

# Osborne Primary School

Osborne Road, Erdington, Birmingham B23 6TY

## Inspection dates

5 to 6 March 2019

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Inadequate</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Inadequate</b>
Early years provision	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders and governors have not maintained the school's standard of education since the last inspection. Over time, not enough has been done to halt the decline in standards. External factors beyond the control of leaders have contributed to the decline.
- Outcomes for pupils are too low. Pupils do not make enough progress from their different starting points.
- Until recently, leaders' monitoring has focused too much on compliance with school policies and procedures, rather than gauging the impact of teaching on pupils' learning and progress. As a result, some aspects of self-evaluation are inaccurate and overgenerous.
- The skills of some new leaders are underdeveloped. The monitoring that is carried out has not yet improved the quality of teaching, learning and assessment across the school.
- Many teachers do not have high enough expectations of what pupils can achieve. Pupils are not adequately challenged.
- The quality of teaching is weak. Many teachers lack subject knowledge and do not sequence learning well enough so that pupils can build on what they already know and can do.
- The teaching of phonics is not well planned or delivered. As a result, pupils do not develop secure early reading skills.
- Pupils do not have enough opportunities to write at length in English or in other subjects across the curriculum.
- Strategies to improve the teaching of reading are in place but are too new to measure their impact fully.
- Children make slow progress in the early years because of weak teaching and limited provision.

### The school has the following strengths

- Leaders and governors have demonstrated that they have the capacity to improve the quality of teaching and outcomes for pupils. They are now tackling poor teaching. They have implemented new policies and have a clear strategy in place which is focused on the right priorities to improve the school.
- Pupils enjoy coming to school. Attendance has improved and is now above national averages. Persistent absence is reducing.
- As a result of effective pastoral care, pupils behave well, are proud of their school and cooperate with one another.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by making sure that:
  - teachers are equipped with the necessary skills and acquire secure subject knowledge that will support them in delivering high-quality learning for all groups of pupils
  - all teachers plan a coherent teaching sequence over time, which enables pupils to deepen and develop their skills and knowledge, building on prior learning
  - all teachers have consistently high expectations of what pupils can do and achieve through setting challenging tasks for pupils of all abilities across the curriculum
  - all adults insist on the highest standards of presentation, spelling and punctuation in pupils' work across the curriculum.
- Improve the effectiveness of leadership and management by ensuring that:
  - leaders at all levels have the knowledge, skills and understanding to hold teachers to account more effectively
  - the weaker teaching which continues to inhibit pupils' progress is tackled quickly, systematically and effectively
  - the governing body holds leaders to account more and, through rigorous monitoring, develops an accurate view of the strengths and weaknesses of the school.
- Raise pupils' achievements in reading, writing and mathematics by making sure that:
  - pupils in the early years and key stage 1 have access to a high-quality systematic phonics lessons to support their progress in reading
  - reading books are appropriately matched to pupils' abilities
  - pupils have frequent opportunities to develop and deepen their skills in writing in a range of subjects and genres so that the improvements in writing continue to be built on
  - pupils develop their fluency in mathematics and use their knowledge of number facts to reason and solve ever more complex problems.
- Improve the quality of the early years by:
  - continuing to train staff so that they fully understand the early years curriculum and how to teach it
  - developing effective assessment systems so that teachers make accurate checks of children's progress

