

St Oswald's Church of England Junior School

The Green, Guiseley, Leeds, West Yorkshire, LS20 9BT

Inspection dates 24–25 April 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils achieve well from their starting points. Pupils' progress is accelerating after a time when it slowed. Standards are currently above average at Year 6.
- The large majority of parents are proud of the school and feel their children are getting a good education.
- Teaching is good and occasionally outstanding. Teachers have high expectations of most pupils, have good subject knowledge and form excellent relationships with their pupils.
- Behaviour and safety are good. Pupils are confident and enthusiastic learners. They enjoy school and their attendance is above average. They are caring and respectful to each other.
- Many stimulating and creative opportunities for learning inspire pupils throughout the school day.
- The school is led by an astute, caring headteacher, effectively supported by leaders and staff, who work very well as a team.
- Teaching is well managed and successfully promotes the professional development of staff. This contributes to the pupils' accelerating progress and good achievement.
- The governing body makes a good contribution to the management of the school. Governors have a good knowledge of the school's strengths and areas for improvement and play an effective part in improving school performance.

It is not yet an outstanding school because

- Achievement in mathematics is not as good as in English. There is scope for more-able pupils to do better in mathematics.
- Teachers do not always give pupils enough chances to learn by finding things out for themselves, which hinders the progress of some pupils.
- Not enough teaching is outstanding; some inconsistencies exist in terms of expectations, the quality of marking and the use of computer technology to support pupils' learning.
- The system for recording the assessments of pupils' progress is not efficient. This hampers the ability of all staff to analyse it effectively and set higher targets for all their pupils.

Information about this inspection

- The inspectors observed 18 lessons.
- Meetings were conducted with governors, the staff team, a representative from the local authority and two groups of pupils.
- Information from the scrutiny of a range of school documentation added to inspection judgements. These included the details relating to safeguarding, the improvement plan, the school's procedures for gaining an accurate view of its performance and records of pupils' standards and progress.
- The views of parents were gathered by analysing the responses to a questionnaire conducted by the school. Reference was also made to the 34 responses posted on the online questionnaire (Parent View).
- An analysis of 18 staff questionnaires together with an ongoing dialogue with teachers and teaching assistants gave the inspectors an insight into the views of the staff.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Peter Allen

Additional Inspector

Jan Lomas

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- Almost all pupils are of White British background.
- The percentage of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is below the national average. The pupil premium grant is additional government funding for those pupils who are known to be eligible for free school meals, children from armed service families and those children that are looked after by the local authority.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection there have been some staff changes and during the inspection there were two temporary newly qualified teachers in post.
- The school has gained a number of awards including: The Stephen Lawrence Award, Sports Activemark Award, International Schools Award, Advanced Healthy Schools and Sing-Up (silver).
- There is a before- and after-school facility on the school site. This is inspected separately by Ofsted.

What does the school need to do to improve further?

- Improve teaching even further so that more is outstanding by:
 - reviewing the teaching and learning policy so that there is a clear policy for improving teaching, including the sharing of the outstanding practice within the school
 - making sure all teachers consistently set high expectations for all pupils
 - ensuring teachers' marking, and the guidance for pupils' improvement, is consistently good
 - enabling pupils to be confident to work independently and make more use of computer technology to support learning.
- Raise pupils' achievement in mathematics to narrow the gap with English by:
 - providing more challenge for all pupils in all classes, especially for the more able pupils
 - providing more opportunities for pupils to use their mathematical knowledge to solve problems.
- Improve the system for recording the assessments of pupils' progress so that it is more efficient and improves the ability of all staff to analyse it effectively and set higher targets for all their pupils.

