

Osmaston Primary School

###### School Context

**General**

Osmaston Primary School was established in September 2010 with the closure of Nightingale Junior School and the extension of the age range of Nightingale Infant School. It is significantly larger than the average sized primary school with 616 pupils currently on roll.

Osmaston Primary School is situated in one of the most socially deprived areas nationally and in Derby City.

The school population represents a variety of ethnic backgrounds and includes a number of traveller families. Over the last few years there has been an increasing number of refugees and asylum seekers as well as families from Eastern Europe settling in the area. There are currently 46 languages represented.

The percentage of pupils eligible for free school meals is currently 38% although free school meals over time is 59.3%. This is extremely high and more than twice the national average of 26.0%

A large majority of the children starting in Foundation Stage 1 have language and social skills well below national expectations for their age.

The percentage of pupils with special educational needs and disabilities is 5.75%. The significant majority of pupils with DSEN have speech and language needs.

The school has an ambitious and well thought out strategy for promoting pupil’s learning and raising attainment.

**School Accommodation and Grounds**

Osmaston Primary School has been subject to a major refurbishment project which was completed in the summer of 2015. The project has significantly transformed and modernised the school. Classroom organisation has been arranged to reflect pupil learning needs and to promote professional dialogue between staff.

In addition to the main building there is a Wernick Block which is the Year 6 learning base and a purpose built kitchen and canteen.

There is a range of playground facilities.

**Staffing**

During the 2016-2017 academic year the school’s teaching staff establishment has been set as 24.2 FTE including the Headteacher. In addition, there are 39 full and part-time Teaching Assistants. School support staff include a Business Manager, four Administrative Assistants, a Site Manager, a Cleaner in Charge, 22 Midday Supervisors, Kitchen Staff and Cleaners. The school employs kitchen and cleaning staff directly.

Pupil Premium Funding has been used effectively to strengthen the quality of teaching and teaching assistants with a particular view to support vulnerable pupils and particularly those with EAL and those eligible for FSM.

**Pupil Transition**

The school has established a comprehensive Transition Plan that covers the following aspects, curriculum, social, management of learning, pedagogy and bureaucratic information and that supports pupils at whatever age they enter the school.

On completion of Key Stage 2 the majority of pupils transfer to Merrill Academy or Noel Baker School and a series of familiarisation activities are in place for pupils due to transfer.

**Pupil Abilities and Attainment**

On entry to the nursery, the attainment of most pupils is well below the average for their age. Their knowledge and skills are significantly below age related expectations in communication, language and literacy and in mathematical development. Social and emotional development are also well below expectations, which impacts on behaviour and cooperative working.

By the time the children leave the Early Years Foundation Stage they have reached average levels of attainment.

**Early Years Foundation Stage Results**

|  |  |
| --- | --- |
|  | **% Achieving a Good Level of Development** |
| **Areas of Learning / Early Learning Goals** | **School 2013** | **National** | **School 2014** | **National** | **School 2015** | **National** | **School 2016** | **National** |
| **Overall** | 19% | 52% | 45% | 61% | 62% | 66% | 48% | 69% |

**Key Stage 1 Results 2016**

|  |  |  |
| --- | --- | --- |
| **%** | **Age Related and Above** | **Above Age Related**  |
| **Reading** | 48 | 11 |
| **Writing** | 43 | 0 |
| **Mathematics** | 61 | 13 |

**Key Stage 2 Results 2016**

Progress made by the pupils places them in the top 70% of schools for reading, the top 5% for writing and the top 50% for mathematics.