

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



17 March 2021

Miss Jane Bamber
Headteacher
Osmotherley Primary
School Lane
Osmotherley
Northallerton
North Yorkshire
DL6 3BW

Dear Miss Bamber

Additional, remote monitoring inspection of Osmotherley Primary

Following my remote inspection with Matthew Vellensworth, Her Majesty's Inspector (HMI), of your school on 3 March I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received three successive judgements of requires improvement. The school's most recent section 5 inspection took place in September 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- develop curriculum planning so that content in all subjects is clearly sequenced to help build pupils' knowledge.

Context

- Since the last inspection in September 2019, two teachers have joined the staff and one has left. One governor has resigned from the governing body and was not replaced. A restructure of governance has resulted in a reduction in the number of governors required.
- During the autumn term 2020, all pupils attended school. No pupils had to learn from home for a period of time because of COVID-19.
- The school is currently open to vulnerable pupils and the children of key workers. Approximately two thirds of pupils are being educated in school with a third of pupils receiving remote education. All vulnerable pupils and almost all pupils with special educational needs and/or disabilities (SEND) are being educated at school.

Main findings

- In January 2021, when the school partially closed, you and your staff quickly established a remote learning offer. Lessons you provided for pupils at home matched what pupils received in school. You asked parents for their views on how successful their children found learning remotely. Parents' views were highly positive. You acted quickly on their suggestions to make it even better. As a result, all pupils are receiving an education in the current circumstances.
- In March 2020, you were in the middle of redesigning your long-term curriculum. The development of this curriculum slowed down due to the restrictions of COVID-19. In some subjects, such as geography, plans are complete. Leaders have set out what pupils need to learn and in which order. However, this is not the case for all subject plans. Curriculum plans for history, for example, are still a work in progress. They do not identify the subject knowledge term by term or year by year.
- Leaders have adapted the existing curriculum so that pupils can learn remotely. You have supplied all pupils in key stage 2 with electronic devices. Leaders have plans in place to check what pupils have remembered when the school reopens to all pupils. These plans also include revisiting key knowledge without repeating lessons.
- The proportion of vulnerable pupils in your school is very small. You know these pupils and their families well. Vulnerable pupils attend school and receive bespoke support, including receiving help from adults. You recognise that pupils' positive mental health and well-being is of paramount importance.

You have given this a higher profile in the current circumstances. You have provided support through the curriculum. Staff have accessed training to deliver mental health programmes and activities to pupils.

- You have placed a high priority on reading and phonics in the curriculum. Pupils receive a daily phonics session, whether they are in school or learning from home. Pupils in the earliest stages of learning to read have individual reading tuition with an adult in school. Pupils learning from home can read aloud via a video link. The books you provide for these pupils match the letters and sounds they know. This helps them to be confident readers. Older pupils have access to online books. Teachers set work which helps pupils to answer questions and show that they have understood what they have read.
- The special educational needs coordinator (SENCo) works closely with staff to ensure that staff meet the needs of pupils with SEND. Pupils with SEND have lessons adapted, where necessary, across the curriculum. They receive additional sessions to practise their reading skills with an adult. The SENCo has liaised with professional agencies to seek guidance for pupils' health and educational needs. There has been no delay in professionals meeting with pupils to provide advice. Leaders adapt the curriculum to follow any recommendations that professionals provide.
- Governors know the school well. Governors' meeting minutes show that they ask pertinent questions of leaders. Governors check that the information they receive from leaders is accurate. Governors have recently enlisted the support of a national lead for governance. This is helping them to refine their systems to use their time more effectively.
- You and your leaders value the support you receive from a national leader of education and a teaching school alliance. Leaders and staff have accessed training and support from a local English Hub. This has helped you to provide reading and phonics both remotely and in school. You also appreciate the support and challenge you receive from your local authority advisor. She has worked with you and the chair of the governing body. She has advised on your education offer for all pupils in the current circumstances.

Evidence

This inspection was conducted remotely. We spoke to you, other senior leaders, three governors including the chair of the governing body and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also listened to pupils reading to a familiar adult in school and looked at samples of work completed in school and through remote education. We talked to pupils about their current experiences in school. We looked at 10 responses to Ofsted's online questionnaire, Parent View, and seven staff questionnaires.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for North Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Alison Aitchison
Her Majesty's Inspector