulnerable pupils, records of the school's arrangements for the safeguarding and protection of pupils and policies and procedures for promoting equality and countering discrimination. Twenty one questionnaire responses from parents and carers and questionnaire responses from staff and pupils were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent of variation in attainment, learning and progress between groups of pupils in current classes, with particular focus on high attainers
- the success of the school in raising attainment and progress for pupils, and the quality of provision
- the impact of leadership and management at all levels on sustaining and improving the school's performance
- the effectiveness of the school's promotion of aspects of pupils' personal
- development.

Information about the school

Osborne Primary is a small school situated in Erdington, a suburb of Birmingham. It has recently moved to one form of entry and has vacated the original school buildings to be housed in much smaller accommodation with limited outdoor space. A high proportion of pupils is entitled to free school meals. The proportions of pupils from minority ethnic groups and who speak English as an additional language are also high. A small but significant minority join the school in the early stages of learning English. The proportion of pupils who have special educational needs and/or disabilities is high. The majority of these pupils have moderate learning difficulties or behavioural, emotional or social needs. There has been a recent increase in the number of pupils who leave or arrive during the school year. There have also been recent, significant changes to staffing. Approximately half of the current teachers are relatively new to the school. The school has received a number of awards for its work in recent years, including the Healthy Schools award and ActiveMark.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Osborne Primary provides an improving quality of education for its pupils. Children join the Early Years Foundation Stage with skills that are below the levels expected for their age and leave in Year 6 with attainment that is still below the national average. Pupils' progress is satisfactory overall, but there are variations in rates of progress through the school. Children make a strong start in the Reception class where they make outstanding progress, but this rapid progress slows down through the school and all groups of pupils did not perform as well as they should have done in last year's national tests at the end of Key Stage 2, particularly the higher attainers. Pupils with special educational needs/and or disabilities are well supported, enabling them to progress as well as, and in some cases better than, their peers.

The reason for this variation in progress is partly due to considerable recent turbulence in staffing. This has now stabilised. Inspectors observed steady learning and progress in lessons and found evidence that attainment is rising securely and rapidly across the school. There are good relationships between teachers and their pupils and when lessons are engaging, pupils are excited about their learning and keen to contribute. There are inconsistencies in teachers' use of assessment information to plan activities which challenge and extend pupils of differing ability. There is very strong practice in this regard in the Early Years Foundation Stage. Elsewhere, particularly in Key Stage 2, teachers' planning does not always set high enough expectations of what pupils should achieve based on what they already know, understand, and can do. As a consequence, in some lessons, higher attaining pupils spend too long working on the same tasks and at the same level of challenge as the rest. As a result, the pace of their learning is too slow. Some pupils are unclear about their targets or how to achieve them and are therefore unable to take sufficient responsibility for their own learning. A good curriculum provides many opportunities for enrichment, broadening pupils' life experiences and providing engaging stimuli for writing.

Osborne is a caring school. Adults lead by example and as a result pupils are polite and welcoming and are confident to contribute their ideas and opinions. The school works hard to ensure that barriers to learning are broken down and provides much support to vulnerable children and to their families. The breakfast club welcomes children and their parents and carers and there are many opportunities to build confidence and self-esteem through sporting competition and the arts. Partnerships with parents and carers are strong and the school is working to involve them more fully in ensuring that attendance improves. As a result there has been a very significant rise in attendance figures this academic year, despite a lot of illness and inclement weather. However, the number of persistent absentees is still too high. Pupils' spiritual, moral, social and

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cultural development is good. Pupils have a well developed understanding of and respect for cultural, faith and ethnic diversity and have a clear understanding of right and wrong, being quick to point out any unfairness. Their consistently good behaviour in class and around the school makes a strong contribution to their sound learning and to their enjoyment of school.

The school buildings are cramped and the learning environment, particularly in Key Stage 1 and Reception, is poor. As a result of this lack of space the school has been unable to take full advantage of current initiatives to boost writing and numeracy through additional one to one support, particularly with younger pupils. The outdoor play area for children in the Early Years Foundation Stage is inadequate.

