

St Oswald's Church of England Primary School

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

Inspection dates

26–27 June 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	Good

Summary of key findings for parents and pupils

This is a good school

- All leaders, including governors, demonstrate dedication to providing a positive, safe and exciting school experience for pupils.
- Leaders and managers have set a culture of high expectations. As a result, the quality of teaching is good and improving and pupils make more progress than previously.
- Leaders and staff have created a community with respect and care for others at its heart. Pupils' personal development and welfare, including their spiritual, moral, social and cultural development, are specific strengths.
- Pupils achieve well in reading due to high-quality teaching and support to ensure that pupils are challenged and motivated.
- Middle leaders have begun to have a greater role in monitoring across the school. Some middle leaders, however, have had infrequent opportunities to examine the quality of teaching and learning across key stages. As a result, they lack confidence about the impact of their work on pupils' outcomes.
- Leaders have focused their attention successfully on improving pupils' outcomes in mathematics.
- Leaders recognise that the quality of pupils' handwriting, punctuation and spelling needs to improve further, especially in key stage 2.
- Overall, pupils are making good progress in mathematics, particularly in their number skills development. However, some pupils do not have enough opportunities to apply their knowledge to problem solving and reasoning.
- Since adding the early years foundation stage and key stage 1 to the school, leaders have worked tirelessly to ensure a smooth transition for all pupils between key stages.
- Children in the early years make good progress because their needs are assessed carefully and accurately. Highly skilled adults support children well through effective questioning and by offering suitably challenging tasks and learning.
- Phonics teaching in key stage 1 is good. Most pupils enter key stage 2 able to read with appropriate fluency.
- Disadvantaged pupils' progress has improved and is now good. Pupils' needs are analysed with greater precision and they receive effective support to help them to catch up. The progress of lower-ability pupils is more varied.
- Pupils are proud of their school. They enjoy the different experiences and opportunities that the school provides.
- The curriculum brings learning to life for pupils. Leaders provide rich and varied experiences for pupils.

Full report

What does the school need to do to improve further?

- Raise standards in writing for pupils, especially those in key stage 2, by:
 - ensuring that all pupils develop and use basic skills of handwriting, punctuation and spelling consistently when completing their written work across the curriculum
 - increasing the opportunities for pupils to edit and improve their work.
- Continue to improve teaching and raise the standards pupils reach by:
 - planning learning that consistently meets the needs of lower-ability pupils
 - increasing the level of challenge through problem solving and reasoning in mathematics.
- Continue to develop the roles of middle leaders so that they:
 - have more impact on improving the quality of teaching and learning in their specific areas of responsibility
 - ensure that monitoring is timely, rigorous and fully focused on improving pupils' outcomes.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has steered the school through the transition from being a junior school to a primary school seamlessly, as a result of strong leadership and careful planning. This was recognised by parents and carers, who said the addition of the new key stages have 'made this school even stronger'.
- The headteacher has shown determination to improve outcomes for pupils. Progress in reading, writing and mathematics is improving, while outcomes have remained generally high. The headteacher has led many significant changes in teaching, which are becoming embedded and are beginning to have a positive effect on pupils' learning and achievement.
- Realising that pupils needed to develop stronger skills in number, the mathematics leader and senior leaders have worked to ensure that staff are fully trained in how to meet the demands of the current mathematics curriculum. The mathematics leader can demonstrate the strides that are being taken in pupils' work in this area.
- Leaders have recently devised an assessment system for pupils in Years 1 to 6 that is working well. It is well understood by staff and is used to record pupils' achievement and to inform teachers' planning about what pupils need to learn next.
- Assessment information is used in 'barrier meetings' to effectively identify any barriers to learning that pupils may have. Leaders then ensure that bespoke interventions are put in place to support learning.
- The pupil premium funding is used very well to support disadvantaged pupils. Leaders have high expectations of what disadvantaged pupils can achieve and, as a result, the progress made by these pupils matches closely the progress made by others from similar starting points.
- Similarly, the primary physical education and sport premium is spent effectively. Leaders and governors have a clear plan for how the money should be spent. This ensures that pupils maintain healthy active lifestyles and it supports more pupils in taking part in extra-curricular activities and inter-school competitions.
- The school makes effective use of the funding provided to support pupils who have special educational needs (SEN) and/or disabilities. Pupils benefit from personalised support and interventions to allow them to access the curriculum and to make good progress. When required, the school works effectively with external agencies to provide additional support.
- Leaders are accurate in their judgements of teaching, learning and assessment. However, the findings are not always used judiciously to inform their planning of 'next steps'. Monitoring has not been carried out systematically enough by middle leaders to ensure that it has a consistently positive effect on the quality of teaching and learning across the wider curriculum. Some middle leaders, therefore, do not have a fully developed understanding of the strengths and areas to develop in their subject areas.
- The school has a broad and balanced curriculum. Pupils talk with enthusiasm about trips and visitors that bring the curriculum to life. The curriculum is further enhanced

by opportunities for pupils to engage with the local community, such as tidying in the park and holding concerts and sporting events.

