

St Oswald's Church of England Primary Academy

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

Inspection dates

4–5 July 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- Leaders have empowered teachers to take responsibility and be more accountable for pupils' outcomes. Each member of staff understands the part they play in improving the school. Consequently, there is a thriving culture of teamwork. Staff learn from, and provide support for, each other.
- Teachers regularly consider their practice, for example through training sessions when they scrutinise the work in pupils' books. Therefore, teachers have increasingly high expectations of what pupils can, and should, achieve.
- Support from the multi-academy trust has been instrumental to the school's improvement since the last inspection. Governors are well equipped to provide effective challenge and support for leaders.
- Curriculum leaders are making sure that subject-specific skills, knowledge and understanding are identified at the planning stage. This is supporting links between subjects and is resulting in much higher expectations of the standard and presentation of work produced.
- Broad curriculum experiences, including a wide range of visits, contribute well to pupils' high levels of spiritual, moral, social and cultural understanding, which is interwoven through the whole curriculum.
- Leaders have built a strong sense of community within the school. Pupils' personal development and welfare are priorities. Pupils behave well, feel safe and are valued as individuals.
- High expectations from staff and an engaging curriculum are resulting in pupils' positive attitudes to their learning.
- New teaching approaches and improved assessment are more precisely meeting pupils' needs. Leaders are making sure that the new systems are fully embedded so that improvements continue and are sustained.
- Pupils' attainment remains below the national average by the end of each key stage. However, current pupils are making good progress, from their starting points, in English, mathematics and across the curriculum. Pupils are increasingly working at age-related expectations, but not enough are reaching beyond the expected standards.
- Children get off to a positive start in the early years. They make good progress from their, typically low, starting points. Boys' achievement has improved.
- Leaders' actions to improve attendance and reduce persistent absence have been very successful. However, figures are not quite in line with national averages.

Full report

What does the school need to do to improve further?

- Sustain the improvements to pupils' attainment and progress by:
 - continuing to improve the consistency and effectiveness of teaching
 - ensuring that an increasing proportion of pupils not only reach but exceed the age-related expectations
 - continuing to improve pupils' attendance and reduce persistent absence.

Inspection judgements

Effectiveness of leadership and management

Good

- The ambition and enthusiasm of the head of school and other leaders are inspirational. All staff and governors have worked collectively to continually improve outcomes for pupils. A culture of teamwork permeates the entire school and is evident in the way that staff, pupils and governors have contributed to the school's success since the last inspection.
- The head of school's strong vision for teaching and learning has been communicated well and is understood clearly by all staff. This has increased expectations for pupils and staff. There is now much greater consistency in teaching and learning and improved outcomes for pupils throughout the school.
- Leaders make regular checks on the quality of teaching and learning and are providing precise feedback for staff. This is improving the impact of teaching on pupils' learning. Additionally, leaders' effective monitoring is highlighting any training needs, either for the whole school or for individuals. This tailored professional development is ensuring that the quality of teaching and learning continues to improve. Where a small amount of inconsistency remains, leaders are taking effective action to bring about the required improvements.
- Leaders have created a culture where staff feel empowered to try new approaches and take a lead across the school, continually supporting each other and sharing what works. This means that teaching, learning and assessment are continually improving. For example, staff training involves teachers scrutinising the work in pupils' books and sharing good practice.
- Extensive training from leaders and through the multi-academy trust has supported the development of new approaches to the teaching of English, mathematics and other subjects. Staff are now more confident and have developed their subject knowledge. They compare their assessment of pupils' learning with other schools within the trust and through the local authority. This has given teachers a better understanding of the age-related expectations for pupils. Leaders are aware that more pupils could exceed the expected standards by the end of each key stage and have started to identify the pupils who have that potential.
- Middle leaders have flourished. They have been well supported to develop the skills needed to help them become effective in raising standards in their areas of responsibility.
- A newly designed curriculum which is rich, vibrant, broad and exciting is bringing pupils' learning to life. It has resulted in greater enthusiasm and enjoyment from pupils, who display increasingly positive learning behaviours. Writing and number skills are practised across the curriculum, which helps pupils to reinforce their basic skills. Subject-specific skills are also being taught effectively. Subject leaders make sure that teachers are more involved in checking the standard of work in all subjects based on their growing understanding of the expectations for each year group and subject.
- Parents and carers recognise the higher expectations from leaders and staff about pupils' attendance, behaviour and academic outcomes. They value the opportunities to

be involved in the life of the school through events such as stay and read and assemblies.