The school's leaders at all levels, including the governors, know the school well. Their evaluation of the school's strengths and weaknesses is broadly accurate. The leadership has promoted partnerships with neighbouring schools to provide professional development for all staff and systems to improve the quality of provision are strengthening. In particular, systems for tracking the performance of pupils and classes are increasingly comprehensive and are now informing some highly effective interventions to raise the quality of teaching and learning across the school. As a consequence, there is satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Improve pupils' academic progress, particularly in Key Stage 2.
- Raise the quality of teaching and learning to ensure that, by January 2011, teaching and learning will be judged good or better in at least 75% of lessons, through:
 - making better use of assessment information to plan lessons which stretch and challenge all pupils, especially the higher attainers
 - setting high expectations for each group of pupils, based on what they know, understand and can already do
 - ensuring that pupils know how they will be assessed and have a clear understanding of how to develop their work, so that they know how to reach their targets.
- Raise attendance levels by reducing the numbers of persistent absentees.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Since the last inspection, attainment has been low and progress has declined as the result of the disruption to learning caused by over half the teaching staff retiring or being absent through extended illness. The new leadership team has ensured that pupils are now making significantly better progress. On joining the school in the Early Years Foundation Stage, children's communication, language and literacy skills are, for many,

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well below the standards expected for their age. As a result of the care and planning to meet individual needs, children currently make outstanding progress and by the end of Reception they are exceeding expectations.

Attainment at Key Stage 1 rose steadily following the previous inspection and by 2008 had reached average levels in all subjects. Attainment fell, however, in 2009, particularly in writing, as a result of the large proportion of pupils with special educational needs and/or disabilities in that year group. Current tracking of progress indicates that the large majority of pupils in the current Key Stage 1 are on track to reach their age-related expectations. Attainment by the end of Key Stage 2 has been consistently low over the past three years. The school's new leadership has been rigorous in addressing pupils' slow progress in Key Stage 2, identifying pupils who are underachieving and providing a wide range of support, including one-to-one tuition to boost standards and rates of progress. This is having a positive impact as the majority of the current Year 6 is on target to make the expected progress in English and mathematics with the highest attainers exceeding their targets in mathematics.

Warm relationships exist between individuals and groups of pupils, and are based on mutual respect for each other's cultures, beliefs and interests. Pupils feel safe in the school, although a few pupils would like incidents of bullying to be followed up more quickly. Older pupils receive training as peer mediators to enable them to support other pupils who feel vulnerable and help younger pupils resolve their own conflicts. They recently initiated a fund-raising appeal for the victims of the earthquake in Haiti and are regular visitors to a local old people's home and a hospice. Pupils have a good understanding of how to keep healthy and enjoy the wide variety of physical activities provided within the curriculum and after school. The school council works closely with the kitchen staff to ensure that a healthy and popular menu is provided, including opportunities to sample menus from around the world. The sound and improving progress in the development of pupils' basic skills of literacy, numeracy and information and communication technology (ICT), together with good collaborative skills ensures that pupils are prepared satisfactorily for later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers' planning is satisfactory but the delivery of what has been planned in the classroom is inconsistent. Teachers use good subject knowledge and resources well, including ICT, to engage pupils' interest. Sometimes however, information provided on the white board or in pupils' books is printed very small or in language that not all are able to understand. For example, although some pupils have access to details about what is expected for each National Curriculum writing level, it is expressed in language that is too complex, so that pupils do not all have a clear understanding of how they can move on to the next level. Classroom assistants and volunteers are used well to support those who need extra support. Although most teachers provide a variety of active tasks and use questioning effectively to challenge and include all groups of learners, opportunities are sometimes missed for paired learning or for pupils to make decisions about their methods of working to enable them to develop independence.

The well-organised curriculum makes imaginative use of visits, such as a whole-school trip to the seaside, to enrich pupils' experience of the wider world and inspire writing. Visitors such as the police and representatives of different religions and ethnic groups broaden pupils' understanding of the local and wider community. The school has introduced 'Talk for Write' to develop writing skills and teachers make good use made of ICT to support a range of subjects. Parents, carers, staff and pupils selected Spanish as the foreign language to teach in the school and this is greatly enjoyed. Pupils of all abilities are able to write, speak and read with understanding, making rapid progress through each Spanish lesson as a result of skilful teaching.

Vulnerable pupils and their families receive outstanding care, with the school going 'the extra mile' to ensure that the children in their care are safe and well supported. This supports their personal development and learning by providing opportunities for success, particularly through sport. Members of the strong inclusion team work well together and include the learning mentor whose role is crucial in the support provided to vulnerable children and their families. Pupils who speak English as an additional language, in particular new arrivals with little English, are integrated and supported well, with a translator to aid communication with parents and carers.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership of the headteacher and deputy headteacher has secured a caring school community where there is a common ambition to improve. The strong middle leadership team includes recently appointed staff, who are already having a positive impact on subject leadership and are showing a growing capacity to drive improvement. However, this improvement has not yet been fully seen in pupil outcomes. Systems to promote the safety and well-being of staff and pupils are managed satisfactorily and the safeguarding of the welfare of children is given an appropriately high priority in the work of the school. These are not supported, however, by the cramped and sometimes untidy nature of the working environment.

