

St Oswald's CofE Primary Academy

Cross Lane, Great Horton, Bradford, West Yorkshire BD7 3JT

Inspection dates	12–13 July 2016
Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- The overall effectiveness of the school has declined since the last inspection. Leaders and managers have failed to improve pupils' outcomes and the quality of teaching. Leadership's capacity to improve the school is not secure.
- Poor skills in reading, writing and mathematics are not tackled systematically across the school. Pupils do not have sufficient opportunities to practise these skills in a wide range of subjects.
- Pupils have underachieved in key stages 1 and 2 since the previous inspection because of poor teaching over time. Consistently low attainment in reading, writing and mathematics is not preparing pupils well for the next stage of their education.
- Teachers' expectations are too low. Work set is not challenging pupils well enough in a wide range of subjects, including reading, writing and mathematics.
- Gaps in attainment between disadvantaged pupils and other pupils nationally are too wide and are not closing quickly.
- Attendance is low and shows little sign of improvement. Too many pupils are often absent from school. Consequently, pupils' personal development, behaviour and welfare are inadequate.
- Leaders, including subject leaders, have not checked pupils' work thoroughly enough to ensure accurate teachers' assessment and good progress for pupils.
- Subject leaders have not made certain that the school's policy for marking and feedback is used consistently well to strengthen pupils' progress.
- Not enough has been done to meet the needs of boys in the early years. As a result, their progress requires improvement.

The school has the following strengths

- Pupils' spiritual, moral, social and cultural development is supported well by the school.
- Pupils say they feel safe and parents are confident that their children are well looked after.
- The provision for two-year-olds is good and meets their needs well.
- The sponsor and new governors recognise the weaknesses in the school and are determined to bring about improvement.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Swiftly improve the quality of teaching and learning so that it is at least consistently good across all subjects by:
 - increasing expectations of what pupils can do so they are consistently high
 - setting work that matches the needs and abilities of pupils and challenges them appropriately
 - making sure that pupils of all abilities present their work neatly and take pride in their work
 - skilfully questioning pupils to probe and deepen their understanding
 - assessing pupils' learning to adjust work appropriately if they are not making good progress.

- Rapidly improve outcomes for all groups of pupils to make sure that they are at least good by:
 - accelerating pupils' progress so that attainment is at least average in reading, writing and mathematics
 - closing gaps in attainment between disadvantaged pupils and other pupils nationally
 - deepening pupils' knowledge, skills and understanding in a wide range of subjects, especially science, history, geography and modern foreign languages
 - expecting pupils to write at length in a wide range of subjects to deepen their knowledge
 - strengthening the application of mathematics across a wide range of subjects.

- Improve the provision in the early years so that:
 - children can access more reading, writing and number activities in the outdoor area
 - boys are engaged more effectively in learning so that their progress in reading, writing and mathematical skills improves at a faster rate.