- ensuring that assessment information is used effectively to plan learning that stimulates and challenges children of varying needs and abilities and that expectations are consistently high
- planning effective, continuous provision across the early years that enables children to make better progress from their different starting points.
- Support all pupils to develop greater independence in their learning so that they challenge themselves in their work to do the best that they can consistently.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders' efforts to improve Osborne Primary School have, too often, been held back by factors beyond their control. Over the past two years, the school has had to operate on two different school sites, expand to two-form entry and finally move into a refurbished Victorian school building in September 2018. Significant staffing changes and financial difficulties also demanded much of leaders' time. Leaders acknowledge that during this 'perfect storm' they did not focus closely enough on the quality of teaching and learning and, ultimately, on the progress that pupils make. Consequently, the standard of education in the school declined and is now inadequate.
- As a result of fire-fighting and dealing with the day-to-day issues facing the school, leaders have been too distracted from their strategic leadership responsibilities. There have been limited opportunities to check the quality of provision. As a result, leaders did not have an accurate view of the strengths and areas for development across the school. This is now better. However, over time the quality of teaching declined. The improvements in pupils' progress evidenced at the time of the last inspection have not been sustained.
- Over time, leaders at all levels have not done enough to tackle poor teaching, learning and assessment. Progress across the school has not been strong enough to enable pupils to reach age-related expectations, and many teachers do not ensure that pupils are challenged or understand exactly what they are learning.
- Although leaders are now clear about the areas for improvement and can identify strengths in the school, some aspects of their self-evaluation are overgenerous. This is because the focus of monitoring has been on compliance with school policies and procedures, intended to ensure a consistent approach, rather than on the direct impact on outcomes for pupils. However, since the autumn term in 2018, leaders have been focused on driving improvements to the quality of teaching and improving the provision across the school.
- Leaders use external reviews by the local authority, and educational advisers to support their drive for improvement. Weaknesses identified form the basis for the school development plan, which is comprehensive and effectively used to drive improvements across the school. All leaders are clear about the improvements needed. Action plans are clearly focused on improving the quality of teaching and improving outcomes for pupils. Leaders take advantage of opportunities to participate in local authority projects such as that for reading, which is having a positive impact in the school.
- Leaders demonstrate the capacity to sustain improvements, as they have already started to show in pupils' writing. Some effective action has been taken to improve writing and science, and to ensure compliance with school policies and procedures. The recent initiative to improve reading is also evident in the progress pupils are making and their ability to read more complex texts. The headteacher and assistant headteachers are now taking the right action to improve the school.
- Several new leaders have been appointed to raise standards in English and

mathematics. They have significant expertise and experience in their subject areas. These appointments, and the early impact of their actions, demonstrate the growing capacity of leadership at all levels. New leaders recognise that there is much to be done. They identify the right priorities but have not yet had time to implement their plans fully or acquire the skills necessary to hold teachers robustly to account.

- Leaders have developed effective partnerships with local schools. The headteacher is proactive in seeking out best practice and the expertise of specialist advisers to help her develop the provision and quality of teaching in the school. In the last term and a half, staff have received many focused opportunities to develop their practice in order to improve pupils' learning.
- Changes to the leadership of the provision for pupils with special educational needs and/or disabilities (SEND) are yet to bed down. New coordinators are undertaking training. They are beginning to develop a secure view of individual pupils' needs and how to meet these through additional support. Effective support is now being provided, so that SEND provision is improving.
- The curriculum has a suitable focus on developing key skills and offers pupils the opportunities to study a wide range of subjects. Pupils enjoy learning about different periods in history and talk enthusiastically about what they have learned. For example, while painting clay pots as part of their Ancient Greek topic, pupils described the design process. Investigative work in science is regular and educational visits are used effectively to broaden pupils' first-hand experiences.
- Careful planning for spiritual, moral, social and cultural development ensures that pupils develop a secure understanding of the community around them and the world in which they live. Pupils' understanding of fundamental British values are developed effectively through the curriculum and further reinforced through well-planned assemblies. Pupils talk confidently about other cultures and religions.
- Additional funds for pupils who are disadvantaged are used effectively. There is a clear focus on this group of pupils. Leaders ensure that a relevant strategy is in place and pupils' progress is closely tracked. Governors monitor the impact of this funding. Over time, disadvantaged pupils have been helped to catch up and now make similar progress to other pupils.
- The physical education (PE) and sport premium funding is used well to provide a wide range of opportunities for all pupils. Skilled coaches lead pupils through a range of sports and exercise-related activities in lessons and during the lunchbreak. They support teachers in developing their confidence in teaching PE. Pupils talk enthusiastically about playing handball, dodgeball and participating in local sporting competitions. Leaders carefully check the impact of the funding and look for ways to sustain the improvements made.
- The majority of parents express satisfaction with the school's work. They say that their children enjoy their learning and that staff are friendly and encouraging. Parents have mixed views about homework. Some pupils say that it is limited, while others praise the home-learning projects. On the whole, parents feel listened to and 93% of those who responded to Ofsted's online questionnaire, Parent View, would recommend the school.

