



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

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

Date of inspection: September 2019

by

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

About Osbaston CIW Primary School

Osbaston Church in Wales Primary School is in Osbaston, near Monmouth. There are 206 pupils on roll between the ages of 4 and 11.

Around 2% of pupils are eligible for free school meals, which is well below the national average (19%). A very few pupils speak Welsh at home. The school identifies that 8% of pupils have special educational needs. This is well below the national average (21%).

The last inspection of the school was in March 2013. The current headteacher was appointed in September 2013.

Estyn does not inspect religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for religious education and collective worship to be inspected separately.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The headteacher has a very clear vision for the school which is based firmly on all pupils reaching their potential. She has high expectations of herself, the staff and pupils and provides a good role model for the whole school community. She identifies the school's strengths and areas for development accurately and implements change in a skilful way.

Teachers have recently taking a more flexible approach to curriculum planning. This work is at an early stage of development but has already led to pupils having a greater say in what and how they learn. Most teachers use a variety of teaching strategies that motivate and engage pupils well.

Pupils' reading and speaking skills are particularly strong. They have effective number and information and communication technology (ICT) skills. Nearly all pupils behave in an exemplary way both in the classroom and around the school. They are courteous and well mannered, and show high levels of care and consideration for each other. Pupils' attendance levels compare very well with those in similar schools and nearly all pupils arrive at school on time. They have positive attitudes towards all aspects of school life and are proud of their school.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Improve pupils' mathematical reasoning skills and their abilities to use numeracy skills across the curriculum
- R2 Ensure that all teaching meets the standards of the school's best practice
- R3 Provide regular opportunities for pupils to take part in physical education lessons

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

Most pupils enter school with literacy and numeracy skills that are at the levels expected for their age. As they move through school, most pupils make good progress in their learning. Most pupils who have special educational needs support make good progress in meeting their targets.

Most pupils' speaking and listening skills are very strong. They listen attentively to staff and to each other. Younger pupils in the foundation phase listen well to the story of Farmer Duck and are able to re-tell the story successfully using vocabulary from the book. Many Year 2 pupils speak clearly, for example when explaining how an octopus can squeeze through small places because it does not have bones. Many older pupils in key stage 2 speak confidently. For example, pupils in Year 5 explain how a trip to the fairground impacts on all their senses. They speak eloquently about feeling nervous about a ride on a rollercoaster and use a good vocabulary to explain the sounds heard at the fair.

In the foundation phase, many pupils develop a firm understanding of the sounds that letters make. By Year 2, many read familiar words well and use their knowledge of phonics to work out more challenging words. The more able pupils demonstrate a very good understanding of the text, for example by explaining why a character is sad by referring to events that have taken place in the story. In key stage 2, many pupils read a wide range of fiction and non-fiction texts with increasing confidence. In Year 4, most pupils read fluently and with good expression. They discuss the parts of stories that they find particularly appealing, for example how an author creates tension in a scary story. In Year 6, many pupils have a well-developed range of reading strategies to help them to interact with texts. For example, they scan to locate specific information when reading a report about the impact that screen use has on the sleeping patterns of teenagers.

From a young age, many pupils develop good writing skills. Most younger pupils form letters correctly and are beginning to write simple sentences to convey meaning. Most Year 1 pupils use an increasing range of vocabulary and literary techniques in their writing. For example, they use similes such as 'as green as grass' when writing poems about being thankful. In Year 2, most pupils write basic sentences well when recounting stories. Their spelling is generally accurate and many use basic sentence punctuation with increasing accuracy. Across key stage 2, many pupils write skilfully in a range of genres. They have a good understanding of the structure of different text types and identify the features of different kinds of writing well. For example, pupils in Year 6 analyse biographies of Aneurin Bevan and Roald Dahl to identify the features that they should use when writing their own biographies. Across the school, most pupils use their literacy skills well in their work across the curriculum, for example to write clear explanations about how DNA causes variation in their appearance.

Most pupils' Welsh language skills develop well. In the foundation phase, many pupils ask and answer simple questions about themselves, for example about the colour of their eyes and hair. Most pupils in key stage 2 talk in Welsh with increasing

confidence. In Year 4 pupils use the past tense to say where they went on holiday and who they went with, recalling vocabulary learned in previous years. They also learn French and use simple words and phrases to answer questions about colours. In Years 5 and 6, pupils use a more varied vocabulary when speaking Welsh. They extend their sentences, for example to give more detail about what they do at weekends. They write about themselves effectively using the present and past tense and read aloud well with good understanding.

