

# Inspection of Osidge Primary School

Chase Side, Southgate, London N14 5HD

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Inspection dates: 24 and 25 January 2024

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	<b>Good</b>

## **What is it like to attend this school?**

Leaders are determined that pupils at this school will succeed. They have high ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). They are proud of pupils' achievements and the welcoming and inclusive atmosphere that pervades the school. Pupils are happy and safe here.

Pupils listen carefully to both staff and each other. The behaviour policy is designed to help pupils regulate their behaviour and does so successfully as their names move up and down the 'behaviour ladder'. The school has adopted characters, such as 'Captain Care' and 'Major Respect', to represent values that support positive behaviour and remind pupils of the school's expectations. Pupils know that adults have high expectations of them and respond well to these.

The school provides opportunities for pupils to take on various responsibilities, such as 'Osidge Ambassadors', who celebrate the achievements of others who are seen demonstrating the school values.

A range of educational visits, including residentials, are offered to the pupils, such as visits to the Science Museum and the Tower of London. Pupils are encouraged to fundraise for charities and get involved in school events, such as the Christmas and summer fairs. Year 6 pupils were excited to tell inspectors how they were given a small budget to organise a stall at the Christmas fair, where some of them sold hot chocolate.

## **What does the school do well and what does it need to do better?**

Leaders have designed a broad and ambitious curriculum. This starts in Reception, where staff provide an extensive range of interesting activities, focusing on the use of rich language between staff and children. For example, children were writing a recipe for monster soup, discussing the ingredients and sounding out the letters in their words.

Phonics is taught from the beginning of Reception. All staff are suitably trained and teach phonics in a structured and consistent way. Pupils' progress is checked regularly. Pupils who fall behind are quickly identified. The school then provides extra support, such as additional tutoring sessions from specially trained staff. They also ensure that pupils develop a love of reading. For example, in some assemblies, pupils share their responses to the texts they have enjoyed.

The school has adapted and enhanced their mathematics curriculum with additional resources to support pupils' needs. Pupils have opportunities to recall what they already know. This consolidates their knowledge before moving on to new learning. They also practise different strategies for calculation and learn new mathematical vocabulary. They discuss what they have learned and give examples of how they could solve different problems. Pupils with SEND access the same curriculum.

Teachers adapt activities so that these pupils are well supported, for example through the use of concrete resources.

In the wider curriculum, the school aims to enrich pupils' learning by making links across different subjects. Units of learning are well sequenced, and over time, pupils extend their knowledge and skills, achieving some strong outcomes. However, in some subjects, pupils find it tricky to make links to prior learning or articulate how they are progressing. This is because they sometimes focus on the activity they have completed and are not able to link their new learning to what they have learned before.

The school works effectively with a range of outside agencies and a local special school to ensure that pupils with SEND have their needs identified quickly and accurately. Individual targets are set and kept under regular review. Pupils with SEND are included in all that the school has to offer, and if necessary, adaptations are made to ensure this happens.

The school provides a variety of opportunities to promote pupils' personal development. There are school trips, visitors and a wide range of clubs. The school has worked with a charity that provides resources and trains teachers to support pupils' mental health.

Pupils' behaviour is exemplary. The school has established clear routines, starting in the early years, so pupils are eager to get on with their learning. They are polite and friendly when spoken to. The behaviour policy is implemented consistently throughout the school. Any minor disruption is dealt with quickly. Pupils know they have a trusted adult they can speak to if they are worried about anything.

Attendance is a priority. Daily attendance is monitored closely by the office staff. The school works with the local authority to support parents and carers so that their child's attendance improves. Early intervention has recently improved the level of attendance.

Leaders are determined that Osidge will be the best school it can be. They are always planning new improvements. Staff appreciate the opportunities they have for training. They feel valued and say leaders care for their well-being and consider their workload. Parents are extremely positive about the school and say leaders are approachable and supportive.

Governors are committed to the further improvement of the school and know it well. They are knowledgeable about their safeguarding duties and challenge leaders if needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- In some foundation subjects, the school has not given enough thought to the important concepts they want pupils to know and remember. As a result, in those subjects, pupils do not achieve as well as they could. The school should identify the subject-specific concepts and knowledge they want pupils to know, retain and build on over time.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	101356
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10323163
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	415
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Hasip Mahir
<b>Headteacher</b>	Jennifer Brodkin
<b>Website</b>	<a href="http://www.osidgeschool.org">www.osidgeschool.org</a>
<b>Dates of previous inspection</b>	24 and 25 January 2023, under section 8 of the Education Act 2005

## Information about this school

- The school has early morning and after-school childcare clubs, which are run by school staff.
- The school does not use any alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors met with members of the school's leadership team, including the headteacher, chair of governors and other governors, a representative from the local authority, the deputy headteacher and other leaders.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, art and design, and computing. For each deep dive, inspectors met with the subject leader, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at a range of documentation, including the school's development plans, curriculum documentation and governors' meeting minutes.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- To gather and consider the views of parents, inspectors spoke to parents at the start of the school day. Inspectors considered the 106 responses made to Parent View, Ofsted's online questionnaire for parents, including 103 free-text responses. Inspectors also considered the 35 responses to Ofsted's staff questionnaire and the 150 responses to Ofsted's pupil questionnaire.

### **Inspection team**

Eleanor Ross, lead inspector	His Majesty's Inspector
Rutinderjit Mahil-Pooni	Ofsted Inspector
David Radomsky	His Majesty's Inspector

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