

# Osballdwick Primary School

## Inspection report

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<b>Unique Reference Number</b>	121339
<b>Local authority</b>	York
<b>Inspection number</b>	358991
<b>Inspection dates</b>	08–09 December 2010
<b>Reporting inspector</b>	Andrew Swallow

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 of pupils on the school roll</b>	185
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Lewis
<b>Headteacher</b>	Lesley Barringer
<b>Date of previous school inspection</b>	29 January 2008
<b>School address</b>	The Leyes Osballdwick York YO10 3PR
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons and observed eight teachers. Inspectors held meetings with members of the governing body, staff and pupils. They observed the school's work and looked at the school's improvement plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 81 parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Rates of progress made by children across the Early Years Foundation Stage, given increasing numbers joining the Reception Year from outside the school's normal catchment area.
- The effectiveness of the school's strategies to raise standards in writing and in mathematics across Years 3 to 6, given the rising numbers of pupils joining the school during term time.
- The consistency of teaching and the impact of teachers' assessments on all pupils' learning and progress throughout the school.
- Effectiveness of leadership and management, at all tiers, in securing effective provision to meet the varying needs of a significant proportion of pupils joining the school at different times of the year.

## Information about the school

Osbaldwick is an average sized primary school. A much larger than usual number of pupils join or leave the school at other than the normal time, particularly in Years 3 to 6. Of these, a growing proportion are from a variety of minority ethnic and Traveller groups, although overall numbers remain well below national average. Few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is rising and is similar to that seen nationally. The proportion of pupils with special educational needs and/or disabilities is lower than that seen nationally. Amongst the school's awards are the Healthy School status, the Inclusion award, Basic Skills Quality mark and the Activemark.

Osbaldwick Children, a playgroup located on the school's site, provides out-of-school care. This supports children's transition into the Reception classes. It was not part of this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school that meets increasingly well the varied needs of its pupils, particularly the rising number that join the school at other than normal times. Pupils' personal development is outstanding. Standards in writing and mathematics are improving and are average. The vast majority of pupils make good progress and achieve well, given their below, and sometimes well below, average starting points.

Parents and carers are quick to confirm how much they appreciate the school's outstanding care, guidance and support. Pupils are keen to say how much they enjoy their learning and feel safe at school. As a result, they attend well, take the fullest advantage of the many exciting experiences, challenges and competitions, and develop personal qualities and skills that prepare them exceptionally well for their future lives. Pupils' spiritual, moral, social and cultural development is excellent. Their exemplary behaviour makes a significant contribution to the harmonious school environment. Almost all are confident in talking about the factors affecting their health and well-being, and many have adopted healthy lifestyles.

Central to the high expectations across the school, is the effective leadership and management of the headteacher. She inspires all staff to provide quality support for pupils and their families, including a large number from challenging circumstances. Pupils get off to a good start in the Early Years Foundation Stage, where they quickly improve their basic skills and gain confidence in forming relationships with others. Whilst the environment is secure and safe, however, there is scope for more stimulating and 'hands on' activities. Good progress is sustained throughout the school as pupils reach average and improving standards by the time they leave Year 6. Teaching is effective, and well-planned assessments help pupils to understand the next steps in their learning. In addition, the curriculum is increasingly well-matched to pupils' needs and enables them to learn effectively.

Senior leaders evaluate accurately the school's performance. The governing body makes an exceptional contribution to the work and direction of the school. As a consequence, links with families are excellent, as are partnerships with other schools and external providers, complementing and extending the work in hand. Leaders and managers at all levels are ambitious for all pupils, and have put in place clear plans and challenging targets to secure further improvement. All these characteristics, in conjunction with the school's maintained improvement in standards, highlight its good capacity for sustained improvement.

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

- Enhance the quality of learning activities in the Early Years Foundation Stage by:
  - providing more opportunities for children to explore and investigate for themselves
  - enriching existing resources so that they stimulate children's curiosity and imagination more.

### Outcomes for individuals and groups of pupils

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Pupils achieve well and enjoy their learning. In many lessons, they collaborate effectively to pool ideas and develop each other's thinking. For example, Year 4 pupils worked well together to use digital cameras and information and communication technology (ICT) to produce individual frames for a silent movie. In small groups, Year 5 pupils extended each other's thinking about squaring numbers, to produce patterns on squared paper that represented accurate calculations. Pupils of all abilities engage equally well in such tasks. Their enthusiastic responses help to narrow the attainment gap between different groups, particularly for those who arrive during the school year and those with specific learning needs.