- Leaders ensure that the pupil premium funding is used well to provide additional support for disadvantaged pupils. Careful tracking for each individual pupil results in tailored support to meet their specific needs. Over time, the difference in attainment for these pupils compared to other pupils nationally is diminishing.
- The leader of provision for pupils who have special educational needs (SEN) and/or disabilities has changed the culture of how the needs of these pupils are met. Teachers are now more accountable for the outcomes and provision for this group. In-depth reviews make sure that funding is resulting in effective provision which meets pupils' needs.
- Leaders' proactive approach to increasing attendance has resulted in a sharp improvement since the last inspection. Pupils and parents are clear about the importance of good attendance. Leaders remain committed to improving attendance further so that attendance and persistent absence figures reach national averages.

Governance of the school

- External support through the multi-academy trust has ensured that leadership has developed and is now sustainable, without the need for the extensive support which was in place following the school being placed in special measures. The trust has not only held school leaders to account for improvements but has made sure that leaders have been well supported through mentoring and coaching. Where leaders' self-evaluation identifies new priorities, the trust is able to provide access to the necessary support and expertise.
- Governors have a firm understanding of the school's strengths, weaknesses and priorities for further development. They use this knowledge and their wide-ranging skills to hold leaders determinedly to account for pupils' outcomes, providing an effective balance of challenge and support.

Safeguarding

- The arrangements for safeguarding are effective. Leaders and governors take their responsibilities for the protection and care of pupils seriously and ensure that there is a strong culture of keeping pupils safe. Leaders have put clear systems in place for safeguarding pupils. Regular training and updates about safeguarding support staff in being alert to possible signs of concern which pupils may present. Staff report concerns promptly to the designated safeguarding leaders, who act swiftly and take effective action.
- Leaders work with a range of external agencies to secure the necessary support for vulnerable pupils. They persevere when they feel that more action is required.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved. A range of new approaches to teaching are providing greater consistency. As a result, pupils have very positive attitudes to learning and are making good progress with their learning in English, mathematics and across the curriculum.
- Teachers have increasingly high expectations of what pupils can, and should, achieve. Well-established routines and the use of the classroom learning environment are also effective in supporting pupils' learning. Consequently, pupils have become more involved and independent in their learning. They are aware of the progress they are making and know how to improve their work.
- Teachers use assessment effectively to make sure that lessons build on pupils' prior knowledge. Through units of learning, teachers address gaps in pupils' understanding while also supporting them to reach the age-related expectations as quickly as possible. Questioning is used well to probe pupils' thinking and to check how secure their understanding is.
- Carefully crafted sequences of learning in English, which make links across the curriculum, give purpose and interest to pupils' work. Consequently, pupils are interested in their learning and demonstrate very positive attitudes. They listen and concentrate well, taking pride in producing work of high quality which is usually presented neatly.
- Teachers make regular checks on pupils' learning and identify where they need additional support. When pupils have not grasped the intended learning outcome, they receive additional support, later that day, to make sure that they are on track.
- High-quality texts are used to immerse pupils in rich vocabulary and effective writing structures. These texts, supported by a consistent approach to teaching grammar, inspire them to make ambitious choices in their own writing and are aiding the progress which pupils are making.
- The teaching of phonics is effective and is enabling pupils to more quickly develop their phonics skills. Teachers provide additional intervention groups for pupils who are not on track to meet the expected standard. Accurate assessment of pupils' phonics knowledge makes sure that teaching is precisely tailored to their needs.
- Teachers are appropriately skilled in making sure that pupils who have SEN and/or disabilities receive the right support.
- In mathematics, there is a consistent approach to planning sequences of learning which are pitched at age-related expectations and build appropriately on pupils' prior learning. Resources are used well to support pupils' knowledge, skills and understanding. This helps them to more easily grasp abstract concepts. Teachers' questions challenge pupils' thinking, and pupils are expected to justify their answers to demonstrate their understanding.
- Teachers use learning journals, which include pupils' work across the curriculum, to make links between subjects. Pupils develop subject-specific skills and also use their newly acquired English skills for other purposes. For example, having learned about paragraphing in an English lesson, pupils used these skills later the same day when

writing in science.