- Pupils' spiritual, moral, social and cultural development is a strength of the school. Art and music are strong features of the enrichment activities the school offers. The spiritual and moral development of pupils is part of the ethos and values of the school. Some of it is delivered skilfully and sensitively through the assemblies, planned and led by the pupils.
- Parents are very happy with the school. A parent said: 'The school ethos gives our child a rounded, enriched learning experience, helping her to grow in confidence and self-esteem.'

Governance of the school

- Governors know the school well. They visit the school regularly and ensure that they receive the information that they need to hold leaders to account. They are aware of where the school needs to improve. New governors are beginning to challenge information presented by middle leaders. This is helping governors to understand the effect that middle leaders' work has on pupils' outcomes and the quality of teaching and learning.
- Governors speak knowledgeably about the strengths and weaknesses of the school. They understand pupils' needs and support leaders in ensuring that funding is targeted effectively. For example, funding is used well to support and challenge disadvantaged pupils in their learning. Consequently, this group of pupils is making good progress.
- The warmth and support governors offer leaders and staff are tangible. They are highly involved in the life of the school, for example teaching brass lessons to pupils and running a choir.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's culture is focused on making the school a safe place to be. Pupils say that they feel safe and are taught how to keep safe online. They know who they can talk to if they have a problem.
- Staff are trained well and are vigilant in checking that pupils feel safe and are well looked after. The system for reporting concerns is well managed and all staff know who they should contact if they need to report any issues. Safeguarding referrals to local authorities and other relevant agencies are made appropriately and followed up.
- Checks on the statutory requirements and procedures for the safe recruitment of staff are carried out effectively by the school's safeguarding leader.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved since the appointment of the current headteacher and continues to improve. Teaching throughout the school is good.
- Teachers use the school assessment system well to identify gaps in pupils' learning in

English and mathematics and adapt their teaching appropriately. They plan activities to match the needs of the majority of pupils. Teachers largely use effective questioning and good modelling to move pupils' learning on. Adults' high expectations have a positive effect on pupils' attitudes to learning. However, at times, lower-ability pupils do not receive work that is appropriately matched to their needs. Some lower-ability pupils do not make as strong progress as their peers.

- Teachers have good subject knowledge and they plan learning activities that engage pupils. They know their pupils well. The positive relationships between teachers and pupils allow for lesson time to be used productively. Pupils collaborate with each other willingly and routinely support each other's learning.
- Teachers encourage pupils to develop an interest in reading. Pupils across the school read widely and regularly, often quite challenging texts. As a result, pupils' achievement in reading has been, and continues to be, a strength of the school's work. The proportions of pupils achieving the expected and higher standards are above the national averages at key stage 1 and 2.
- In key stage 2, the quality of pupils' handwriting, punctuation and spelling is not sustained effectively across subjects. Pupils are not challenged consistently by all teachers to edit and improve their writing.
- Pupils' progress in mathematics is accelerating quickly. Pupils' attainment is rising across year groups due to the successful development of pupils' basic number skills. Teachers have started to increase the opportunity for pupils to apply their number skills knowledge to problem-solving and reasoning tasks; however, inconsistencies remain.
- Adults support pupils well. They use questioning skilfully to extend learning and make pupils think. Teachers and teaching assistants support each other and work flexibly, as a team, to provide varied teaching approaches that help pupils learn well.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show high levels of respect and care for each other, valuing their classmates' opinions and working cooperatively in lessons. All adults work hard to ensure that pupils are safe and well cared for. Adults work closely with pupils and families in a supportive and sensitive manner, exemplified by the efforts of the family and inclusion leader. Pupils said that they feel extremely safe in school.
- Pupils take their many roles of responsibility in the school community seriously and are proud to be elected as school councillors. There are afforded other opportunities to take on an important role to help the school day run smoothly, for example assembly, bell and register monitors. Pupils' attitudes to learning are largely positive, and most are keen to succeed and to try their best. At times, the quality and application of pupils' handwriting, spelling and/or punctuation slips. Not all pupils demonstrate pride and consistency in their work across subjects.
- Pupils' spiritual, moral, social and cultural awareness and development are strong. Pupils talked convincingly to an inspector about their learning of people from other

faiths, through visits to mosques, synagogues and gurdwaras. They have a good understanding of British values, such as tolerance, the rule of law and democracy.

- The school's ethos is reflected in Christian values and pupils can talk with confidence about how values of service, friendship, forgiveness, endurance and hope influence their actions in daily life.
- Pupils spoken with said they feel safe in school and the large majority said there is no bullying in their school. Pupils speak highly of the pastoral team and feel that they can go to staff with any problems, including from home. One pupil said, 'here, everybody cares about you and always listens to what you have to say.'

Behaviour

- The behaviour of pupils is good.
- The strong relationships that are nurtured in school ensure that pupils usually conduct themselves well in lessons and around school. Pupils are polite and have good manners, holding doors open for adults and visitors. Playtimes are harmonious occasions where pupils play happily together in the well-equipped playgrounds, and no one is left out.
- The relationships pupils have with adults and with each other are warm and trusting.
- Pupils enjoy their learning and work conscientiously. Incidents of low-level disruption are rare.
- Pupils' attendance is just above the national average. The large majority of pupils enjoy school and do not want to miss a day. Most arrive on time.
- The school uses pupil premium funding well to fund places at the before- and after-school clubs to ensure that pupils arrive at school on time.