## **Governance of the school**

- Although there are several vacancies on the board of governors, current governors demonstrate a deep commitment to the school. Minutes of their regular meetings show how governors receive reports from leaders and offer support and challenge. Challenge is sometimes limited, however, and results in an overgenerous view of the school.
- Governors bring a range of relevant knowledge, skills and experience to their roles. They use these appropriately to take the lead on certain aspects of the school's provision, such as literacy, mathematics and attendance. Opportunities for training through the local Erdington Schools' Collaboration are valued and increasingly utilised to improve governance.
- Recently, governors have worked closely with an educational partnership commissioned by the local authority to develop a better understanding of the school's areas for development. Visits to the school help governors to see for themselves the impact of action taken, for example to improve reading. Governors talk to pupils and staff and ask questions about the assessment information they receive from leaders. Governors acknowledge that there is more to be done to improve the school.
- Governors understand their responsibilities in relation to safeguarding particularly well. They are well trained and make regular checks to ensure that all school policies and procedures are consistently followed.

## **Safeguarding**

- The arrangements for safeguarding are effective. Policies and procedures are up to date and take account of the most recent government guidance. Comprehensive records include a key chronology that makes sure actions are timely and are regularly reviewed by designated safeguarding leaders. Leaders ensure that appropriate action is taken to deal with concerns as they arise. Pastoral support staff and learning mentors act quickly. They work closely with external agencies to ensure that vulnerable children and their families are supported effectively.
- Staff are appropriately trained in safeguarding, including how to keep pupils safe from extremism and radicalisation, and designated safeguarding leaders attend higher-level training. All staff are clear about their responsibilities and know what to do if they have a concern. The checks that leaders make on those wishing to work or volunteer at the school are thorough. Staff new to the school receive a programme of rigorous induction, which includes safeguarding training.
- Leaders carefully consider all aspects of safety on the new school site. Supervision of the playgrounds and lunch hall during breaktimes is appropriate. Adults are vigilant. Effective use of sports coaches engages pupils in different sports and helps them to be physically active in the small space available.
- Pupils say they feel safe at school. Through the curriculum, they learn to keep themselves safe. For example, regular work on how to stay safe, for example when using the internet, enables pupils to talk confidently about what to do if they come across something that worries them. Older pupils understand the risks when using

social media and playing games online.

## Quality of teaching, learning and assessment

## Inadequate

- The quality of teaching has declined in recent years, resulting in inadequate progress for pupils of all ages. Although leaders have now halted the decline and are systematically addressing weak teaching, there is much still to be done to secure consistently effective teaching across the school.
- Where teaching is weakest, teachers do not demonstrate a deep understanding of how pupils learn. Learning does not routinely build on what pupils already know, understand and can do. Subject knowledge remains weak. As a result, teachers' planning is limited and has no clear sequence to pupils' learning and progress. Pupils do not have enough opportunities to deepen their understanding over time.
- Where teaching is weakest, adults do not make their expectations clear to pupils. Modelling and demonstration or instruction are limited so that pupils are often unsure how to start their work. This means that pupils waste learning time trying to find out what they need to do and how to do it successfully. This contributes to a lack of progress.
- Teachers' expectations are often not high enough. Pupils work diligently but the tasks they are given do not challenge their thinking well enough. This is often because teachers do not have a secure understanding of the standards expected for pupils in each year group. Teachers do not routinely insist that pupils work hard and achieve the best they can.
- There are weaknesses in the teaching of phonics. Teachers do not model effectively how pupils should sound out the letters in a word and blend them together to read. The pace of learning is too slow and pupils lose their focus. Opportunities to practise what they learn in phonics are limited. Early reading skills are not secured quickly enough.
- Recent involvement in a reading project commissioned by the local authority is leading to positive changes in the teaching of reading, particularly in key stage 2. Through training and support, teachers develop their ability to teach specific reading skills, such as inference and deduction. Teachers ensure that a high-quality text is used to engage pupils. It is early days but, as a result, current pupils are beginning to make stronger progress in their reading.
- Although outcomes in writing have improved over time, pupils are not given enough opportunities to develop their writing across the curriculum. Most teachers know and use correct technical language and grammar. However, writing is not developed sufficiently well in other subjects of the curriculum.
- Recent improvements in the teaching of mathematics are helping pupils develop more secure number and problem-solving skills. However, currently, too many pupils have gaps in their knowledge that are hindering them from making enough progress to catch up on previously lost ground. Teachers' ability to promote pupils' fluency and reasoning in mathematics is held back by a lack of subject knowledge.
- Teaching does not always inspire pupils or capture their interest. This, coupled with the setting of tasks that are not at the right level of challenge, leads to pupils losing

interest and some becoming distracted.