- Teaching is not consistently strong in every year group and this is resulting in progress which is not as rapid as it could be for some pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' spiritual, moral, social and cultural development is skilfully woven into all aspects of the curriculum. For example, pupils benefit from the mixed-age tutor groups, which give them an opportunity to build school community and identity. They appreciate the chance to explore and understand the school values which they helped to create.
- Older pupils question and explore how British values, such as the rule of law, affect people, both in school and beyond. Younger pupils use texts to consider issues such as respect. As a result, pupils are beginning to learn the skills of debate and demonstrate tolerance when contemplating the views of others.
- The curriculum offers numerous opportunities for pupils to learn how to keep themselves safe and manage risks. Consequently, pupils talk with confidence about how to stay safe when online, crossing roads or in the event of a fire.
- Pupils say that the adults in school take great care of them and make them feel safe. They say that bullying is usually dealt with effectively. They understand what constitutes bullying and know how to respond, should they have any concerns.
- The school's breakfast club effectively supports pupils' social interaction and physical development. It promotes a punctual and settled start to pupils' learning each day.
- 'Eden' is providing valuable support for vulnerable pupils and those who are new to English. Pupils access highly focused support in Eden, often on a one-to-one basis. Staff work with families and support teachers in how to best assist the pupils when they are integrated back in class with their peers.
- Pupils are encouraged to play a full part in school life, for example through the school council and fundraising activities. As a result, pupils are developing a sense of responsibility. Pupils are proud of their school and value their education. As one pupil said, 'It improves our future.' They enjoy the range of experiences on offer through the curriculum and extra-curricular activities.

Behaviour

- The behaviour of pupils is good. Leaders have reduced the frequency and severity of behaviour incidents since the last inspection. There are very positive relationships between pupils and staff, and this results in a purposeful and calm atmosphere throughout the school.
- Staff apply the behaviour system consistently and pupils are, therefore, clear about the expectations for their behaviour. They demonstrate self-discipline and conduct

themselves well in lessons and as they move around the school.

- Leaders have been relentless in their determination to improve attendance and reduce persistent absence. This has resulted in significant improvements in attendance since the last inspection. Attendance is now much closer to the national average, both overall and for all pupil groups. Similarly, persistent absence has reduced dramatically, but remains just above the national average.

Outcomes for pupils

Good

- While current pupils' attainment remains behind that of other pupils nationally in reading, writing and mathematics by the end of each key stage, progress has quickened throughout the school. The school's assessment information and work in books show that there has been a sharp increase in the proportion of pupils who are reaching age-related expectations across the curriculum and in all year groups.
- Attainment for pupils who have attended the school for longer is much higher than the attainment for pupils overall. This is because the school's attainment figures are adversely affected by high levels of pupils starting and leaving the school other than at the usual times. Many pupils join the school with little or no English and sometimes no previous experience of school. They are supported well to make good progress from their, often very low, starting points.
- The gap between boys' and girls' achievement in reading throughout the school has been narrowed in the last year. Pupils are expected to read regularly and do so with enthusiasm. They are keen to talk about their favourite authors. In the early stages of learning to read, books are well matched to pupils' phonics knowledge. This supports them in developing fluency and confidence in their reading. Teachers continue to check pupils' reading fluency throughout their time in school. This ensures that they are reading texts which are appropriate to their age and stage of learning.
- The proportion of pupils reaching the expected standard in the Year 1 phonics screening check, while below the national average, has seen improvement since the last inspection. It is close to the national average for pupils who have attended the school since Nursery. The gap between boys' and girls' achievement no longer exists.
- The links which are made with pupils' learning across the curriculum mean that they have regular opportunities to reinforce their reading and writing skills in a range of purposeful contexts. This supports them in making good progress. For example, in Year 3, a story based on the three little pigs was linked with science work on the properties of materials, and a reading comprehension task supported their understanding of the Stone Age.
- Pupils' work across the curriculum is of a standard at least equivalent to that seen in English and mathematics. Pupils take great pride in producing well-presented work which helps them to build their subject-specific skills in a wide range of tasks. This contributes strongly to their improving attainment in English and mathematics. While pupils are increasingly working at age-related expectations, not enough pupils are reaching beyond the expected standards.
- The difference is diminishing between the attainment of disadvantaged pupils and other pupils throughout the school in reading, writing and mathematics. In reading,

disadvantaged pupils often outperform their peers.

- Pupils who have SEN and/or disabilities are making strong progress because of the effective support they are receiving.
- In 2018, the proportion of pupils meeting the expected standard by the end of key stage 1 in reading, writing and mathematics increased considerably. This represents good progress from pupils' starting points. Their attainment is now much closer to the national average. Disadvantaged pupils have outperformed their non-disadvantaged peers in reading, writing and mathematics.
- Pupils in Years 5 and 6, many of whom have a legacy of low attainment, have benefited from a focus on developing their basic skills. Consequently, these pupils have made much better progress this year.