- Rapidly improve the impact of leadership at all levels by making sure that:
 - teachers' knowledge is strengthened to secure good progress in reading, writing, mathematics and across a wide range of subjects for all groups of pupils
 - teachers are sufficiently skilled to ensure that pupils who have special educational needs or disabilities have their needs met and make good progress
 - subject leaders ensure that the school's policy on marking is applied and incisive feedback is provided to which pupils respond in detail so they improve their work
 - subject leaders check pupils' work thoroughly to ensure that teachers are assessing pupils' work accurately in all subjects
 - pupils' attendance is at least average and persistent absenteeism is below average
 - pupils' attitudes to learning are consistently positive with all the adults who teach them
 - ensure that pupil premium funding is used effectively to strengthen the attainment and attendance of disadvantaged pupils
 - senior leaders ensure that governors are provided with reliable information to make informed decisions.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Leaders have not been successful in tackling the areas for improvement from the previous inspection. As a result, the overall effectiveness of the school has declined and teaching, pupils' outcomes and their personal development, behaviour and welfare are inadequate.
- Leaders' actions have not been successful in bringing about improvements. The headteacher and senior leaders are overly positive about the effectiveness of the school and this has limited their capacity to improve the school. They have not addressed pupils' poor skills in reading, writing and mathematics.
- Subject leaders are keen to play their part in helping to improve the school. However, this new team of leaders are not skilled or thorough enough to be successful in strengthening teaching and pupils' outcomes. They have not ensured that pupils' work is checked rigorously to ensure accurate assessments of progress and the consistent application of the school's marking policy.
- The system to check the performance of teachers has been used to tackle underachievement and provide professional development to help staff, including subject leaders, to strengthen their practice. Staff are proud of the school they work in and appreciate the opportunities to develop their skills, but much more has yet to be done to ensure good teaching.
- The curriculum offers a wide range of subjects and additional activities after school. The impact of the curriculum on pupils' outcomes in reading, writing, mathematics and a range of other subjects is weak because of poor teaching over time. The curriculum has not supported effective personal development, behaviour and welfare.
- The promotion of pupils' spiritual, moral, social and cultural development is strong. Reflection time develops spirituality. Pupils enjoy singing and drama. Pupils care about others in the community and more widely. They collect for charities and support the work of the local 'food bank'. Pupils welcome older people into school at Christmas time and serve them dinner. They know the difference between right and wrong and socialise well together. They attend visits and joint residentials with other schools where pupils have very different ethnic backgrounds which broadens pupils' cultural experiences.
- Classes are named after Christian and British values such as respect, reverence, justice and hope. The school is a calm and harmonious place where pupils understand about the importance of being a good citizen.
- The school is held in high regard by its parents. It plays its part in the community and parents are clear that the school responds well to concerns they might raise.
- The primary school physical education and sport funding is used well. Pupils are very active at break and lunchtime, enjoying competitive sport such as cricket and football for both boys and girls. A range of sports including competitive sport with a local area partnership of schools has increased participation.
- Pupil premium funding is used to provide additional support staff and ensure that disadvantaged pupils can take part in all the activities on offer at the school. Leaders check the frequent absence of individuals but they have not identified patterns of absence for specific groups of pupils in order to direct their resources better. More has to be done to ensure equality of opportunity as leaders have not ensured good attendance and achievement for disadvantaged pupils.
- During a period of turbulence, the chief executive of the Bradford Diocesan Academies Trust stepped in to strengthen and support governance. Trustees brokered support to assist the headteacher to settle in to his permanent role. They are clear about the weaknesses inherent in the school and have plans to put them right. For example, they have sought the support of an outstanding school to develop the quality of teaching in mathematics. However, although determined, they have yet to impact on improving the effectiveness of the school.
- It is strongly recommended that the school should not seek to appoint newly qualified teachers.
- **The governance of the school**
 - There has been significant change to governance since the previous inspection, including the appointment of a new chair of the governing body. Governors have a clear understanding of the performance of pupils especially after the most recent outcomes.
 - Information provided to governors has not been fully secure as leaders have not checked the reliability of teachers' assessment well enough. Governors have not accepted information without challenging it regularly. Leaders' over-optimistic view of assessment for current pupils and some slight increase in attainment in 2015 delayed governors from taking quick action to strengthen the school.

- Governors understand fully how the school is achieving in comparison to other schools nationally. They know how the pupil premium funding is used and that gaps have to be closed quickly. Governors have a clear understanding of the school's finances and the link between teachers' pay and pupils' performance. They have supported the headteacher in trying to eradicate inadequate teaching. A governance review has been commissioned and is to take place in September 2016.
- The arrangements for safeguarding are effective. There are strong arrangements for safeguarding and child protection. Leaders are vigilant and follow up concerns assiduously. Record-keeping is detailed and reflects the school's good work with external agencies to protect the most vulnerable pupils. Parents appreciate how the school goes 'the extra mile' for their children. Staff are alert to matters relating to radicalisation and extremism. Governors check the school's procedures and ensure that high standards are maintained.

Quality of teaching, learning and assessment is inadequate

- Leadership has made significant changes in staffing since the previous inspection to try to overcome weak teaching over time. However, these changes have not resulted in strong enough teaching to ensure that pupils make enough progress. Therefore, teaching results in poor attainment and is inadequate over time.
- Expectations of what pupils are capable of achieving are too low. Besides leading to inadequate standards in reading, writing and mathematics, this also affects pupils' handwriting and the pride they take in presenting their work. Some work is presented well but much is untidy with poor handwriting. Overall, pupils are not encouraged to take pride in their work.
- Work set does not match the needs and abilities of pupils. For some, work is too hard and they make little progress because of their inability to read and understand what is to be done. For others, including the most able, there is too little challenge for them to make good progress.
- Teachers' subject knowledge is not good enough to enable them to provide clear explanations and to plan effective work to help pupils make good progress, especially in mathematics. Across a range of subjects, pupils are making too little progress as their knowledge, skills and understanding are not developed well enough.
- The checking of pupils' learning is highly inconsistent. Questioning is not used well enough to check pupils' understanding or to deepen learning. Pupils are generally keen to respond but questions are not challenging them to think hard and cursory answers are accepted. Pupils' work in lessons is not checked carefully to adjust the challenge and make sure that pupils make effective progress.
- An analysis of pupils' work undertaken by inspectors showed that there is weak progress across a range of subjects including mathematics and writing. Incomplete work is clearly evident and pupils move on to additional tasks without consolidating their learning. This leads to poor progress. The quality of writing is weak in many subjects and there are very few opportunities for pupils to write at length in a range of subjects to deepen their subject knowledge and strengthen their writing. Mathematical skills are not used effectively in other subjects to strengthen their application. Poor reading skills lead to pupils misunderstanding work and this slows progress.
- Marking of pupils' work is regular but not sufficiently accurate to address misconceptions and incorrect work, especially in mathematics. There is insufficient checking of English grammar, punctuation and spelling. Feedback is not precise enough to help pupils make good progress and pupils' response is not supporting good learning. The school's policy for marking and feedback is not followed consistently well enough to ensure that effective progress is being made.
- There are pockets of teaching that are having a positive impact on the progress of pupils and where some good-quality work is developing, mainly in writing.
- Good relationships and mutual respect exist between pupils and adults. Pupils are generally keen to get on with the work they are asked to do.