- Not all teachers ensure that pupils take pride in their work. Work in the books of current pupils is often incomplete. Pictures are unfinished and spelling and grammatical errors go unchecked. An over-reliance on worksheets limits what pupils can do independently and prevents them from learning how to set their work out carefully and logically. In some classes, pupils' handwriting is improving through the introduction of a cursive script and the opportunity to practise regularly. However, this is not yet consistent practice across the school.
- There are some classes where pupils are challenged appropriately. In these classes, teachers probe pupils' understanding through questions such as 'How do you know?' and 'Prove it to me'. This is helping pupils deepen their understanding and knowledge over time.
- Pupils with SEND, and those who need to catch up, are now being supported effectively through a range of interventions. For example, daily catch-up mathematics' sessions help pupils secure learning from one day to the next. Leaders and staff are working to help pupils with SEND make better progress than previously.
- Relationships between teachers and pupils are positive. Pupils generally follow instructions quickly and enjoy coming to school. Off-task behaviour observed during the inspection was a direct result of weak teaching, low expectations and limited provision.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils are confident and enjoy sharing their work. They are keen to talk about what they are doing. However, in many classes, pupils are unable to talk about what they are learning or why. The majority of pupils are reliant on adults telling them what to do. Although pupils have positive attitudes to school, few pupils push themselves to do the best work that they can. This limits the progress they make. Their resilience is developing but pupils are yet to fully develop the ability to work on their own.
- Not all pupils take pride in their work. Presentation of work, including handwriting, drawings and diagrams, requires improvement. This is because teachers do not routinely expect the best from pupils and they accept work which is mediocre.
- Pupils cooperate with others in lessons. Most pupils listen carefully to each other when discussing their ideas. Occasionally, pupils talk over the teacher or each other. However, this is usually because adults do not insist that they stop and listen carefully.
- Pupils enjoy giving compliments to one another when they choose the VIP of the day. They are skilled in identifying personal qualities. Pupils understand that kind words can make people feel good.
- Pupils say that they feel safe in school. They trust adults in school to help them sort out problems they may have. Pupils have a well-developed understanding of bullying in all its forms. They know that it is something that happens deliberately. Leaders' records

show that there are very few incidents of bullying. Although it is rare in school, pupils say that when incidents of bullying happen, adults deal with them quickly.

- Relationships between adults and pupils are warm and friendly. Pupils say they enjoy making friends at school and pupils new to the schools are quickly included.

## Behaviour

- The behaviour of pupils is good.
- Pupils have good manners, and they are polite and helpful to adults. They are courteous and greet visitors with a smile. Pupils hold doors open and stand to one side to let adults pass.
- Pupils want to learn. When teaching is engaging and meets their needs, they work well. Where there is low-level disruption, it is because the quality of teaching is not good enough and adults do not expect enough from the pupils.
- Across the school, staff consistently encourage and reward good behaviour. Pupils know what is expected and, as a result, incidents of inappropriate behaviour have reduced significantly over time. The number of fixed-term exclusions has declined and the proportion of pupils who have a repeat exclusion has reduced significantly.
- Pupils follow instructions well and respond positively to the clear expectations in place. For example, they line up appropriately and walk sensibly into assembly. They listen carefully and are calm and respectful throughout.
- Pupils with complex needs and significant behaviour difficulties are well managed and cared for. Staff are well trained and respond appropriately to incidents and issues.
- Attendance has improved significantly for all groups of pupils and is now above the national average. More pupils attend school regularly and the proportion of pupils who are persistently absent has fallen. Leaders monitor attendance and quickly follow up any absences. They have worked hard to improve attendance on Fridays when it had previously been low due to pupils only attending for half a day. Attendance rates are now similar to the other days in the week.

