



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Osbaston CIW School
Osbaston Road
Osbaston
Monmouth
NP25 3AX**

Date of inspection: March 2013

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2013: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 24/05/2013

Context

Osbaston is a Voluntary Controlled Church in Wales School near Monmouth. It serves the local area, which is socially and economically advantaged. There are 201 pupils on roll between the ages of four and 11. All attend on a full-time basis. School numbers have been stable for some time.

The school has identified 8% of its pupils with some degree of additional learning needs, including a very few who have statements of special educational needs. A very small percentage of pupils are entitled to free school meals, which is well below local and national averages. This figure is lower than it was in 2011. No pupil was excluded in the previous 12 months.

Nearly all pupils come from white British backgrounds. No pupil has Welsh as the language of the home. Very few pupils have support in English as an additional language. No pupil is 'looked after' by the local authority.

The school was last inspected in the spring term 2007. The previous headteacher retired at the end of the summer term 2012. Currently, the deputy headteacher is the acting headteacher, supported by an acting leadership team of two senior teachers. The individual school budget per pupil for Osbaston Church in Wales School in 2012-2013 means that the budget is £3,106 per pupil. The maximum per pupil in the primary schools in Monmouthshire is £6,421 and the minimum is £2,777. Osbaston Church in Wales School is 30th out of the 33 primary schools in Monmouthshire in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Good

Current performance

The current performance of Osbaston CIW School is adequate because:

- pupils' attitudes to learning, their behaviour and their involvement in school life are good;
- the curriculum is wide, interesting and well planned to provide good learning experiences;
- partnerships with parents and the local community are positive and enrich learning;
- support for pupils with additional learning needs is effective; and
- the quality of teaching across the school is good.

However:

- too many pupils do not achieve as highly as they should by the end of key stage 2;
- results for 11-year-olds do not compare favourably with those of schools with a similar proportion of entitlement to free school meals;
- pupils do not make sufficient progress in Welsh or use it sufficiently in school;
- standards in and provision for information and communication technology (ICT) are below those of most schools and pupils do not have sufficient access to an appropriate range of equipment; and
- the use of assessment for learning strategies is inconsistent.

Prospects for improvement

The prospects for improvement at Osbaston Church in Wales School are good because:

- the acting headteacher has had a significant impact on the school by putting in place a wide range of well-planned initiatives to address robustly issues of under-performance;
- there is a very positive commitment from all staff and governors to maintain a rigorous approach to self-evaluation and to raising standards further;
- the role of governors has been strengthened so that they now hold the professional leadership to account;
- self-evaluation is well constructed, accurately reflects the school and is closely related to school improvement planning; and
- performance management systems have been improved and relate to the school's priorities.

Recommendations

- R1 Raise pupils' standards by the end of key stage 2 and particularly those of girls
- R2 Improve pupils' skills across the curriculum in the application of ICT and the resources available to do this
- R3 Raise standards in spoken and written Welsh, including pupils' use of Welsh across the school
- R4 Ensure that a range of assessment for learning strategies is used consistently across the school

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils speak and listen very well. Many from a young age are very confident orally and have well developed vocabularies. The oldest pupils discuss theories and moral issues very maturely.

Across the school, most pupils read well and the more able are fluent, reading with expression and with good understanding. In the Foundation Phase, most pupils talk confidently about characters and refer to incidents in the text. They discuss some favourite authors and illustrators knowledgably and very enthusiastically. Within key stage 2 nearly all have well developed research and reference skills. They often have sophisticated opinions about the merits of different authors and how plots and themes are constructed in novels.

Many pupils write well for a wide range of purposes. From early in the Foundation Phase, they write increasingly at length. Towards the end of key stage 2, in the best work, the quality of writing is very good, for example in writing on the Victorians and on life in the 1960s in history. Spelling and punctuation are generally accurate. Standards of handwriting are good across the school. Nearly all take pride in presenting their work neatly.

Most pupils make good progress in developing their mathematical skills across the curriculum and in applying them in different situations, for example in measuring in science and in handling data in history.

Skills in ICT are not developed consistently in all classes. As a result, most pupils do not have the full range of ICT skills to support and enhance their work across the curriculum.

In Welsh, nearly all pupils have very basic conversational skills. However, older pupils do not have a sufficient range of vocabulary and sentence patterns to speak in extended sentences. Pupils do not build successfully in key stage 2 on the knowledge and understanding they have gained in the Foundation Phase.

In the 2012 assessments at the end of the Foundation Phase, pupils' attainment was above the family and national averages in all the areas of learning, especially at the higher outcome (outcome 6+). When compared to that of similar schools in terms of entitlement to free school meals, the school's performance was in the top 25% in all indicators.