Personal development, behaviour and welfare is inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.

- Pupils do not take enough pride in their work and do not ensure that it is presented neatly. There are some good examples of high-quality presentation and detailed work that supports good progress. However, there is too much variation in the quality of what is produced across and within classes.
- Pupils enjoy their time in school. They are happy, cheerful and say they feel safe. They told inspectors that adults look after them well and treat them with respect. Pupils are proud of their school and look smart in their uniform. Parents are very positive about their children's safety in school.
- Pupils get on well together. They cooperate with each other and work well together in class and at break and lunchtime.
- Pupils are clear about how to keep themselves safe when using the internet and know what to do should issues occur. They are clear about the various types of bullying and know what to do if it happens. They are confident that staff take prompt action and do not tolerate bullying.
- Pupils are taught about risk and how to manage it. They are well trained in safety and visitors such as the fire brigade, the community police officer and road safety specialists contribute well to pupils' understanding of how to stay safe.
- Pupils are taught from an early age about the importance of a healthy diet, dental hygiene and how to make sensible decisions about their lifestyle. There are good opportunities for pupils to learn about democracy when voting for the school council or taking part in their own 'European referendum'.
- Leaders have effective systems in place to ensure that pupils are kept safe, particularly the most vulnerable pupils. Over time, they have increased the number of adults supervising at lunchtime and have provided effective training for them. There are effective procedures to keep pupils safe when they are attending the breakfast club and after-school club.

Behaviour

- The behaviour of pupils is inadequate.
- Attendance is low and there is little sign of improvement. Over three times as many pupils are frequently absent from the school than the national average. As a result, pupils' behaviour is inadequate as poor attendance is clearly hindering their learning. The school checks that absent pupils are safe.
- Pupils' attitudes to learning are not consistently positive. A small minority of pupils do not listen well in class and are slow to settle to start work. This means they make less progress than expected and occasionally disturb the learning of others.
- Pupils are aware of the rules and rewards in school. They enjoy the rewards and good praise they are given for behaving well. However, pupils do not behave as well as they ought to for new or temporary teachers.
- Additional support is provided in the 'Eden' suite to help a small number of pupils who need to manage their behaviour better. There have been no exclusions from the school this year.
- Pupils say that behaviour is improving because they are taught how to manage their feelings and emotions much better. During the two days of the inspection, pupils' conduct when moving around the school was good with pupils being polite, courteous and behaving well. However, although reducing, school records show incidents of poor conduct and pupils confirm that poor conduct exists.
- The school is a bright and welcoming place with many examples of pupils' work and the activities they take part in. It is litter free and the environment is well cared for by adults and pupils.

Outcomes for pupils

are inadequate

- Weak teaching over time has led to pupils' consistently low attainment in a range of subjects including reading, writing and mathematics. Overall, too little progress is made in each key stage. As a result, pupils are not well prepared for their next stage in education.
- In 2015, there were signs of improved progress in writing at the end of key stage 2 but it was not strong enough to ensure that standards were close to average. Overall attainment in reading, writing and mathematics at the end of key stage 1 and key stage 2 was in the bottom 10% of schools nationally, as it was in 2014.
- Current assessment information shows that pupils' attainment at the end of key stages 1 and 2 remains considerably below average. At the end of key stage 2, less than a quarter of the pupils reached the new expected standard in reading, writing and mathematics. Pupils attained better in writing than in reading and mathematics.