### Outcomes for pupils

### Inadequate

- Standards in English and mathematics across the school are too low. Outcomes at the end of key stage 1 and key stage 2 have been below national averages for three years. Similarly, the progress pupils make, especially in key stage 2, is limited. In 2018, progress declined in reading and mathematics.
- Leaders have halted this decline. The books of current pupils indicate that they are making some progress. However, this is not yet strong or consistent in pupils' books in all classes.
- Standards are low because there are gaps in pupils' skills, knowledge and understanding. Their basic skills in reading, spelling, writing and mathematics are not secure. These gaps have not been filled quickly enough due to weak teaching and low expectations. As a result, pupils do not reach standards that match their capabilities.
- The proportion of pupils reaching the expected standard in phonics is typically similar

to the national average, but last year it fell dramatically. This was the result of particular circumstances in school which have now been resolved. However, the progress current pupils are making in phonics is limited due to weak teaching. There is much to be done, if pupils are to secure their early reading skills and reach the expected standard.

- Although pupils' attainment and progress in reading have improved slightly over time, they remain below the national average. Pupils do not have the skills to fully comprehend all that they read. However, school assessment information, gathered through the use of standardised tests, indicates that current pupils are making stronger progress in reading now, as a result of recent improvements in the teaching of reading.
- Pupils' attainment and progress in writing at the end of key stage 1 and key stage 2 have improved over time but remain below national averages. Almost no pupils reach greater depth in their writing. This is a result of low expectations and a lack of opportunity for pupils to fully develop their writing across the curriculum.
- Despite recent changes in the way mathematics is taught in school, outcomes remain low. Teachers work hard to fill the gaps pupils have in their knowledge and understanding. As a result of low expectations, progress is limited and pupils do not reach the standards of which they are capable.
- Pupils' skills and knowledge are not well developed across the curriculum. Despite the upward trend in outcomes in science in both key stage 1 and key stage 2, pupils' progress in other subjects is underdeveloped. This is because opportunities to learn across a range of subjects are inconsistent and the teaching does not build on what pupils have learned before.
- Pupils with SEND make slow progress because expectations of what pupils can achieve remain low.
- Pupils who are disadvantaged are now making better progress in reading, writing and mathematics than previously. In 2018, their attainment in reading and writing at the end of key stage 2 was higher than other pupils. However, too few disadvantaged pupils reach the higher standards or learn in greater depth.
- Pupils with English as an additional language make better progress than other pupils in the school in reading, writing and mathematics.
- As a result of pupils not securing consistently strong progress, some are not well prepared for their next stage of education when moving, for example, from Reception into Year 1 or from Year 6 to Year 7.

### Early years provision

### Inadequate

- Children enter the early years with skills and knowledge that are well below those that are typical for their age. Pupils make limited progress during their time in Reception. The proportion of children who reach a good level of development is below the national average and has been well below average in two out of the last three years. As a result, children are not well prepared to start in Year 1.
- The quality of teaching and learning across the early years is weak. Following a local authority review in the autumn term, which highlighted key weaknesses, senior leaders put in plans to improve the provision in Reception. Visits to other good and outstanding

settings enable staff to learn from best practice. Training has also been provided. However, despite plans being focused on the right priorities, it is too soon to notice any significant difference that the plans and training have made.

- Leadership of the early years is not yet well developed. Appropriate support is provided by senior leaders who work closely with the leader to overhaul the practice in the Reception classes. Although improvements have been made to the environment, more needs to be done to improve the quality of teaching and learning.
- Assessment of children's development is not accurate enough. Teachers' planning for children's learning does not take account of what children know and can already do. Activities planned by teachers are not well matched to children's development needs, especially in reading, writing and mathematical work.
- Teachers do not appear to understand fully how young children learn and develop. Explanations and modelling by adults are not clear enough and children are left confused about what they are learning to do.
- Learning challenges set for children to complete independently are not well matched to children's different abilities. Some tasks are too hard for children to complete independently, while others lack challenge. For example, children were asked to write a sentence about a character from a well-known book and identify an adjective, while the adult-led task was merely to write a simple three-letter word. Tasks do not meet the learning needs of children effectively.
- The teaching of phonics is weak. Low expectations, together with limited subject knowledge by adults, result in slow progress being made by all groups of children.
- The effectiveness of adults to support children's learning is inconsistent. Some adults' interactions with children are about giving basic instructions rather than fostering children's learning. The quality of questioning is limited. It is often weak and fails to give children opportunities to deepen their learning. Some adults are skilled in helping children develop their thinking and making links with what they already know, but this is not consistent practice across the setting. As a result, questioning does not effectively develop children's language, communication and knowledge.
- Despite recent improvements in the provision, the use of the outdoors is not yet effective in promoting children's development. Children enjoy working outside but often do not know what they are learning to do. Activities often lack purpose and adults do not routinely ensure that children are learning well during their time outside.
- All areas of learning set out in the early years foundation stage curriculum are covered. Children enjoy the range of resources available to support their learning. They paint, draw and use stencils and building blocks confidently. They use their imagination in the role-play area. Adults ensure the provision links with the current theme. For example, when learning about castles, a battle commenced between two children dressed as knights wielding shields, while another group made tea in the castle kitchen. When asked, children talk enthusiastically about what they are doing.
- Relationships between adults and children and between children are positive. Clear routines and expectations for behaviour are in place. Children settle to tasks quickly. They work well together, talking about what they are doing and sharing equipment appropriately. Children demonstrate the ability to sustain their concentration even