Most pupils have good number skills. In Year 2, they recognise odd and even numbers and have a good understanding of place value in three-digit numbers. As they progress through key stage 2, most pupils continue to develop their understanding of number effectively. In Year 4, they use a good range of strategies to add, subtract, multiply and divide numbers and to investigate patterns in consecutive numbers. In Year 6, most pupils make calculations accurately using fractions and decimals. They apply their skills successfully to find the cost in yen of multiple tickets to the rugby world cup. In their science books they produce pie charts to show the difference between world population's eye colours compared to those of their class. However, across the school, pupils' do not apply their numeracy skills across the curriculum often enough or develop their reasoning skills to a high enough standard.

Most pupils have strong ICT skills. In the reception class, many pupils use the egg microscope to investigate the colours of natural autumn materials and use digital cameras to record the progress of eggs hatching in a bird box. Many pupils in key stage 2 use their email accounts to communicate with their teacher about their work. This allows them to practice their technology skills in purposeful contexts. In Years 5 and 6, many pupils build their own websites successfully. They choose banners, pictures and video clips to include in their designs. They use spreadsheets effectively to record the results of an investigation to find the distance travelled by different types of spheres.

Wellbeing and attitudes to learning: Good

Nearly all pupils enjoy school and feel safe within its caring environment. They know where to turn if they have any worries or are upset. Nearly all pupils show care and concern for each other. For example, the playground pals help to make sure that all pupils have someone to spend time with at lunch and breaktimes. Nearly all pupils behave exceptionally well in class and around the school.

Most pupils understand what they need to do to stay healthy. They know that exercise is good for them and the type of foods that they should eat. Nearly all pupils take part in regular physical activity, for example running around the school site as part of the jolly jog. Pupils who have breakfast in school make healthy choices including cereals and milk. In the foundation phase and in key stage 2 pupils sell fruit at breaktime and nearly all pupils eat healthy snacks. However, around half of pupils who bring their lunch to school bring snacks such as crisps, cakes and chocolate bars as part of their meal.

Throughout the school, most pupils have a very good understanding of how to keep safe online. For example, they know that they should not share their password with others and have developed a school slogan to help to ensure that they know how to deal with any inappropriate online content.

From this year, all pupils from the reception class to Year 6 are members of one of the school's leadership groups. This new approach is helping to ensure that all pupils have the opportunity to contribute to the life and work of the school. Pupils who have been members of school committees in the past provide good role models for new members of the groups. Their work in previous years helps younger pupils to understand the purpose of belonging to a group and to see the impact that pupils can make at school. For example, members of the eco-committee eliminated the use of single use plastic bottles at the school. The school council has arranged to have a path across the grass to the shelter in the key stage 2 area so that they can access it in all weathers. The school's digital leaders play a successful role in helping both adults and pupils to use new apps and computer programs. From this work, pupils are developing valuable skills such as preparing action plans and taking minutes at meetings.

Levels of attendance at the school are very strong and compare well over time with those in similar schools. Nearly all pupils arrive at school punctually.

Nearly all pupils have positive attitudes towards learning. They show interest in their work and are keen to talk about it with their peers and with adults. Most work effectively together in pairs and small groups. For example, pupils in Year 2 work successfully together to plan and make a film using tablet computers and pupils in Year 4 work well in pairs to ask and answer questions in Welsh using the past tense. Many pupils focus well on activities and sustain their concentration to complete tasks successfully. In the foundation phase, pupils develop very strong independent learning skills and they use these effectively when working away from adults. They show good perseverance during activities and remain on task for extended periods. Many pupils have very positive attitude towards learning languages other than English and understand how this can be beneficial to them in the future. For example, they understand that learning German and French will help them in secondary school and in a wider context such as when travelling abroad.

Teaching and learning experiences: Good

Nearly all teachers and teaching assistants create positive working relationships with pupils. They use effective strategies to promote good behaviour and this helps to create a calm and purposeful learning environment.

Many teachers have high expectations of pupils and plan tasks that challenge and interest them. They use a range of approaches to engage pupils including opportunities for them to work together in small groups and pairs. This helps to motivate pupils well and maintain their interest in learning. They ensure that tasks and activities build successfully on pupils' existing knowledge and skills. Most teachers use questions effectively to develop pupils' understanding and to extend their thinking.

