

# Inspection of St Osburg's Catholic Primary School

Upper Hill Street, Coventry, West Midlands CV1 4AP

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Inspection dates:	8 and 9 April 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

Pupils flourish at St. Osburg's Catholic Primary School. As a result of the school's distinctive nurturing ethos, pupils model values such as 'humility' and 'compassion'. When describing life at this school, pupils speak with unreserved praise for its kind and welcoming atmosphere. For example, one pupil commented, 'This is a community of love, education, manners and good will.'

Pupils' conduct around school is exemplary. They rise to meet the school's high expectations for their behaviour and learning. In the early years, children settle quickly into school routines and develop strong relationships with one another. Pupils are highly respectful of staff and each other.

Pupils are enthusiastic to learn and work hard. Pupils with special educational needs and/or disabilities (SEND) receive additional support to help them to access their learning with confidence. The majority of pupils build up a secure knowledge across many areas of the curriculum. As a result, most are well prepared for the next stage of education and achieve well.

Pupils have access to an exceptional range of rich and meaningful personal development opportunities. Through the school's 'St Osburg's Promise', these include cultural activities, trips, sporting events and many clubs. Pupils enjoy these and take part enthusiastically.

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

The school has developed a broad and ambitious curriculum. It has clearly identified the key knowledge that pupils should learn from the early years to the end of Year 6. This ensures that pupils have strong foundations for future learning. The school makes learning relevant and meaningful for pupils. For example, in geography, pupils use mapping skills in the early years to explore the school grounds. In key stage 1, pupils build on this knowledge when navigating their local area. In Year 6, pupils develop these skills further and use independently during a residential visit. Pupils take pride in their work and demonstrate the high expectations of the school. In most subjects, staff make careful checks that pupils remember important information. On occasion, when pupils make mistakes, staff do not address these in a timely enough manner. This means that pupils sometimes continue to repeat errors.

Reading is at the heart of the school's curriculum. The school establishes an ethos that, 'The greatest gift we can give, is the gift of reading.' In the early years, staff share stories and rhymes with children to develop their language skills. Staff use the school's chosen phonics scheme well. Those who fall behind get the extra support they need. Most pupils develop into fluent, accurate readers by the time they leave key stage 1. Older pupils are articulate about books and authors they enjoy. They benefit from reading a wide range of interesting, high-quality books on offer at school.

The needs of pupils with SEND are identified well. Targeted support and considered adaptations to the teaching of the curriculum ensure that these pupils achieve well.

Children in the early years benefit from a wide range of learning activities, inside and outside of the classroom. These are designed to engage their interest in learning. Over time, children in the early years become increasingly confident and develop effective learning behaviours. Vocabulary in the early years is a priority. Children learn important new words and are encouraged to use these in their play and when explaining their learning.

Leaders ensure that attendance is of paramount importance. The school is relentless in its approach to quickly identify instances where attendance is not as high as the school expects. This results in a high rate of attendance across the school.

The school provides an exceptional range of opportunities to enhance pupils' personal development. These are carefully designed and delivered through the 'St. Osburg's Promise'. Pupils benefit from a broad and rich experience. Pupils embrace their leadership responsibilities, such as being part of the school council, chaplaincy team and eco team. Pupils have a strongly developed understanding of moral responsibility. For example, raising money for charities and litter picking in their local community. They learn about diversity among people and families. Pupils understand the concepts of democracy, protected characteristics and equality. They understand how to keep themselves safe online and in the real world. Pupils are very well prepared for their future lives.

The exemplary leadership of the school has ensured good standards of education at St. Osburg's. The headteacher is well supported by the governors. They are committed to the success of every pupil and make checks on the school's work to achieve this ambition. Staff speak extremely positively about the school and how it supports their workload and well-being. They are proud to be part of this school community.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- On occasion, the school has not ensured that pupils' misconceptions are addressed consistently and in a timely way. This means that some pupils repeat errors, miss important learning and have gaps in their knowledge. The school should ensure that all staff have the knowledge and skills they need to address misconceptions and gaps in pupils' learning in a timely and effective way.

## 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>	103711
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10378202
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Maggie Green
<b>Headteacher</b>	Nicola Rynott
<b>Website</b>	<a href="http://www.st-osburgs.coventry.sch.uk">www.st-osburgs.coventry.sch.uk</a>
<b>Dates of previous inspection</b>	30 and 31 October 2019, under section 8 of the Education Act 2005

## Information about this school

- This Catholic school is part of the Archdiocese of Birmingham. The last section 48 (denominational) inspection for schools of a religious character was carried out in October 2023.
- The school operates a breakfast- and after-school club on the site.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- 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 evaluations of the school.
- Inspectors carried out deep dives in these subjects: mathematics, geography, early reading, and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects and looked at samples of pupils' work.
- The lead inspector listened to a sample of pupils in Years 1 to 4 read to staff.
- Inspectors met with groups of pupils across the school.
- Inspectors considered the responses to the Ofsted Parent View questionnaire, including the free-text comments. They also took account of the responses to the confidential staff survey and gathered views of both staff and pupils throughout the inspection.
- Inspectors met with the headteacher, members of the school senior leadership team, a selection of subject leaders, teachers and support staff.
- Inspectors met with leaders to discuss early years, SEND, disadvantaged pupils, behaviour, attendance and personal development.
- The lead inspector met with representatives from the governing body, including the chair of governors. The lead inspector also had a meeting with a representative from the local authority.
- Inspectors scrutinised a wide range of documents, including those related to pupils' wider development, behaviour and attendance. They also observed pupils' behaviour in lessons and around school during breaktime.
- Inspectors reviewed and scrutinised a range of the school's documentation, including leaders' plans for improving the school and minutes of governor meetings.
- To evaluate the effectiveness of safeguarding, 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.

## Inspection team

James Dean, lead inspector

His Majesty's Inspector

Sam Cosgrove

Ofsted Inspector

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