At the end of key stage 2, results show a positive trend over the last four years and have risen from a low point in 2010. However, in 2012, performance remained below the family, although above national averages at the expected level (level 4+). At the higher level (level 5+) results in English were below the family and above the national average. In mathematics, results at this level were high. In science results were close to these averages.

When compared to schools with similar levels of entitlement to free school meals, results at level 4+ have mostly placed the school in the lower 50% in recent years. At level 5+, results were in the upper 50% of those schools in English and in the top 25% in mathematics and science.

Bearing in mind the generally high standards of pupils at the end of the Foundation Phase, a minority of 11-year-olds did not achieve as well as they should have. In 2012, at the end of key stage 2, boys significantly out-performed girls, particularly at the higher levels, as in previous years.

Pupils with additional learning needs made good progress.

Wellbeing: Good

Most pupils feel safe in school and if there are any problems they know that staff will support them. Pupils have positive attitudes to healthy eating and understand the importance of it and taking regular exercise

Pupils' attendance has consistently improved over the last five years and is close to the family average. There is very little lateness. Behaviour during lessons and play times is very good and pupils are courteous to each other and to adults. They are always willing to help and to offer assistance to visitors and to each other.

The school council understands its role and takes care to seek the views of all pupils. The school leadership listens to them and considers their views seriously. The council plays a full part in school life and is helping to make decisions, for example about redecorating parts of the buildings and the purchase of play equipment.

Pupils play an important part in the life of the local community and have strong links with many local organisations. The pupils benefit greatly from these experiences. As a result, many develop a good range of social and personal skills which equip them well for life.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Adequate

The school has recently reviewed its curriculum and put in place changes to ensure that it is relevant and interesting and builds on what pupils already know and can do. There is now a good range of learning activities and a broad and balanced curriculum that meets statutory requirements. Planning for the medium and longer term is good. There are well-organised relevant visits relating to the topics being studied, which enrich and enhance learning. These visits often provide a good stimulus for extended writing in a wide range of areas.

In the Foundation Phase there is a strong emphasis on learning through practical experiences and the use of the outdoors. Throughout the school, generally activities are structured well to allow pupils to reinforce and build on what they have learnt previously. However, this is not always the case for the more able older pupils. There is extensive provision to develop basic literacy skills and many opportunities for pupils to apply their numeracy skills in different subjects.

However, not all pupils consistently have enough opportunities to develop and to apply ICT skills across the curriculum. Progress in planning is limited by a lack of equipment and teachers' expertise.

The school makes appropriate provision for Welsh language development in specific Welsh lessons. However, in many other lessons opportunities are often missed to develop pupils' confidence to use Welsh in different situations. The curriculum for Welsh does not ensure that all pupils build successfully in all lessons on what they already know and can do. There are good arrangements and opportunities for pupils to learn about their locality and the history and culture of Wales.

The school's provision for education for sustainable development has some very strong features including extensive opportunities for all pupils to be involved in growing and enjoying their own produce. Pupils have a good understanding of the recycling process and the reasons why they need to recycle. Pupils' understanding of global citizenship is developing well through the school's good overseas links with a fair trade organisation.

Teaching: Good

Across the school, all teachers have positive relationships with pupils and work closely and effectively in lessons with their support staff. In the best lessons, the teaching is very lively and succeeds in catching and holding pupils' interest and enthusiasm for extended periods, for example when discussing plots and themes in a novel. Teaching in the best lessons shows very high expectations of what should be achieved.

The teaching is often based on very good subject knowledge, which is used effectively to prompt pupils to think things out for themselves. Where the teaching is strongest, teachers show flair and imagination, for example when demonstrating in a science lesson how the properties of some materials change and when investigating physically geometric shapes in mathematics.

In most lessons, teachers question effectively and encourage all pupils to express their own thoughts and to make suggestions confidently. However, in many lessons opportunities are missed to encourage the regular use of Welsh by pupils to develop their bilingual competence.

The school has established new and reliable processes to assess pupils' progress and to set individual targets. They are being used well to identify under-performance and to provide well focused support. Reports to parents provide good information on their child's progress and a detailed picture of their all round development.

Assessment for learning strategies are now used well in a majority of classes to encourage pupils to think about what they have learnt in lessons, to assess their own work and that of others and to appreciate what they need to do to be effective learners. However, the strategies are not being developed consistently across the school. Pupils' work is marked regularly. A new system of constructive marking has been introduced. In the best examples, this is used very effectively to raise standards and to encourage pupils to improve their work by thoughtfully recognising success and indicating simply how work could be improved.

Care, support and guidance: Good

The arrangements for dealing with harassment, bullying, healthy living and wellbeing are comprehensive and effective. The site is very well used for sports and games and these activities contribute well to the development of pupils' all round physical fitness.