All teachers in the foundation phase plan very well for pupils to take part in a good range of activities both in the classroom and in the outdoor learning areas. This helps to develop pupils' independent learning skills and provides pupils with good opportunities to make choices about their learning. Foundation phase practice is a very strong feature of the school. Many teachers across the school ensure that the pace of learning is good. However, in a few lessons in key stage 2 where the pace of

teaching is too slow, pupils do not always make enough progress in their learning. Many teachers use Welsh well in the classroom and around the school and this helps pupils to have a positive attitude towards learning new languages.

Many teachers help pupils to understand the purpose of their lessons well. For example, they share learning intentions with pupils and are clear about what pupils need to do to be able to complete tasks and activities successfully. Many teachers provide effective oral and written feedback to pupils that helps them to know what they have done well and what they need to improve. Pupils respond well to feedback and improve their work as a result of this.

Staff provide a wide range of learning experiences across both key stages. They use the local area well to enhance the curriculum for pupils. For example, pupils visit Monmouth castle and make termly visits to the local library. Pupils learn about the local area and local people during a history topic about Charles Stewart Rolls, an influential pioneer in the aviation and car industry. The school has strong links with the local secondary schools and these benefit pupils, for example through the provision of science and music transition workshops for more able pupils.

Teachers have started to consider changes to the school's curriculum in preparation for the new curriculum for Wales. They work in teams that reflect the new areas of learning and experience and have begun to include the four purposes of the new curriculum in their plans. In key stage 2, the school provides opportunities for pupils to learn modern foreign languages including French for pupils in Years 3 and 4 and German for pupils in Years 5 and 6. Teachers have a systematic approach to planning for developing pupils' skills to ensure that learning builds on their existing knowledge. The school collaborates well with other schools to support curriculum development and share good practice. For example, teachers work with teachers from a neighbouring school to plan for the implementation of the digital competence framework and to improve pupils' ICT skills.

The school offers very good provision for developing reading skills. For example, guided and paired reading sessions throughout the school are effective. Many pupils use the well-resourced library successfully to choose books to read for enjoyment or to carry out research. All pupils in Years 4, 5 and 6 read regularly with pupils in the foundation phase and this helps to develop positive reading behaviours for both groups of pupils. Teachers develop pupils' number skills well through mathematics lessons. However, opportunities for pupils to apply these skills in other areas of learning are limited.

The school provides opportunities for pupils from Years 2 to 6 to learn to swim. The school has a plan to deliver physical education but this is not followed consistently across key stage 2 and physical education lessons do not happen regularly enough. As a result, pupils do not have opportunities to develop and practise the full range of physical skills systematically.

Care, support and guidance: Good

The very effective care support and guidance for pupils is a strong feature of the school.

The headteacher has introduced a highly effective tracking system and monitors the progress of all pupils at regular intervals. This system ensures that leaders and teachers identify pupils needing extra support early and plan interventions and support in a timely manner. Most teachers use this system well to provide a good balance of support and challenge for all pupils.

The school makes good provision for pupils with special educational needs. These pupils have detailed individual education plans that show the most effective ways of supporting their learning. Staff involve pupils well in planning what they need to do to improve and in measuring the progress that they make. The school works well with partnership agencies to support pupils requiring extra support. This includes a close working relationship with a specialist teacher from the cluster comprehensive school. As a result of this work, there is good support for pupils as they move from primary to secondary school. There are extensive transition links with several settings from which pupils transfer into reception class. This enables a successful transition into school for new pupils. Pupils from local sixth forms work with more able pupils to improve their skills, for example with problem solving activities in mathematics.

The school has a wide range of leadership groups. This year, the school is trialling an approach that involves all pupils belonging to one of these. This work is at an early stage of development but staff have already worked with pupils to create action plans for their work for this year. The school has started to implement these plans effectively. For example, the charity group have organised a coffee morning to raise funds for a cancer charity and the digital leaders support pupils and teachers to use new computer programs and apps.

The school has many links with the local community and these enhance pupils' learning experiences well. For example, the police liaison officer delivers important messages to pupils, such as awareness of substance misuse and stranger danger. Members of the local community volunteer regularly in school, for example to sing with pupils or to support their gardening skills.

The school promotes healthy eating well. For example, the fruit tuck shop sells fruit and vegetables, some of which are grown in school. Leaders and teachers ensure that pupils and parents understand the benefits of good attendance. They provide rewards for classes that have high levels of attendance.