Outcomes for pupils

Good

- Leaders have established, with increased accuracy, the starting point of each Reception child, in order to track their progress and inform interventions. As a result, staff now have reliable information about the progress children make as they move through year groups. The school's assessment information and evidence in children's books show that children's attainment on entry in reading, writing and mathematics is in line with what is typical for their age. Overall, most children make good progress from their starting points to when they leave the school.
- In 2017, progress at the end of key stage 2 was in line with the national average in reading, writing and mathematics. However, progress for disadvantaged pupils historically has been significantly below average in writing and mathematics. Leaders' actions to improve outcomes for these pupils in recent years have had a positive impact. The school's information and work in pupils' books confirm that current pupils are making good and improved progress from their different starting points. This includes disadvantaged pupils and those pupils who have SEN and/or disabilities.
- Achievement in reading has been, and continues to be, a strength of the school. The proportions of pupils attaining the expected and higher standards for their age are

above the national averages by the end of key stages 1 and 2.

- Achievement in writing is not as high as in reading because pupils' basic skills, such as presentation, handwriting and spelling, are not reinforced consistently across subjects in some year groups.
- Inspection evidence shows that, throughout each year group and across the majority of subjects, pupils make sustained progress from their starting points. This is because they are taught effectively and are eager to learn.
- Pupils who read for inspectors did so fluently and with good expression. Those developing their reading skills used their phonics skills well to sound out and read unfamiliar words. Older pupils are familiar with the works of a wide range of authors. In some cases, pupils are given additional challenges by class teachers, who offer pupils more sophisticated reading choices and materials.
- Pupils are well prepared for life in secondary school. Links with the local school are embedded. Transition topics for Year 6 are well planned to ensure a smooth move to secondary school.

Early years provision

Good

- Leadership and management of the early years are good. Since opening the early years setting in September 2015, leaders have established a clear vision for enhancing the provision. This vision is shared by all early years staff. The provision has been developed effectively to ensure that children have well-planned and stimulating opportunities for learning. However, the early years leader has rightly identified and begun to further develop the outdoor area to ensure that learning opportunities are as strong outdoors as they are indoors.
- The proportion of children achieving a good level of development by the time they leave Reception is above the national average and this proportion is rising. The majority of children enter the Reception Year with skills and a level of development that is typical of their age.
- Despite the very low numbers of disadvantaged children, leaders use additional funding well to provide resources and support for this group of children. Evidence shows that they are achieving well.
- Teaching and learning is good across all classes in the early years. Teachers plan tasks that are well matched to the needs of children. This enables them to make strong progress. As a result, children leave the early years well prepared for Year 1.
- Relationships between adults and children are good and, as a result, children are happy and behave well. They work and play cooperatively together. Children are proud of their work and are confident enough to show it to others. They are kept safe and are well cared for by adults.
- Safeguarding procedures are effective and welfare requirements are met fully. All adults share the responsibility of keeping children safe and communicate effectively across the provision in order to do so.

School details

Unique reference number	108008
Local authority	Leeds
Inspection number	10047849

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair	Roy Stevenson
Headteacher	Rupert Madeley
Telephone number	01943 873570
Website	www.stoswaldsleeds.org
Email address	office@stoswaldsleeds.org
Date of previous inspection	24–25 April 2013

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils supported through the pupil premium is significantly smaller than the national average. Most pupils are of White British heritage. There are exceptionally few pupils who speak English as an additional language.
- The proportion of pupils who have support for special educational needs and/or disabilities is significantly smaller than the national average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is below average.
- The school changed from being a junior school to a primary school with the addition of an early years foundation stage in September 2015; these children then continued their education through key stage 1 and have now reached year 2. The school now offers full primary provision.
- The school organises before- and after-school facilities on the school site.

Information about this inspection

- Inspectors held meetings with the headteacher, deputy headteacher and other leaders, including the special educational needs coordinator, and some governors, including the chair of governors. Meetings were also held with a group of pupils. The lead inspector spoke to a representative from the local authority.
- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment. Inspectors observed learning across the school. Some observations were carried out jointly with the headteacher.
- Together with leaders, inspectors looked in detail at a range of pupils' books and work in different subjects. Inspectors listened to pupils read and spoke with pupils throughout the inspection about their learning.
- Inspectors scrutinised a range of documentation, including the school's checks on the suitability of adults to work with children and other documentation regarding the safe recruitment of staff.
- Leaders made available the school's self-evaluation document, termly assessments, subject action plans, minutes of governing body meetings, and documentation regarding child protection.
- Inspectors took into consideration the 77 responses to Ofsted's online questionnaire, Parent View. One inspector spoke to several parents at the beginning of the school day.

Inspection team

Eve Morris, lead inspector	Ofsted Inspector
Barry Found	Her Majesty's Inspector
Natasha Greenough	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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