The overall provision for the promotion of pupils' social, moral, spiritual and cultural development is good. The arrangements to enhance pupils' spirituality successfully encourage pupils to reflect and to appreciate wider issues. Pupils have good opportunities to consider moral questions and to learn about and value the cultures and traditions of other countries. Provision for personal and social education is planned well and is included regularly in many activities across the curriculum.

The school effectively engages the support of a wide range of external agencies and specialists. The co-ordinator for additional learning needs organises their input efficiently and this enables the school to provide well for its most vulnerable pupils.

There is effective provision for pupils with additional learning needs. This ensures that all of these pupils have full access to the curriculum. The school identifies pupils' needs at an early stage, and tracks pupils' progress thoroughly through operating an effective system which traces the impact of support on each pupil's needs. The individual educational plans are well written and easily understood, and staff make effective use of them to help pupils make progress. Pupils and their parents are heavily involved in assessing the progress pupils are making.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school is an inclusive community that promotes equal opportunities for all pupils, where emphasis is placed on recognising, respecting and celebrating diversity. It offers a safe and welcoming environment for all learners. There is a supportive ethos and much emphasis is placed on working together and respecting adults and children.

The school buildings are set in a large and attractive site. This is very well used by the whole school to supplement and enrich the curriculum. The Foundation Phase classes are well laid out to encourage learning through play. The safe outside area also provides very good opportunities for pupils to explore and develop their social and thinking skills.

Classrooms in the key stage 2 building are appropriate in size for pupil numbers. All rooms and corridors are attractively well organised with many good quality displays of pupils' work. The buildings are well maintained.

Key Question 3: How good are leadership and management?	Good
--	-------------

Leadership: Good

The acting headteacher has a very clear vision for the future of the school and its current needs. These have been shared successfully with all staff. The senior

management team work closely and cohesively, and have put in place new systems to lead and manage the school and address areas for improvement. Performance management arrangements have been strengthened and are now closely linked to the school's priorities.

There is a very positive spirit of co-operation amongst all staff who have willingly taken on new responsibilities and supported all new initiatives. All have a strong commitment to raising standards further. Subject co-ordinators now use information from their own lesson observations, scrutiny of work and performance data well to give focus to their planning and to judge the progress being made to address their priorities for improvement.

The governing body is actively engaged with the senior management team and is very well informed about school performance. Governors have looked closely at how to function more effectively and how to engage with and help the school and as a result have improved their procedures. They meet monthly to review the impact of the new initiatives they have approved. Their role as a supportive and critical friend has recently been strengthened as has their knowledge of the standards in the school. They have clear strategies to secure its success in the longer term.

The school has made good progress in addressing most national and local priorities. The Foundation Phase has been introduced successfully. Recent initiatives to raise standards have led to improvements in lessons in the teaching of literacy and numeracy and in moderating standards with other schools.

Improving quality: Good

The school has recently put in place new arrangements for self-evaluation. The acting headteacher has rapidly developed a strong and thorough approach which is firmly centred on raising standards further. New initiatives include rigorous data analysis, lesson observations and critical discussion with all staff about all aspects of school life. The school seeks the opinions of all other interested groups including pupils, governors, parents and the wider community. It now responds constructively to them and reflects their views in the judgements made.

The information gathered in the self-evaluation report is accurate and used well to determine the priorities in the school improvement plan. These coincide with the findings of the inspection. The school improvement plan is well constructed and contains clear targets, realistic timescales, responsibilities and costs, and ways of judging the success of initiatives.

School improvement initiatives are all new and are generally at an early stage in terms of their implementation and impact. They have not had sufficient time to have their full effects on standards and provision. The school has very recently begun to address the recommendations of the previous inspection and is making good progress in those areas.

The school works well in reinforcing its commitment to professional learning communities. It has effective links with other schools within the family, the local area and further afield. These networks of professional practice are beginning to make an important contribution to the school's provision and development.

Partnership working: Good

The school works very well with a wide range of partners and outside agencies including regular visits from members of the local community and from the area development and school improvement consortium.

There are strong links with parents and recent improvements in communication have enhanced these. All stakeholders are very well informed about school life through the new, very high quality interactive school web-site. The close links with the church have had a very positive effect on the school to develop a sense of spiritual wellbeing and culture of self-reflection across the school.

Effective programmes are in place to ensure that new pupils settle well into school. There are good transition and moderation arrangements with the local secondary school, which are well used. The group of local primary schools co-operate closely and share skills, expertise and resources effectively.

Resource management: Adequate

Teachers and support staff have a good range of skills and expertise that they use well to deliver the curriculum effectively. The school deploys all staff efficiently. All now have clearly defined roles to enable them to carry out their responsibilities successfully.

