

# Osballdwick Primary School

## Inspection report

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<b>Unique Reference Number</b>	121339
<b>Local Authority</b>	York
<b>Inspection number</b>	313955
<b>Inspection dates</b>	29–30 January 2008
<b>Reporting inspector</b>	Brenda Clarke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Lewis
<b>Headteacher</b>	Miss Lesley Barringer
<b>Date of previous school inspection</b>	5 July 2004
<b>School address</b>	The Leyes Osballdwick York North Yorkshire YO10 3PR
<b>Telephone number</b>	01904 411036
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Osbaldwick Primary School is a smaller than average sized school. Approximately 60% of pupils live in the school's designated catchment and the rest are from the outlying area of York. Overall, the proportion of pupils with learning difficulties and/or disabilities is below the national average although in some year groups it is above. The school has a small number of pupils from Traveller families and a small group who speak English as an additional language. The school has gained many awards including The Activemark, Advanced Inclusion Award, Basic Skills Mark 2, Investor in People and the Healthy School Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Osbaldwick School is a good school with outstanding features. It has improved well since the last inspection and offers good value for money. The excellent features of personal development, pupils' behaviour, their enjoyment of school, and partnership work with parents and partner institutions contribute much to the good progress pupils make in their work. As a result, pupils achieve well and reach above average standards by the end of Year 6. Standards in English are good and are stronger than in mathematics and science. The school is now turning its attention to raising standards by developing pupils' calculations, problem-solving and investigative skills. The quality of provision in the Foundation Stage is good and children receive an effective start to their education. Parents are overwhelmingly positive about the school. They particularly appreciate the exciting range of extra-curricular activities and interesting visits their children experience, saying this adds greatly to the stimulating curriculum.

Pupils' personal development and well-being is outstanding and is one of the main reasons why pupils do well. Pupils' spiritual, moral, social and cultural development is excellent and their behaviour is exemplary. Pupils respect others and listen attentively in lessons. They enjoy school and respond with great enthusiasm to the many learning opportunities available. The school council gives them a genuine voice, and they take much pride in taking responsibility and making improvements such as the newly developed playground. Pupils have an outstanding understanding of the importance of safe and healthy lifestyles and many take part in the varied opportunities for exercise and competitive sport. Their attendance is good.

The quality of teaching is good overall with some outstanding teaching in English. Teachers manage pupils very effectively so that classrooms are orderly and lessons run smoothly. Relationships are excellent so that pupils feel secure and enjoy their time in school immensely. One parent wrote, 'My child comes home at the end of school and tells me what a good day she has had.' There is exemplary practice in English but in mathematics and science inconsistencies in assessing pupils' work and guiding pupils clearly on their next steps in learning slow their progress a little. Consequently, pupils are sometimes unsure how to improve their work. The curriculum is good and serves pupils well, successfully contributing to pupils' outstanding personal development. .

Leadership and management are good. The success of the school is down to the excellent vision and drive of the headteacher who has successfully focused on raising pupils' standards and achievement. She has been pivotal in moving the school forwards. The dedicated leadership of the headteacher, deputy headteacher, senior staff and governors means that all are united in their efforts to meet the needs of every pupil. They drive the school forwards with much energy. All keep a vigilant watch on how pupils are getting on and provide help and interventions for those requiring additional support. The school has good capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage is good as is the leadership and management. When children start Reception, their skills and understanding are slightly lower than expected for their age in the key areas of communication and language, number and personal development. They achieve well so that by the end of Reception, 80% of children exceed the level expected for their age. This represents good achievement and progress. The main reason for this is that staff assess

quickly children's needs and plan activities that match them well. Good teaching places a strong and successful emphasis on improving children's speaking, reading and writing skills. Similar emphasis is now being placed on developing number skills. The high expectations set by staff mean that children quickly learn to listen carefully, be considerate and show helpful attitudes towards one another. Children benefit from the excellent care and support they receive which ensures that they settle quickly and develop confidence rapidly. This includes children learning English for the first time. Good indoor provision provides children with a range of experiences that encourages their curiosity and interest across all areas of learning. Outdoor provision is a little more modest but, as a consequence of good teaching and effective support, children of all abilities make good progress.

### **What the school should do to improve further**

- Ensure that all pupils are given clear guidance as to how to improve the quality of their work and achievement in mathematics and science.

## **Achievement and standards**

### **Grade: 2**

Following good progress in the Reception class, progress had slipped in the recent past to a satisfactory level in Years 1 and 2. This is because there had been a high turnover of teaching staff making it more difficult than usual to make sure that all teachers put new practices into place equally well. This situation has now been resolved and progress is improving. National assessments in Year 2 indicate broadly average standards in English and mathematics. Reading is the strongest aspect. By the end of Year 6 in 2007, standards were above national expectations in English and average in mathematics and science. Current standards show a good trend of improvement but still remain higher in English in both key stages than in mathematics and science. Pupils' speaking and listening skills are strong across the school. While pupils know exactly what standard they have reached in English and what they need to do to improve, this is not the case in mathematics and science, reducing the progress they make. Mathematics is improving at a faster rate than science because the school has begun to rigorously track pupils' progress, evaluating strengths and providing effective ways to address weaknesses. Effective support for those with learning difficulties and/or disabilities, the small number learning to speak English and those from Traveller families results in them achieving well.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is excellent as is their spiritual, moral, social and cultural development. Pupils' behaviour is exemplary. They display considerate, helpful attitudes and show respect and concern for each other, for example successfully acting as playground leaders. Pupils really do enjoy school and respond with great enthusiasm. This makes a significant contribution to their own personal development and is reflected in their excellent relationships with each other and staff. Attendance and punctuality are good and reflect the concerted efforts of school to promote these values. Pupils know exceptionally well how to stay safe and the importance of a healthy lifestyle. Their contribution to the community is outstanding. They take part in drama, concerts, music and church events, and participate enthusiastically in sport. They contribute generously to charities. The school council plays a very important part in school life and members are rightly proud of the responsibility they have to make decisions and help

