

St Oswald's Church of England Voluntary Controlled Primary School

Heslington Lane, Fulford, York, North Yorkshire, YO10 4LX

Inspection dates 23–24 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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. Select

- Pupils in Key Stages 1 and 2 make good progress from their various starting points, especially in English.
- Children in the Early Years Foundation Stage get off to a good start, especially in developing their communication and personal skills.
- Teaching is mostly good and some of it is outstanding. Teachers' marking shows clearly what pupils need to do to improve their work.
- Well thought out learning activities based upon exciting introductions to topics contribute to pupils' good and sometimes exemplary attitudes and behaviour in and around school. Pupils feel safe, enjoy their learning and apply themselves to their work.
- Disabled pupils and those who have special educational needs make good progress as a result of carefully targeted support and challenge.
- The school's dyslexia unit is very effective in helping pupils who have specific difficulties with reading and writing. It is a happy place where pupils' needs are well met.
- Good leadership by the headteacher, deputy, senior staff and governors, underpinned by accurate self-evaluation, a clear plan for improvement and accountability at all levels have led to successful improvements in the quality of teaching and pupil achievement.
- The pupils' spiritual, moral, social and cultural development is good and enables pupils to grow into successful learners who care about themselves, others and their environment.

It is not yet an outstanding school because

- Standards at the end of Key Stage 2 are not yet high enough.
- In some lessons there is a lack of challenge, especially for the most-able pupils.
- The development of skills in mathematics is not promoted as well as it could be in the Early Years Foundation Stage
- In some classes, pupils are not given sufficient opportunity to read the teachers' marking and respond to it.

Information about this inspection

- The inspectors observed 20 lessons or part lessons taught by 11 teachers. Two of the lessons were jointly observed with senior staff.
- Meetings were held with the headteacher, deputy headteacher and school staff, including phase leaders and subject leaders. Meeting were also held with six members of the governing body and with a representative (school's challenge partner) from the local authority.
- School documents were examined, including those relating to safeguarding arrangements, information on pupils' achievement and progress, leaders' self-evaluation and improvement plans, school policies and governors' minutes.
- The inspectors took account of the views of 46 parents through the on-line questionnaire (Parent View), a group of parents who chatted to inspectors on the playground and two e-mails from parents. The views of staff were looked at through 12 staff questionnaires.

Inspection team

Barbara Flitcroft, Lead inspector	Additional Inspector
Dominic Brown	Additional Inspector
Rosemary Batty	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- A smaller than average proportion of pupils are disabled or have special educational needs, both those who are supported at school action and those at school action plus or with a statement of their special educational needs.
- A below average proportion of pupils are known to be eligible for the pupil premium (additional government funding for those pupils known to be eligible for free school meals, looked-after children or the children of service families).
- The school has a small proportion of children from service families, a lower than average proportion of pupils from a minority ethnic heritage and a small proportion who do not speak English as their first language.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- A dyslexia unit with places for 10 pupils forms part of the school.
- The school operates a daily breakfast club which is run by the governing body.
- The proportion of pupils who transfer in or out of school during the school year is higher than average.
- A new deputy and some new teachers have joined the staff since the last inspection.

What does the school need to do to improve further?

- Raise standards further by the end of Key Stage 2 in reading, writing and mathematics by:
 - ensuring that all teaching is at least good and increasing the proportion of outstanding teaching
 - ensuring that learning activities, especially those for the most-able pupils, are sufficiently challenging to move pupils forward rapidly in their acquisition of skills and knowledge
 - giving pupils time to read the teachers' marking comments and respond to them
 - raising the profile of mathematics in the Early Years Foundation Stage so that skills in this subject are promoted in other areas of learning alongside the promotion of literacy skills.