Teachers ensure that pupils have a sound understanding of how to keep safe online, for example through internet safety week. They use the school's motto of 'zip it, block it, flag it' well to help children to stay safe. The school offers a limited range of extra-curricular activities, including chess and art clubs.

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

The school's regular assemblies provide good opportunities for staff to develop pupils' spiritual awareness. School leaders and members of the local church lead assemblies that focus well on developing pupils' sense of wonder and feelings of thankfulness, for example by thinking about the natural world. All staff promote a positive attitude towards friendships, including through the school's buddy system. This is particularly effective where older pupils support their younger friends. The

school has developed successful work on restorative approaches to develop pupils' inter-personal relationships. As a result, pupils understand that there is a difference between conflict and bullying and are better equipped to manage any disputes that may arise. Teachers provide good opportunities for pupils to learn about the life and work of artists and authors. Julia Donaldson, the author of the Gruffalo books, worked with children to increase their understanding of her work as a writer and to discuss the benefits of being able to speak a number of languages.

The school communicates well with parents, for example, through the school website and electronic messaging systems. Teachers provide opportunities at the start of each school year for parents to learn about the life and work of the school. These sessions provide parents with a good range of information about how they can help their children at home.

Leadership and management: Good

The headteacher has a clear vision for the school based on ensuring an inclusive, caring and happy community. She places great emphasis upon maintaining and raising pupil's standards across the age and ability range. She leads by example and has high expectations of her staff, whom she challenges, guides and supports as appropriate. She is well supported by a diligent team of teachers and support staff. The senior leadership team collaborate effectively to ensure a constant focus on raising standards of pupils' skills and wellbeing.

Leaders and staff have a detailed understanding of pupil progress over time, and of trends in school performance. Members of the senior leadership team and subject leaders take responsibility for school improvement priorities and collaborate well to ensure progress. There is appropriate accountability at all levels. The headteacher provides teachers with the autonomy to develop aspects of the school's work and to try out different ideas. For example, groups of staff have recently developed new planning processes in preparation for the areas of learning and experience within the new curriculum for Wales.

The governing body has a detailed knowledge of the school. Governors demonstrate a real commitment to developing the curriculum and ensuring that the school's ethos and values are promoted effectively. They undertake their statutory duties diligently. Members of the governing body play an integral role in whole school self-evaluation. They undertake learning walks, talk to pupils and receive presentations from learners. They collaborate successfully with members of the senior leadership team and staff when addressing progress towards whole school priorities. The governing body are well aware of the reduced focus on comparative data, but equally aware of the continued focus on ensuring pupils make real progress from their starting points at the school. They operate successfully through range of sub-committees where detailed discussions occur. Their strategic role as a critical friend of the school is strong.

The school has well embedded self-evaluation processes and a detailed but flexible timetable of activities that leaders and staff carry out through the academic year. Leaders take part in a variety of activities such as learning walks, lesson observations and scrutiny of planning, to ensure that they have an accurate picture of the school's performance and progress. They make honest judgements and agree

whole school priorities with staff. These priorities are developed into a coherent and specific development plan which outlines a range of targets and actions. Leaders evaluate progress regularly, making informed and strategic decisions about provision at the school. For example, the investment in foundation phase resources has provided a highly engaging outdoor learning environment for younger pupils.

All staff have clearly defined job descriptions. There are opportunities for staff to discuss their personal development and potential training needs with the headteacher and leaders through the well-defined performance management structure. This ensures very good support for staff and consistent levels of accountability. Teachers and support staff receive regular and valuable opportunities to take part in professional learning activities, both locally and regionally. There are strong strategic partnerships and successful examples of joint working with partner schools. For example, staff are collaborating closely with a local school to develop the planning for the digital competence framework. Staff attend regular meetings and training events, and disseminate information through whole staff and phase meetings.

There is a strong focus on empowering staff to influence the practice of colleagues in specific areas. An effective example is the grouping of teachers in triads to share effective practice and observe one another teaching. Recently, there is an increased emphasis on professional learning, enquiry and research. This work is starting to have a positive impact on pupils across the school. For example, pupils have improved the range of vocabulary they use in their written work as a result of teachers' action research work.

The school provides a thoroughly engaging environment for the pupils. There are a good range of resources that support pupils' learning successfully. The governing body and leaders manage the school budget effectively and grants are allocated appropriately to support pupils with their learning.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses 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:

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Publication date: 02/12/2019