Leaders at all levels, including governors, have a clear understanding of the school's strengths and weaknesses. Teaching is monitored effectively. Support and training is provided, including the sharing of good practice in school and with local partner schools. This is now having an impact on improving the quality of teaching. The school makes a good contribution to the promotion of community cohesion. It understands its diverse local community and actively seeks to draw parents and carers and others into its work. It has successfully adapted the curriculum and enrichment activities to raise pupils' understanding of important wider national and international issues including forging partnerships with schools in south Birmingham and in Sierra Leone. In promoting mutual respect and tolerance the school does much to counter discrimination, promote equality of opportunity and to resolve conflict.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The poorly developed outside area and lack of facilities for the Early Years Foundation Stage do not create the bright, sparkling environment required to welcome children to their first experience of school life in the Reception class. Despite this, children enjoy coming to school and feel very safe and secure. They are happy to talk to adults and visitors about their work and work very well in groups and individually. Children have a good understanding of hygiene and healthy eating and are encouraged to drink water during the day. They make excellent progress as a result of the outstanding teaching and care they receive, despite the inadequacies of the accommodation and learning environment. This progress is monitored carefully and assessment information used very well by staff to ensure that activities consistently challenge and move children forward in the development of their skills.

Children enjoy learning and working together and co-operate well. The activities provided ensure their excellent development in all areas of learning. Children are eager to make choices of work and are very engaged by activities such as following trails of photographs and clues to find the toy cat ('Where is Whiskers?'). The Early Years Foundation Stage is well led and managed to ensure that children operate in a safe environment and there are good links with the nearby nursery to support transition and to provide regular opportunities to play outside. Self-evaluation is strong and based securely on an analysis of the learning and progress of children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A minority of parents and carers responded to the questionnaire. These parents and carers have a largely very favourable view of the school. They are strongly of the

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opinion that the school keeps their children safe and healthy. A number told inspectors, in discussion on the playground and through questionnaires, how much their children enjoyed coming to school. Only two parents or carers made comments on their questionnaires, expressing opposing views about the management of behaviour. Inspectors found that teachers managed behaviour consistently and pupils have a clear understanding of sanctions and say that they are treated fairly. One parent said her child does not have sufficient one-to one support to meet their needs and the inspection team agrees. The school also agrees but is limited by lack of space.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Osborne Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 21 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	62	7	33	0	0	0	0
The school keeps my child safe	11	52	10	48	0	0	0	0
The school informs me about my child's progress	8	38	9	43	3	14	0	0
My child is making enough progress at this school	6	29	14	67	0	0	0	0
The teaching is good at this school	9	43	11	52	0	0	0	0
The school helps me to support my child's learning	9	43	11	52	1	5	0	0
The school helps my child to have a healthy lifestyle	12	57	9	43	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	29	12	57	0	0	0	0
The school meets my child's particular needs	9	43	9	43	1	5	0	0
The school deals effectively with unacceptable behaviour	5	24	13	62	2	10	0	0
The school takes account of my suggestions and concerns	5	24	11	52	2	10	0	0
The school is led and managed effectively	9	43	9	43	1	5	0	0
Overall, I am happy with my child's experience at this school	11	52	9	43	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



11 February 2010

Dear Pupils

Inspection of Osborne Primary School, Birmingham, B23 6UB

Many thanks for the welcome you gave to my colleagues and me when we visited your school for its recent inspection. We much enjoyed talking with you and seeing all that you do. I particularly enjoyed talking to the school council and a group of Year 5 and Year 6 pupils, who told me about the ways in which you support each other.

We decided that the school gives you a satisfactory quality of education. You make satisfactory progress but reach standards lower than those reached by pupils in most schools. Rates of progress vary across the school, though. Children make quick progress in the Reception class but this slows as you go through the school. In some lessons you are not always asked to do challenging enough tasks to push you on to the higher levels. Nonetheless, most of you enjoy your time in school and teachers prepare interesting activities for you. You are well behaved and show a good deal of understanding and respect for the beliefs and cultures of others, in your own community and in the wider world.

The leaders of the school have a clear understanding of its strengths and areas to develop. We have asked the school to do the following to improve further:

- improve your progress, particularly at Key Stage 2
- ensure that you are always challenged to meet high standards in your work
- improve your attendance, particularly those of you who are often absent.

You can help in all of this by attending well and letting your teachers know when you understand what you are doing and feel you need more challenging work. I wish you every success for the future.

Yours sincerely

Mary Davis

Lead inspector

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