Inspection judgements

The achievement of pupils

is good

- Most children start the Early Years Foundation Stage with skills that are typical for their age. A few children have skills below this level. By the end of the Reception class two thirds of the children have reached the early learning goals set nationally for children of their age and some have exceeded them. Particular good progress is made in personal, social and emotional development. Weaker rates of progress have been made by the most-able children, especially in mathematics.
- Some children start school with very little knowledge of the English language. There is a great emphasis on developing literacy skills, including communication through all areas of learning in the Early Years Foundation Stage, however, mathematics skills are developed mainly through mathematical activities both indoors and outdoors. There are missed opportunities to develop mathematical skills across the curriculum in the Reception classes.
- Pupils in Key Stage 1 make good progress in all subjects, particularly in early reading, because of the good and sometimes outstanding teaching of letters and sounds and early listening skills. This is reflected in the school's higher than average results in the national phonics screening check at the end of Year 1.
- By the end of Year 2, standards have risen for the last three years and now exceed the expected levels, especially in reading and writing. Overall, by the end of Key Stage 1, the results are significantly above the national average.
- In Key Stage 2, attainment has been broadly in line with national averages for those pupils achieving the expected Level 4 and the higher levels. The end of Key Stage 2 national test results do not show the true picture of standards attained by the majority of pupils who spend the whole of their primary years at this school. Some pupils come to the dyslexia base when they are in upper Key Stage 2 and their results are also included in the school overall attainment totals.
- Whilst most pupils make at least expected progress in Years 3 to 6 the proportions that make good progress from their individual starting points is inconsistent, especially for those who are most-able. As a result, although attainment is rising and progress is accelerating achievement is good, but not yet outstanding.
- Disabled pupils and those who have special educational needs make good progress because of the well planned support and regular checks on how well they are doing.
- The progress of pupils known to be eligible for pupil premium funding has improved as a result of improved teaching, improved attitudes to learning and the appointment of a pupil premium champion – a teaching assistant who regularly supports these particular pupils. The attainment of those pupils who are eligible for free school meals is below that of their peers by more than three terms in both English and mathematics. However, school data indicates that this is as a result of the low starting points of these pupils and the gap in attainment is narrowing as a result of good progress.
- The school has targeted the recent government funding for developing sports for staff to work with a specialist coach in order to improve their practice and conduct an audit of physical education offered by the school. There is well attended lunchtime and after-school sports clubs and competitive games fixtures organised with other schools. Pupils are very keen to participate and have a good knowledge about the features and importance of a healthy lifestyle.

The quality of teaching

is good

- Teaching is mostly good and some is outstanding. In the best lessons, work is very closely matched to the range of ages and abilities in the class; some individual pupils, especially those in the dyslexia unit, have work that is adapted precisely to meet their own specific learning

needs.

- When tasks are carefully planned pupils make rapid progress over time. This is because they are able to work at their own level and receive exactly the right amount of challenge. In some classes the work set for the most-able pupils does not challenge them sufficiently.
- Teaching in the Early Years Foundation Stage is good. Secure routines are established from the start so that children know what is expected of them. Opportunities to develop speaking and listening are plentiful and really help the children, especially those who speak English as an additional language. Exciting activities are provided, which capture children's imagination and contribute strongly to their good progress; for example, in one lesson children were following a recipe to make a magic potion. They wanted their teacher to drink the potion. Immediately after pretending to drink it, to the children's absolute delight, the teacher acted as a frog until one little girl waved a magic wand and restored her to being their teacher once again.
- In an outstanding lesson in Key Stage 1, active learning was used exceptionally well when pupils went outside to gather into groups of the number announced by their teacher. This provided an opportunity for them to count in multiples of different numbers which prepared them well for the main part of their lesson, in their classroom, where multiples had to be subtracted from a larger number.
- Teachers have good subject knowledge and plan meticulously, involving the teaching assistants who make a valid contribution to the pupils' learning and well-being.
- Teachers' marking is good. Pupils receive detailed feedback on their achievements and advice on their next steps in learning. In some classes, pupils respond to the marking comments and sometimes complete an extra challenge set by the teacher in their books, this contributes well to their good progress. This good practice is not yet consistent across the school.
- Most parents are pleased with the teaching at the school because they find the teachers accessible on the playground at the start of each school day. The good use of the home-school link books keeps parents informed of how they can help their child's learning at home. These are particularly useful for communication with parents of pupils in the dyslexia base who travel to and from school without their parents.