Inspection judgements

The achievement of pupils

is good

- When pupils enter the school their attainment varies between being broadly average or below, depending on the ability of the year group. Over the last two years attainment by the end of Year 6 has been broadly average but, given the pupils' individual starting points, their achievement is good. Strong data within the school and inspection evidence indicate that standards are currently above average at Year 6 and the rate of pupils' progress exceeds the national expectations for most pupils.
- In 2012 pupils in Year 6 made good progress in English, although it was better in reading than in writing. In reading, the proportion of pupils making progress faster than the rate expected nationally and pupils' standards of attainment were above average. Pupils read widely and regularly, and even those who find reading more difficult say the school provides them with a good range of interesting and enjoyable books. They name many popular books and authors. Where extra support is needed, pupils understand the process of linking the sounds that letters make (phonics) to help them read unfamiliar words.
- In writing, the proportion of pupils exceeding expected progress was lower than in reading. The school acted upon this with urgency and, as a result, there is strong evidence that progress in writing has accelerated. More pupils in the present Year 6, for example, are working at the higher levels of attainment and achieving well. Standards of attainment for many pupils across the school in writing are now above the expectations for their age.
- In mathematics, pupils' progress has slowed slightly in recent years. However, the effective leadership by the subject manager is improving pupils' progress and narrowing the gap between mathematics and English. Better use of the assessments of what pupils know and can do now quickly and clearly identifies pupils who are at risk of falling behind or who are not making at least the good progress that is expected of them. Good training and support for teaching assistants ensure that pupils making slower progress are supported effectively. However, pupils are not consistently stretched in all classes, particularly the more able pupils. Similarly, opportunities for pupils to use their mathematical skills to solve mathematics problems are sometimes overlooked. These factors continue to impact on their achievement.
- School leaders are committed to equal opportunities and the prevention of discrimination. As a result, disabled pupils and those with special educational needs receive good support and make progress at similar rates to others in the school.
- In Year 6, in 2012, those pupils known to be eligible for the pupil premium reached lower standards compared to other pupils in the school and compared to similar pupils nationally in both English and mathematics. The school has responded swiftly to this and now targets these pupils for accelerated improvement. Inspection evidence indicates pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, are making good progress. The gap in attainment between those eligible and others is now very small and the remaining gap is narrowing rapidly.

The quality of teaching

is good

- The quality of teaching is good overall with some outstanding examples. Reading is taught well and the basic skills of mathematics are effectively taught.
- Teachers have worked hard to build pupils' creativity since the previous inspection. Good subject knowledge is typical of much of the teaching in the school. This is evident not only in the good progress of pupils in English and mathematics but also in learning in other subjects. For example, high-quality art is evident throughout the school, and a talented teacher enables pupils to develop their musical skills. This contributes to the school's growing reputation for the performance of music.
- Where teaching is outstanding, for example in an excellent literacy lesson in Year 6, pupils learn rapidly and are challenged to think for themselves. In this lesson pupils were encouraged to be

independent in comparing the features of a biography and autobiography. Learning and achievement were outstanding because of the very high expectations of the teacher, excellent use of questioning and a very good understanding of the progress made by all pupils.

- Teaching is not outstanding because there are some inconsistencies in the teaching practices of staff. While teachers plan tasks and activities for different ability groups, these activities do not always fully stretch pupils by enabling them take responsibility for their learning and work independently. Pupils stated that they would welcome more scope to work practically, for example, in mathematics. Some good use is made of computer technology to assist learning but teachers do not always ensure that its use is exploited as much as it could be, particularly to enable pupils to follow their own interests and enquiries.
- Marking offers pupils a good combination of praise and pointers for improvement. Pupils are well aware of their targets for learning in writing and mathematics and develop a good understanding of the requirements for moving their standard of work from one level to the next. In some classes, however, not all pupils are consistently involved in a two-way dialogue with adults about how the quality of their work can be improved.
- Teachers regularly assess pupils' progress in reading, writing and mathematics. This is generally accurate and informs which pupils need to be supported or stretched further. Although the process is meticulous, inspection evidence indicates that teachers' assessments in writing are occasionally too stringent. A few pupils are doing better than the level at which they are assessed.