There are appropriate arrangements for teachers to plan, prepare and assess. However the school had not reviewed the roles of senior teachers and the management structure of the school in line with the requirements of the national agreement on "Raising Standards and Tackling Workload".

School leaders now manage available funds efficiently. They ensure that spending decisions are focused to help the school achieve its priorities in the school improvement plan. Recent expenditure has been targeted appropriately at improving key resource, for example in ICT and to extend the indoor and outdoor learning environments further.

In view of pupils' standards, the school currently provides adequate value for money.

Appendix 1

Commentary on performance data

Pupils' performance at the initial end of Foundation Phase assessments in 2012 compares very well with that of other schools in the same free school meals band. In these assessments at the expected outcome (outcome 5+), the combined school results were in the upper 50% as they were in language, literacy and communication. In mathematical development and personal social development, wellbeing and cultural diversity the results were in the top 25%.

When compared with performance levels within the family of schools, the results at the end of the Foundation Phase at outcome 5 were above family and national averages in English and very high at outcome 6 in English. In mathematical development, and personal social development, wellbeing and cultural diversity, all pupils reached outcome 5+, and performance levels were well above family and national averages at outcome 6+.

In key stage 2 in 2012, the results at the expected level (level 4+) in mathematics and science placed the school in the lower 50% of those schools in the same free school meals band. In English, the results were higher and were in the upper 50% of those similar schools. At the higher level (level 5+), results in mathematics and science were in the top 25%. In English they were in the upper 50%. Over the last three years, results have all followed this pattern at level 4+ and at level 5+. Results have improved in English, mathematics and science.

Over the last four years, the overall trend in results at the end of key stage 2 has improved from a low point in 2010 when they were well below family and below national averages. Currently, the overall results are below the family average and just above national averages.

In English, mathematics and science, in 2012 results at level 4 were in line with the family average and above national averages. In all subjects they showed an upward trend of improvement. At the higher level (level 5+), results in English were below the family and above national averages. In mathematics, results rose steeply and were above all of these averages. In science, the results also improved and were in line with the family and above national averages. Over time however, school data suggests that key stage 2 pupils generally do not build sufficiently on the standards they attained earlier.

In the school, there is a very small proportion of pupils entitled to free school meals. It is inappropriate to comment on their performance compared to those not in receipt of free school meals.

In the Foundation Phase there was no significant variation in the performance of boys compared to girls. At key stage 2, boys have consistently outperformed girls. This was in contrast to the family data where the reverse was the case. Pupils with additional learning needs perform well and reach the targets set for them.

The performance of pupils currently in the Foundation Phase is in line with these results. In key stage 2, standards are higher and pupils are well placed to exceed those results reported in 2012.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaire

One hundred and ten key stage 2 pupils completed the learner questionnaire. Their responses are broadly in line or more critical than those of pupils in other schools in Wales. Pupils in Osbaston CIW School are less positive about bullying, keeping healthy, taking regular exercise, doing well and homework.

Nearly all pupils:

- feel safe in school;
- know who to talk to if worried or upset;
- think that teachers and other adults in the school help them to learn and make progress;
- know what to do and whom to ask if they find their work hard; and
- think they have enough books, equipment and computers to do their work.

Many agree that:

- the school deals well with any bullying;
- the school teaches them how to keep healthy;
- there are plenty of chances for regular exercise;
- they are doing well at school;
- homework helps them to understand and improve their school work;
- other children behave well and they can get on with their work; and
- nearly all children play well at playtimes and lunch times.

Responses to parents'/carers' questionnaire

Seventy-six parents responded to the parental questionnaire. Their responses are in line with or more positive than those of other parents in Wales.

All feel that their children like school and feel safe in school.

Nearly all those who responded agree that:

- they were satisfied with the school;
- their child is helped to settle in well when they began school;
- their child is making good progress;
- pupils behave well;
- teaching is good;
- staff expect their child to work hard and do his or her best;
- homework builds well on what their child does in school;
- staff treat their child fairly and with respect;
- their child is encouraged to be healthy and take regular exercise;

- they feel comfortable about approaching the school with suggestions or a problem;
- the school helps their child to become mature and to take on responsibility;
- their child is well prepared to move onto the next school;
- there is a good range of activities including trips or visits; and
- the school is well run.

Most agree that:

- their child receives appropriate support in relation to any particular need.

Many feel that:

- they are well informed about their child's progress; and
- they understand the school's procedures for dealing with complaints.

Appendix 3

The inspection team

Peter Mathias	Reporting Inspector
Buddug Bates	Team Inspector
Rhiannon Boardman	Lay Inspector
John Morris	Peer Inspector
Catherine Jones	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11

schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.