By the time they leave Year 6, pupils attain average and improving standards in English, mathematics and science overall. In English, pupils' writing skills and, in particular, their use of language and sentence construction, have improved considerably. Standards attained by the more able, and by boys, have especially improved. These improvements are largely due to teachers' effective modeling of key language, the use of storytelling and drama to stimulate pupils' imagination and more opportunities to practise writing for practical purposes. Attainment has also risen in mathematics, and notably at the highest levels where the standards pupils reach are above those seen nationally. Opportunities for pupils to work in small groups, to challenge each other's understanding of new mathematical skills, then to apply them to solve real-life problems make a strong contribution to their growing confidence. Overall, pupils learn well and make good progress from below and sometimes well below, expected starting points. The pupils who speak English as an additional language make good progress, as do those with special educational needs and/or disabilities, those from Traveller backgrounds, and the majority who join the school during the year. This is because they benefit from successful mentoring and one to one support arrangements.

Pupils develop outstanding personal skills and qualities. Attendance is above average. Most pupils show an excellent understanding of how to eat healthily and stay fit. They say they feel very safe in school and know who to turn to with problems. Through their work on the school council, involvement in regional school council conferences and national speaking competitions, meetings with local parish councilors and extensive charity fund raising, pupils develop exceptional spiritual, moral and social qualities. Links with schools in Ghana and Texas, and a successful French pen-friend scheme, foster deep appreciation of the different lifestyles and priorities of people from diverse countries and religious backgrounds. Opportunities to manage the school's shop, representation at national and regional enterprise

festivals, and innovative projects that involve work with local marketing and design companies, ensure that pupils increase their understanding of the world of business and finance.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	
Taking into account:	<b>2</b>
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Lessons are interesting and capture pupils' attention well. Teachers have clear expectations of what pupils need to learn. In the most effective lessons, teachers assess frequently the developing levels of understanding and knowledge, using a range of questioning techniques so that pupils are encouraged to think for themselves and explore alternatives. Pupils enjoy their learning and show positive attitudes to each other and to their teachers. Pupils say that 'learning is fun and demanding'. The teaching motivates them, develops a desire to succeed and enables them to share their views and develop their ideas effectively in pairs and small groups. Information and communication technology is used innovatively to engage pupils' interest and encourage entrepreneurial skills. Teachers make regular and accurate assessments of what pupils know and understand. They increasingly involve them in assessing the progress they have made, explaining clearly the next steps in their learning. However, inconsistencies creep into some lessons when teachers talk for too long, and there is occasionally not enough challenge within the planned activities.

The curriculum responds well to pupils' basic literacy and numeracy needs. Experiences are increasingly well planned across subjects to reinforce key reading, writing and ICT skills, and lead to good learning and progress. Specialist events, such as science week and world mathematics day, extend pupils' awareness of the rapidly changing world around them. Arrangements to promote pupils' personal and emotional development are especially strong. A range of sporting, drama, artistic and musical activities underpins pupils' growing self-confidence and excellent personal qualities.

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Pupils receive outstanding pastoral care and support. Staff are vigilant in ensuring high levels of welfare, especially for the most vulnerable pupils. Innovative partnerships between bespoke school teams and different specialist agencies impact positively on pupils from all backgrounds. As a result, the learning, development and well-being of individual pupils facing the most challenging circumstances, are sustained. Good partnerships with the adjacent playgroup and local secondary schools ensure effective induction and transition processes that result in pupils moving smoothly through the different phases of their education. All adults have the highest of expectations of pupils at all times, resulting in excellent behaviour and regular attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher leads the school well. She sets a very clear direction and tone for the school's work, and is aspirational on behalf of all young people. Senior and middle leaders are equally ambitious to continue to improve the school. They discharge effectively their responsibilities for checking the quality of teaching and learning, and make effective use of information to monitor how well pupils are doing. Self-evaluation is very accurate and outcomes of monitoring are used carefully to deploy additional resources to support the performance of pupils with specific needs and, in particular, those joining the school throughout the year.

The governing body knows the school very well indeed and are extremely well organised and thorough in their approach. They take a very active role in school self-evaluation, and are exceptionally well informed through the regular and detailed information they receive on the quality of teaching and pupils' performance. They are confident in providing high levels of professional challenge to hold senior leaders to account, and in acting upon their findings. They engage very effectively with parents and carers, pupils and the staff as a whole, and are vigorous in ensuring that all pupils and staff are safe. The school promotes good community cohesion through well planned partnerships with schools in Ghana and Texas, the local church and community groups. These arrangements help to develop a good understanding of the lives of people from different faiths, cultures and backgrounds.