- An analysis of current pupils' work by inspectors showed that overall attainment for pupils is low as too little is expected of them. Even though the quality of writing is weak, inspectors found mathematics to be even weaker.
- Disadvantaged pupils make slow progress as do others in the school. This means that they are not catching up and their attainment is even lower than that of others in school. Published information, for those pupils leaving at the end of Year 6 in 2015, shows that disadvantaged pupils reached standards in reading, writing and mathematics that were two years behind other pupils nationally. It also shows that disadvantaged pupils were a long way behind other pupils at the end of key stage 1.
- Pupils who have special educational needs and/or disabilities make less progress than others in the school. Leadership has not ensured that teachers are skilled enough to meet the varying needs of these pupils.
- An analysis of pupils' work showed that the most able pupils are not challenged well enough across a range of subjects to achieve well.
- Reading is not developed well across the school. Boys' reading skills are particularly weak. Pupils are keen to read when asked to do so by adults although their reading skills and comprehension vary considerably. Inspectors noted that pupils' weak reading skills inhibit their progress across other subjects. In the most recent screening check for phonics (the sounds letters make) at the end of Year 1, girls met the expected standard in much higher numbers than boys.

Early years provision

requires improvement

- Over time leadership and management in the early years require improvement as they have not ensured consistently good teaching across the provision and, as a result, children's progress has not been good. The new leader has a clear view of how to develop the setting and there are signs of improving progress and standards.
- Teaching is inconsistent in quality across Nursery and Reception. It is stronger where adults are working with children in small groups. For example, when some Nursery children were together with an adult and naming parts of the body, children's understanding and language skills moved forward well. However, when children choose activities for themselves they are not given opportunities to express their ideas well enough and learning slows.
- Indoor activities offer stimulating and well-planned opportunities that entice and engage children. Activities in the outdoor area are less effective because there are insufficient opportunities for children to develop their reading, writing and mathematical skills. The outdoor area provides good opportunities for children to cooperate well and develop their physical skills.
- Two-year-olds are supported well in a nurturing environment. Adults provide good care and children are happy and settled in their learning. They were delighted to act out 'The three little pigs' with the teacher's enthusiastic help.
- Most children enter Nursery with skills that are below those typically found for their age and some significantly below. This year, progress improved and half the children managed to catch up to be ready for Year 1. However, there is still a significant proportion who are not ready for the next key stage. As a result, greater progress needs to be made across the provision to ensure that it is good.
- Girls' attainment exceeds that of boys as they engage more in activities that strengthen their reading, writing and mathematical skills. Leaders acknowledge this and know that the attainment gap between boys and girls is too wide as boys' progress requires improvement.
- Children who are disadvantaged and those with special educational needs and/or disabilities have made better progress this year. Leaders have used the additional funding for disadvantaged children well.
- An electronic system for recording children's achievements is helping staff to pinpoint areas of strength and weakness in children's learning. This is a recent development and the full benefit has yet to be seen in terms of children making quicker progress.
- Arrangements to introduce children to the Nursery are warm and welcoming. Parents are confident in the care and support provided for their children. Many take advantage of the 'stay and play' mornings.
- Children's behaviour and personal development and welfare are good. They respond well to adults and mix well together. They are good at sharing toys with each other and taking turns.
- Children are well looked after. Safeguarding is effective and all the appropriate welfare requirements are in place for early years children.

School details

Unique reference number	138916
Local authority	Bradford
Inspection number	10012081

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	457
Appropriate authority	The governing body
Chair	Catherine Wilson
Headteacher	Andrew Chadwick
Telephone number	01274 573 396
Website	www.stoswalds.bradford.sch.uk
Email address	office@stoswalds.bradford.sch.uk
Date of previous inspection	8 July 2014

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is well above average. The proportion of pupils who speak English as an additional language is also well above average.
- The proportion of pupils who have support for special educational needs and/or disabilities is well above average. The proportion of pupils with a statement of special educational needs or an education, health and care plan is well below average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- Children from two years of age receive part-time education in the early years provision. Those in Reception receive full-time education.
- The school organises a breakfast club and an after-school club.
- The school is sponsored by the Bradford Diocesan Academies Trust.
- The school holds the Investors in Pupils award.
- There have been significant changes in staffing and leadership since the previous inspection. The headteacher was appointed in January 2015 after spending a period of time as the acting headteacher.
- Support from a national leader of education from Greetland Academy, Halifax, was used to help the headteacher to settle into his role. Recently, governors and trustees have commissioned support from Greetland Academy to help improve mathematics.

- A national leader in education has been appointed as director of primary education in the trust. He has been checking the school's work since September 2015.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Four observations were undertaken jointly with senior leaders.
- Throughout the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- The lead inspector held a meeting with the chair of the governing body and the chief executive of the trust. He also held a meeting with the director of primary schools for the trust.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, a number of key school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 50 responses to Ofsted's online questionnaire for parents, Parent View. They also spoke with parents at the end of the day.
- There were 36 staff questionnaires completed and considered by inspectors.
- Inspectors considered 38 responses to the online pupil questionnaire.

Inspection team

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