The behaviour and safety of pupils are good

- Pupils behave well in and around school. Their consideration and good manners are a credit to them. In lessons the vast majority of pupils are attentive and have good and sometimes exemplary attitudes to learning.
- Occasionally, when the pace of a lesson slows, a small minority of pupils in some classes start to chat or swing on their chairs. This low-level disruption is usually well managed by teachers and high expectations are promoted throughout the school.
- Pupils say they feel safe and well looked after by all the adults at school. They say that staff listen to their views and they are confident that staff will help them to sort out anything that bothers them.
- Pupils have a good understanding of the different forms of bullying, including cyber-bullying. The school is a harmonious community with older pupils helping the younger ones to settle in school.
- Attendance is in line with national averages. The attendance of disabled pupils and those who have a special educational need as well as those eligible for pupil premium funding is slightly higher than the national figures for these groups. There have been no exclusions in recent years.
- The welcoming breakfast club with its healthy breakfast choices is well used by some families.
- Older pupils relish the opportunity to take on extra responsibilities such as being prefects. The school council is influential and enables pupils to become really involved in the life of the school.

The leadership and management are good

- The headteacher, ably supported by the relatively new deputy and the increasingly effective governing body, provide strong leadership for the school which has led to improvement since the last inspection.
- The school's drive and ambition are evident in its success in raising achievement. Decisive actions have been taken where necessary to improve the school.
- The school has had good support from York City's Challenge Partner (the local authority), especially in helping the school to identify the strategies for improvement and in working with staff to improve certain aspects of the school.
- Productive links with local schools mean that staff have the opportunity to share good practice and gather new ideas. They share professional development opportunities and senior staff assist each other with observations and evaluations.
- Secure and accurate systems are in place for self-evaluation. The monitoring of teaching and learning, together with well focused support and training, is helping teachers to raise the bar in all aspects of their work. Decisions on pay rates are based on whether teachers meet demanding targets and demonstrate measurable progress in their pupils' learning.
- Assessments are agreed and checked by the whole staff and this is helping staff to measure the quality and standards of pupils' work accurately. The school actively promotes equality of opportunity and tracks the progress of different groups of pupils to ensure that the gap is closing between those who are vulnerable, those eligible for pupil premium funding and all other pupils in the school and nationally.
- Overall, spiritual, moral, social and cultural development is strong. The school has a significant group of Nepalese pupils. The families were concerned that their children were not getting chance to speak Nepalese with each other. A governor from this culture has set up a Nepalese club where children speak the language and experience aspects of the Nepalese culture such as food. The club is open to all pupils and is an excellent opportunity for cultural development. Good partnerships with the church help to promote pupils' spiritual development.
- The work and influence of the deputy head teacher is having a very positive impact on the school. For example, she has led the staff to redesign the curriculum, involving ideas from the pupils and keeping the things that worked well from the old curriculum. Pupils are excited about their learning and the 'Wow' start to each topic.
- **The governance of the school:**
 - Governance is good. Governors are actively involved in all aspects of school life. They use a wealth of information about pupil progress, achievement and the quality of teaching to challenge the headteacher and senior staff about their decisions. Link governors for each phase attend pupil progress meetings with staff so they are well aware of the differences made by initiatives such as the pupil premium or the sports funding. They ensure that the salary progression of staff is justified. School finances are well managed. The governors make sure that safeguarding practices and policies meet current national requirements.

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	121535
Local authority	York
Inspection number	425841

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair	Val Ingleton
Headteacher	Rupert Griffiths
Date of previous school inspection	30 January 2012
Telephone number	01904 555421
Fax number	01904 555448
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