Early years provision

Good

- The proportion of children reaching a good level of development by the end of Reception improved in 2017 and was close to the national average. This year, the figure is not as high. However, each year, children's starting points vary. This year, starting points were well below those found typically for children of their age. This cohort of children, including boys and those who are disadvantaged, have made strong progress. Over time, progress for boys has increased so that the gap between boys' and girls' achievement is similar to that seen nationally.
- Leaders have placed a firm focus on supporting children's writing development, including the link with children's physical development. Writing assessments show that staff have good subject knowledge and use this to accurately identify children's next steps with mark-making, pencil grip and letter formation. This enables all staff to help each child to make the necessary gains in their learning. Similarly, children in Nursery are now at a higher starting point as they enter Reception, with far more children able to hold a pencil and keen to mark-make.
- Well-established routines in the early years are effective in supporting children to be ready to learn and have positive attitudes. Children in Nursery demonstrated their ability to concentrate well as they joined in with an alphabet song and welcome song at the start of the day. In Reception, children were eager to read the books which are waiting for them as they arrived in the classroom. Reading is strongly promoted with parents. Consequently, parents are becoming more aware of how to support their child's reading at home.
- Children show interest and involvement in adult-led activities because teachers have carefully planned them to be appropriately challenging and meet children's needs. These focused activities are very effective in developing children's basic skills. Teachers have also made sure that there are regular opportunities for children to use and apply their newly acquired skills throughout the day in the indoor and outdoor areas. However, children do not choose to write as often as they could do when working independently.
- Historically, children in Nursery have not made as much progress as they might. Staffing disruption has affected this. However, leaders have made sure that new arrangements are better preparing children for their Reception experience, so they

have the skills needed to enable a higher proportion to reach, and exceed, the early learning goals by the end of the early years.

- Safeguarding is well considered. Spaces are safe and well staffed. Children behave well and listen carefully to adults and each other. Effective routines and systems make sure that children are well looked after and that the legal welfare requirements are met.

School details

Unique reference number	138916
Local authority	Bradford
Inspection number	10049072

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	Board of trustees
Chair	Stephen Emsley
Headteacher	Gillian Wilson
Telephone number	01274 573396
Website	www.stoswalds.bradford.sch.uk/
Email address	office@stoswalds.bradford.sch.uk
Date of previous inspection	12–13 July 2016

Information about this school

- In accordance with section 13(4) of the Education act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.
- The school is sponsored by the Bradford Diocesan Academies Trust. Since the last inspection, there have been significant changes to staffing and leadership. The head of school was appointed in April 2017. The school has also been supported by an executive principal from the multi-academy trust, on a part-time basis.
- Since becoming an academy, the school developed an academy transition board. An additional academy achievement board has recently been introduced in the transition to establishing a local governing body. These boards are accountable to the trust board for the school's progress.
- The multi-academy trust provides a wide range of support to develop school leadership and the quality of teaching, learning and assessment. For example, the part-time

executive principal, consultant headteacher and specialist leaders of education provide targeted support.

- The school admits a large proportion of pupils who speak English as an additional language, many of whom have little or no English when joining the school. Some pupils have not experienced an educational setting before, and many begin school at times other than the start of Nursery or Reception.
- The number of pupils leaving and joining the school throughout the year is very high.
- Children from two years of age receive part-time education in the early years provision. Those in Reception receive full-time education.
- The school runs a breakfast club.
- The proportion of disadvantaged pupils supported by the pupil premium is well above the national average.
- A very large proportion of pupils are from minority ethnic groups.
- The proportion of pupils who have SEN and/or disabilities is well above the national average. The proportion who have an education, health and care plan is less than average.
- In the 2016/17 academic year, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

Information about this inspection

- Inspectors observed teaching and learning throughout the school. Most observations were undertaken jointly with senior leaders. Inspectors listened to pupils read and talked to them about their experience of school.
- Inspectors held meetings with senior leaders and a range of subject leaders. They met with three members of the local governing body, including the chairs of the academy transition board and academy achievement board. A meeting also took place with the chief executive officer, the executive principal and a consultant headteacher, who were representing the multi-academy trust.
- Discussions took place with a group of teachers, including those who are recently qualified, about the support and development they receive.
- An inspector visited the breakfast club before the start of the school day.
- Inspectors looked at pupils' work in books along with the school's information on pupils' achievement to determine the progress that they are making.
- A range of documentation was considered. This included the school's self-evaluation, records of the monitoring of teaching and learning, the school improvement plan, information relating to the attendance and behaviour of pupils, safeguarding and child protection records, and minutes from governing body meetings. Documents outlining the arrangements for the use of pupil premium funding were also considered.
- Inspectors spoke to parents informally at the start of the school day to seek their views about the school. Inspectors also considered the 10 responses to Ofsted's online questionnaire, Parent View.

Inspection team

Kirsty Godfrey, lead inspector	Her Majesty's Inspector
Mujahid Ali	Ofsted Inspector
Matthew Knox	Ofsted Inspector
Fiona Dixon	Ofsted Inspector
Louise Greatrex	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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