when the activity may not be challenging enough.

- Children's social and emotional development is good. Children are well cared for and nurtured by all members of staff. Leaders have ensured that enhanced staffing is in place to support those pupils with significant and complex needs. The majority of parents say that teachers listen to their concerns and ensure their children receive appropriate support.
- Leaders have ensured that all aspects of the welfare requirements for early years are met.

## School details

Unique reference number	103363
Local authority	Birmingham
Inspection number	10058539

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

Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	288
Appropriate authority	The governing body
Chair	Rona Gorton
Headteacher	Michelle Gay
Telephone number	0121 464 3346
Website	<a href="http://www.osborneprimaryschool.co.uk">www.osborneprimaryschool.co.uk</a>
Email address	<a href="mailto:m.gay@osborne-pri.bham.sch.uk">m.gay@osborne-pri.bham.sch.uk</a>
Date of previous inspection	20 to 21 May 2014

## Information about this school

- Osborne Primary School is an average-sized primary school. It is currently undergoing a programme of expansion from one-form entry to two-form entry. Currently, there are two classes in Reception, Year 1 and Year 2.
- In September 2018, the school moved into a newly refurbished Victorian school building after operating on two separate sites.
- The proportion of pupils from minority ethnic backgrounds, and those who speak English as an additional language, is well above average.
- The proportion of disadvantaged pupils is well above average. The school is in the top 20% of schools for the proportion of pupils eligible for free school meals.
- The proportion of pupils with SEND is above the national average. Fewer pupils have an education, health and care plan than is found nationally.
- The early years provision consists of two full-time Reception classes.

- Due to financial difficulties, governors took the decision to reduce the school working week to four and a half days. Pupils leave school at 1pm on Friday afternoon.
- The school provides a breakfast club each morning.
- Through commissioned external reviews, the local authority provides regular support and challenge to school leaders. The school is part of a local authority commissioned reading project.

## Information about this inspection

- Inspectors held meetings with the headteacher, assistant headteachers, the SEND coordinators and subject leaders. The lead inspector spoke with two governors, including the chair of governors, and met with a representative of the local authority.
- Inspectors made visits to classrooms on both days of the inspection. Most of these visits were made with school leaders.
- Inspectors scrutinised a wide selection of pupils' books from across the curriculum. Most of the work scrutiny was completed with school leaders.
- Pupils were spoken to formally and informally. A group of pupils met with an inspector. Inspectors heard pupils read. They observed behaviour in classrooms, in corridors, and outside on the playgrounds.
- Inspectors also spoke to parents at the start of the school day. The lead inspector considered the 15 responses to Ofsted's online questionnaire, Parent View.
- The lead inspector considered the 17 responses to the staff questionnaire.
- Various school documents were scrutinised, including the school's self-evaluation and school improvement plans and records of monitoring. Minutes of governors' meetings and information about pupils' progress, behaviour, attendance and safety were also analysed and discussed with leaders.
- Documents relating to safeguarding were checked and inspectors looked at published information on the school's website.

## Inspection team

Nicola Harwood, lead inspector	Her Majesty's Inspector
Catherine Draper	Ofsted Inspector
Lois Kelly	Ofsted Inspector

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