The behaviour and safety of pupils are good

- Behaviour is good and sometimes exemplary. Parents, staff and pupils are very positive about behaviour and the provision to keep pupils safe and secure. School leaders have taken good steps to encourage pupils to take greater responsibility for their behaviour. Older pupils are involved in looking after other pupils and helping out in many ways throughout the school day.
- Enthusiastic attitudes to learning are a strength of the pupils across the school. In discussion they name a wide range of activities which they have enjoyed, especially related to science, design and technology, and art, and say their enjoyment helps their learning.
- A few parents expressed concern about the way bullying is managed. Inspection findings show that the school deals with any incidents swiftly and effectively. Pupils cite rare incidents of its occurrence and are adamant that bullying is not an issue. The anti-bullying week and the personal, social and health education provided are reported to be very helpful in deepening the pupils' understanding of what is acceptable behaviour. Pupils understand and talk sensibly about different kinds of bullying such as racial abuse, homophobic comments and teasing. Recorded incidents of racial or offensive comments and cyber-bullying are virtually non-existent.
- Pupils' opinions are valued. The school council is proud of the regular efforts they make to raise money for charities and their involvement in running the healthy tuck shop. Their participation in working towards the Investor in Pupils initiative strengthens the pupils' awareness of their own achievement.
- Attendance is consistently above average and there have been no exclusions. The learning mentor is instrumental in tackling any unnecessary absence. She works hard to encourage all groups of children, including those known to be eligible for the pupil premium, to attend school and for parents to avoid taking their children out of school on holidays in term time.
- The school has extensive and effective links with external agencies to meet the needs of the most vulnerable pupils and to support families in difficult circumstances.

The leadership and management are good

- The school is led by a calm, knowledgeable and caring headteacher. There is high morale among the staff, who share the headteacher's determination to make the school even better. The school's documents, outlining its strengths and areas to develop, are realistic and accurate and

relate to a clear programme for improvement. The success of this process is evident in the improvement in writing and the better performance of pupils known to be eligible for the pupil premium.

- Leaders in charge of subjects are involved in checking the quality of teaching and learning but are yet to share the very best practice across the school. The information gained is used to identify the training needs of staff, which is built into school improvement planning. The performance of staff is regularly reviewed. Targets are set for staff that are linked to the school's needs. There are secure links between their performance and the teachers' pay scales.
- Senior leaders and staff gather many data related to the progress and attainment of pupils. They are used to identify pupils at risk of falling behind so that action is taken to help them. The current system for recording data is not as refined as it could and the extraction of essential information is time consuming and lacks the clarity required to be efficiently used.
- School leaders have broadened the range of learning activities to enable pupils to develop their creative and artistic side. The curriculum promotes good levels of spiritual, moral, social and cultural development. Pupils enjoy high levels of social and cultural activity related to music, drama and art, and have a chance to learn French. A good range of clubs enhance learning in lessons and are much enjoyed by pupils. Pupils talked enthusiastically about the cooking club, for example.
- The local authority's school improvement adviser gives excellent support. Regular guidance contributes to the school's improvement, especially in its successful drive to secure the good quality of teaching by learning with other schools in the locality.
- There is a strong partnership with parents, as shown by the school's own survey and the response to Parent View. Parents are unanimous in recommending the school to others.
- **The governance of the school:**
 - Governance is effective and reflects a great care and passion for the school. A dedicated Chair of the Governing Body provides strong leadership for the governors. He has a long association with the school and a deep knowledge of the community it serves. Governors not only give support to the school but also challenge school leaders. Governors have undertaken a good level of training and have developed their awareness of information on pupils' progress. They know how the school performs in comparison to others nationally. They are organised into several active reporting committees, and most are regular visitors to school. They are rigorous in setting performance targets for the headteacher. They are developing a more thorough understanding of policy guidelines for the pay progression of staff, especially relating to the quality of teaching in the school. The deployment of resources received for pupils known to be eligible for the pupil premium are carefully monitored, for example the way it pays for additional adult support for pupils who need extra help. Governors ensure that safeguarding arrangements meet requirements and that school policies are regularly reviewed.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108008
Local authority	Leeds
Inspection number	413255

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	The governing body
Chair	Roy Stevenson
Headteacher	Fiona Woodall
Date of previous school inspection	8 June 2009
Telephone number	01943 873570
Fax number	Not applicable
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