There are good systems for safeguarding pupils, including detailed procedures for assessing and eliminating risks. Support provided by key agencies is of a good quality. The governing body and staff receive regular training, in particular on child protection issues. The school integrates issues about safety into the curriculum well, so that pupils develop a strong understanding of how to keep themselves safe. Adults promote equality of opportunity and tackle discrimination effectively so that all groups of pupils reach their potential. As a consequence, the school provides good value for money.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children make good progress in the Early Years Foundation Stage. The vast majority enter school with skills below those expected for their age, and some with low levels of self-esteem and confidence in communicating with their peers. From the start, adults provide strong support for children's welfare, learning and development. As a result, children settle quickly and begin to relate well to one another. Staff place strong emphasis on children cooperating in small groups, taking turns and sharing. Well-known routines underpin these positive relationships and help to establish close links with parents and carers, and with the on site playgroup. Children are well behaved and respond positively to clear expectations and appropriate levels of praise and encouragement.

Consequently, the vast majority make good progress, reaching overall expected standards for their age, at the end of the Reception Year. This is primarily due to close tracking and detailed planning by staff that meets increasingly well their individual needs. Planning generally incorporates regular opportunities for adults to talk to and work alongside children, although there is scope for more activities for children to investigate, explore and interpret for themselves, with more stimulating activities, resources and scenarios. Strong leadership of the Early Years Foundation Stage ensures that staff work as a team, with a common sense of purpose to ensure that all groups of children have the opportunity to achieve as well as they can.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

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## Views of parents and carers

Almost half of all parents and carers responded to the inspection questionnaire. Of these, an overwhelming majority was highly supportive of the school. They typically comment, 'the atmosphere at this school is terrific,' and 'staff will always go the extra mile'. These comments reflect the positive feedback from the school's own surveys. A few responses raised concerns about how effectively the school deals with unacceptable behaviour, the rates of progress that their children make and the extent to which the school takes account of families' comments and concerns. Inspectors share the many positive views expressed by parents and carers, but find that staff deal highly effectively with the very rare instances of misbehaviour, when they arise, and that the vast majority of pupils make good progress across Years 1-6. Inspectors found the school's arrangements for consulting with families, and responding to their views, to be very effective.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Osbaldwick Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 185 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	65	25	31	2	2	0	0
The school keeps my child safe	52	64	26	32	1	1	0	0
The school informs me about my child's progress	40	49	37	46	4	5	0	0
My child is making enough progress at this school	42	52	31	38	8	10	0	0
The teaching is good at this school	48	59	30	37	2	2	0	0
The school helps me to support my child's learning	41	51	33	41	7	9	0	0
The school helps my child to have a healthy lifestyle	39	48	41	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	44	38	47	3	4	0	0
The school meets my child's particular needs	42	52	34	42	5	6	0	0
The school deals effectively with unacceptable behaviour	39	48	33	41	6	7	3	4
The school takes account of my suggestions and concerns	34	42	34	42	8	10	2	2
The school is led and managed effectively	48	59	30	37	0	0	1	1
Overall, I am happy with my child's experience at this school	49	60	28	35	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2009 to 31 March 2010 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 December 2010

Dear Pupils,

### **Inspection of Osbaldwick Primary School, York, YO10 3PR**

Thank you for your very warm welcome when inspectors visited your school. We really appreciated your help and enjoyed chatting with you and listening to your views. This letter is to let you know what we found out.

You should be really pleased because we agree with your views and judge your school to be good. You should also be proud because you are very polite, extremely well behaved, and very supportive of each other. You have an excellent knowledge of how to stay healthy and you tell us that you feel very safe. Adults look after you so well that you feel confident to ask them for help at all times. You told us that lessons were interesting and we agree with you. You learn a lot from the 'real life' experiences that your teachers regularly plan for you and you make really good use of computers to enhance your work. Your understanding of the world of business and finance is remarkable. We were really impressed by your successes in the House of Commons and in the local 'Yoscars.' The headteacher leads your school very well with the support of all the staff and governors. They make sure you are happy and you learn well. You make a good start in the Early Years Foundation Stage, and across Years 1 to 6 you work hard and make good progress. As a result, you attain average standards for your age by the end of Year 6. This is because you receive good teaching.

There is one area for improvement that we found. We have asked your school to ensure that, even though children in the Reception Year are doing well, they have more opportunities to investigate and explore by themselves, and that some of the activities are more stimulating so that they really capture all children's interests.

You can all help in sustaining the good education that Osbaldwick provides by working hard to reach your targets and continuing to support each other.

Yours sincerely,

Dr Andrew Swallow  
Lead Inspector

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