improve the school. Good initiatives for pupils to gain enterprise skills combined with good basic skills help to foster successfully skills for future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The pupils' good progress and their enjoyment in learning are a result of good teaching. Teaching is particularly effective in English, enabling pupils to consistently develop and build on their basic skills. All teachers have very effective behaviour management skills so that pupils listen carefully and work hard. Pupils make good and sometimes outstanding progress because teachers explain clearly the purpose of the lesson. In English lessons this is exemplary and often includes comprehensive guidance on what must be included in pupils' work so they clearly understand how to make their work better. This is not a consistent feature when teaching mathematics and science. Teachers make good use of their assessments and, in English particularly, plan activities that closely match pupils' differing abilities. Teaching assistants play an important role in helping pupils with learning difficulties and/or disabilities, and those at an early stage of learning English, to achieve as well as their classmates.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum enriches learning in a number of ways. The use of themes and fun approaches are providing a good match to pupils' needs, particularly in English. In mathematics and science opportunities to use practical approaches, though improving, are still a little limited. Sport and after-school clubs are well attended and often make excellent use of partnership arrangements with other schools and community sports clubs. Information and communication technology (ICT) is an emerging strength with pupils increasingly using ICT skills to enhance their work, especially at Key Stage 2. Opportunities for learning outside the classroom help broaden pupils' horizons. For example, residential visits give pupils a chance to take initiative, show responsibility, work collaboratively and achieve success outside the classroom. Strong links with the wider community add strength to the curriculum. For example, pupils visit the local Jewish community and celebrate events and festivals with local churches. Pupils' horizons are also broadened through drama, making music and strong links with a school in Ghana.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good overall. Pastoral care is excellent and bolsters pupils' good achievement. The school's welcoming atmosphere and the staff's high level of concern for individuals leads to pupils feeling valued. The school's effective support for Traveller families is seen locally as a model of good practice. Parents report that they are very happy with how well their children are looked after. Children, including those with learning difficulties and/or disabilities and those learning English, are well supported and, as a result, are fully included in all aspects of school life. Teaching assistants are deployed effectively to support pupils' learning. Procedures to safeguard children are fully in place. The quality of the guidance provided for pupils so that they know exactly what they have done well and what they need to learn next is inconsistent. In English, pupils are provided with excellent guidance and know precisely what to do next but in mathematics and science the quality is not as effective

## Leadership and management

### Grade: 2

The good quality of leadership and management is the main reason why this is a good school that has a number of outstanding features and a good capacity to improve. The headteacher has been instrumental in moving the school forwards and improving standards and achievements year on year. The headteacher and the enthusiastic deputy headteacher make a dynamic team, dedicated and committed to meeting the varied needs of learners. They have a secure vision for future developments and how to sustain them. Ensuring full inclusion for learners is at the heart of the school's provision, with outstandingly close checking of data to spot problems and generate challenging targets. This has been particularly successful in pupils achieving well in English and is currently being replicated in mathematics and science. Though evaluation of strengths and weaknesses are accurate, senior leaders' judgements of the school's overall effectiveness are too generous. Increasingly, middle managers are playing a more strategic role taking decisions corporately so that all staff have ownership of new initiatives and strive for consistency.

Governors play a strategic role, and have a very good understanding of strengths and areas to develop. They hold the school to account and use their expertise to complement and extend provision. Parents think highly of the school. Their views are taken into account well when making decisions. The school has very strong links with many partnerships, enriching opportunities for community involvement and ensuring pupils' smooth transition to secondary education.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Inspection of Osbaldwick Primary School, York, YO10 3PR

Thank you for welcoming Mr Petts and myself to your school. We enjoyed the time we spent with you and our discussions. Your school provides you with a good education and is getting better all the time. Your parents and carers are right to feel pleased with your school. The headteacher and deputy headteacher are very keen for you to do as well as you can. This is why they keep a close eye on how well you are doing and help you make good progress. Your standards in English are good and are improving in mathematics. You make better progress in English than in mathematics and science. You need to keep working hard at solving number problems and planning lots of science investigations. We have asked your teachers to give you clearer guidance on how to improve your work in mathematics and science and to make sure that you know how well you are doing in these subjects.

Your behaviour is outstanding. You really enjoy school and are very enthusiastic about your work and the many exciting things you do in school. Your attendance is good so keep this up. Also, we are pleased to see you have an excellent understanding of how to keep healthy and safe.

We appreciated your warm welcome and enjoyed talking to you about your work. I am sure you will play your part in helping the school to get even better by continuing to work hard. Good luck for your future and best wishes.