

# Inspection of a good school: St Oswald's C of E Primary School

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

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Inspection dates:

5 and 6 December 2023

## **Outcome**

St Oswald's C of E Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils love learning, in and out of the classroom, at St Oswald's C of E Primary School. Lessons are interesting and fun. Enrichment activities in the school grounds and farther afield bring learning to life. The school's motto, 'inspire and flourish', sums up its determination to help all pupils reach their potential.

Pupils are happy and safe. They describe their school as welcoming, fun and friendly. Relationships between staff and pupils are warm and caring. Leaders greet pupils by name, outside, every morning, whatever the weather. Parents appreciate this. Pupils trust staff to look after them well. They know that any issues, such as bullying, will be sorted out.

The school encourages pupils to be active and useful members of the school and wider community. Pupil leadership groups, such as the school council and the spiritual and digital leaders, do valuable work in school. The eco-warriors help to clear litter from the local area. Pupils had a wonderful time, despite the pouring rain, doing the 'elf run'. They were proud to be supporting a charity for homeless people. The choir were busy practising Christmas songs. They were looking forward to entertaining the local 'mums and toddlers' group.

## **What does the school do well and what does it need to do better?**

The school has developed a broad curriculum. It is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Curriculum content is organised coherently and in detail so that teachers know what to teach and when. The early years curriculum prepares children well for learning in Year 1. Children in Reception were learning about maps and making their own. They wanted to help the elves get to Santa's workshop.

Teachers provide clear explanations and examples for pupils to follow. They help pupils to remember more by recapping and repeating learning. They check pupils' understanding, throughout lessons, and help everyone to keep up. In mathematics, teachers use mathematical language explicitly. They expect pupils to use this vocabulary. As a result, pupils are able to explain their mathematical reasoning clearly. Pupils do not know or use subject-specific vocabulary as well in some foundation subjects.

Pupils with SEND are fully included in lessons. Wherever possible, they learn the same curriculum as their peers. Teachers simplify the content where this is appropriate. Thoughtful adaptations help pupils to be as independent as possible.

Reading is highly valued and at the heart of the curriculum. Daily story time and 'DEAR' (drop everything and read) time raise the profile of reading for pleasure. The teaching of phonics is effective. Children in early years get off to a flying start in reading. Teachers give pupils extra help to keep up when they need it. As a result, most pupils reach the expected standard by the end of Year 1. Pupils who need to catch up in reading receive daily intervention. This helps them to develop fluency and confidence.

The behaviour of most pupils in lessons and at breaktimes is positive. Many pupils and parents say that behaviour has improved in recent years. A small number of pupils sometimes find it more difficult to manage their behaviour. The school makes sure that these pupils get the support they need. Pastoral support for all pupils is strong.

Pupils love the enrichment activities that help them to learn more about the wider world. They remember, with excitement, the visit of the 'birdman' and his birds of prey. Pupils learn about other faiths and cultures. They enjoyed hearing about Diwali and Chinese New Year from parents. Pupils learn forest skills in the extensive outdoor area. Visits to museums, wildlife parks and outdoor activity centres broaden pupils' horizons. The Year 6 pupils particularly enjoyed their residential visit. They had great fun taking part in activities such as canoeing, climbing and getting out of the 'escape room'.

A range of clubs are available, after school and at lunchtimes, for pupils to try different activities. These include choir, Spanish, building blocks, book club and sports, such as archery and girls' and boys' football. All pupils learn to play three different musical instruments during their time at school.

Staff feel appreciated. They welcome the training and support they receive. New ways of working, such as the feedback policy, help them to manage their work efficiently.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Pupils do not learn subject-specific vocabulary well enough in some foundation subjects. As a result, they are not able to clearly articulate their knowledge and understanding. Leaders should ensure that the vocabulary they want pupils to use is taught discretely in all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2018.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	108008
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10289959
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	416
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Martin Baker
<b>Headteacher</b>	Jonathan Davies
<b>Website</b>	<a href="http://www.stoswaldsleeds.org">www.stoswaldsleeds.org</a>
<b>Dates of previous inspection</b>	26 and 27 June 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is a voluntary-aided Church of England primary school within the Diocese of Leeds. The most recent section 48 inspection took place in May 2019.
- The school currently uses one alternative provider.
- The headteacher is new to the school since the previous inspection.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in this evaluation of the school.
- The inspector held several meetings with the headteacher and other senior leaders during the inspection and met with members of the governing body.
- The inspector carried out deep dives in: early reading, mathematics and geography. The inspector discussed the curriculum with subject leaders, visited a sample of

lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector observed pupils' behaviour throughout the school day, including during lesson visits and at lunchtime.
- Pupils talked to the inspector, formally and informally, about their learning, their views on behaviour and the wider experiences they receive at school. The inspector also considered responses received through Ofsted's pupil survey.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke with a number of parents in the playground and reviewed the responses received through Ofsted's survey for parents, Ofsted Parent View, including free-text responses.
- The inspector considered responses received through Ofsted's staff survey.

### **Inspection team**

Janet Keefe, lead inspector

Ofsted Inspector

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