

St Oswald's Church of England Voluntary Controlled Primary School

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

Inspection dates

19–20 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
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

- The headteacher's and deputy headteacher's drive, determination and commitment have led to rapid improvement in teaching and outcomes.
- Leaders have taken swift and effective action to improve the teaching of writing and mathematics. Consequently, pupils are now making stronger progress than in previous years.
- The quality of teaching is strong. Teachers know their pupils very well and have high expectations of them. They ask questions that tackle pupils' misconceptions. As a result, pupils are challenged well and so they are focused and work hard.
- The many pupils who join the school at different times, including those from service families, are supported very well to settle in quickly. They make friends and catch up quickly on any learning they may have missed.
- Teachers set work that systematically builds pupils' knowledge, skills and understanding. This is why most pupils make strong progress from their starting points. However, although improving quickly, outcomes in writing and mathematics in key stage 2 are weaker.
- The engaging curriculum provides pupils with a wide range of opportunities to extend their learning beyond the classroom.
- Pupils behave exceptionally well. They are highly self-confident, respectful and caring individuals. They value the friendly and inclusive ethos in the school. Pupils play well together and work cooperatively in lessons.
- The school's work to promote pupils' spiritual, moral, social and cultural development is highly effective. Pupils enjoy learning and attend well.
- Provision in early years for children currently in the school is good. Children make a good start to their education from different starting points, in a safe environment.
- Teachers plan learning to meet the needs of most pupils. However, the level of challenge for pupils at lower key stage 2 is inconsistent and as a result not all groups of pupils, including the most able, learn as effectively as they could.
- Senior leaders have strong systems in place to monitor pupils' progress. However, some leaders' skills require further development in evaluating accurately the effect of their actions.

Full report

What does the school need to do to improve further?

- Further enhance the good quality of teaching and learning, by making sure that the work set by the teachers challenges and stretches all groups of pupils, including the most able pupils, especially in lower key stage 2.
- Continue to develop leadership and management, by ensuring that all members of the extended senior leadership team consistently use information effectively to evaluate the effect of their actions.
- Continue to improve the progress and attainment of pupils at the end of key stage 2, including the most able pupils, in writing and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and her deputy work effectively together and have successfully tackled the issues identified at the time of the last inspection in 2018. Consequently, the good quality of teaching has been maintained and outcomes remain good.
- Leaders have an accurate picture of the strengths and weaknesses of the school. They carefully analysed the reasons for pupils' underperformance in writing and mathematics at the end of key stage 2 in 2018 and took appropriate actions. Consequently, pupils' outcomes in these subjects are improving quickly. Plans for future improvement focus on the right priorities.
- A large number of pupils, including those from service families, join the school at different times of the year across all classes. Leaders have strong support in place for these pupils and ensure that they settle quickly. There are now significantly more accurate systems in place to monitor the progress of all pupils, including pupils with special educational needs and/or disabilities (SEND). As a result, most pupils currently in the school make strong progress from their widely different starting points.
- Leaders' judgements about the quality of teaching and learning and their effect on pupils' progress are accurate. Where any teacher requires guidance or support, these are swiftly put in place and carefully monitored to secure improvements. Leaders recognise the importance of developing a skilful teaching staff. Across most year groups, teachers work collaboratively with other partner schools in the South York Schools Partnership. As a result, staff are able to develop their practice further.
- Staff and parents and carers are very supportive of the school's leadership, and morale in school is high. Teachers value the chance to improve their day-to-day practice and willingly try out new ideas.
- The headteacher and deputy headteacher have implemented accurate systems for monitoring the progress of all pupils and use these effectively to evaluate the effect of their actions. However, not all members of the extended senior leadership team are as effective in using this information. Leaders acknowledge that there is more work to be done in this area and developments are ongoing.
- Pupil premium funding is used to good effect. Leaders regularly review the progress of all disadvantaged pupils to ensure that they make the progress of which they are capable. Consequently, these pupils make as good as, and sometimes better, progress from their starting points, than their peers.
- Leaders ensure that other additional funding is used effectively. For example, the physical education (PE) and sport premium is used well to improve the quality and frequency of physical activity for all pupils. The leader responsible for pupils with SEND ensures that funding is used effectively to provide these pupils with the strong support they need. As a result, the progress this group of pupils make is the same as that of their peers.
- The curriculum is broad and balanced, with an appropriate emphasis on reading, writing and mathematics. This contributes to pupils' good development and progress.

Pupils are taught about significant world religions, and topics are used to teach a range of subjects such as history, geography and art, skilfully complemented by relevant educational visits. A range of after-school clubs, including those for football, tag rugby, dance, netball, basketball, multi-skills and tennis, further enhance pupils' enjoyment and learning.

- The school develops pupils' spiritual, moral, social and cultural understanding very well. Values such as democracy and tolerance are taught and promoted throughout the school. Pupils have many opportunities to take part in trips and to listen to external visitors. As a result of these activities, pupils are being well prepared for life in modern Britain.

Governance of the school

- Governors have a good understanding of the school's strengths and areas for improvement. They use clear information provided by leaders. As a result, governors provide appropriate challenge and support to school leaders, in order to bring about necessary improvements. They share the leaders' high expectations, and are very proud of the inclusive ethos of the school and are highly ambitious for pupils.
- The governing body meets frequently and members, who have a wide range of knowledge and expertise, work closely together to monitor the performance of the school. They are ably led by the two chairs of governors. Governors ensure that they attend regular training to carry out their roles effectively. The governing body takes its safeguarding duties seriously.
- Governors are very well aware of the challenges the school faces, with a large number of pupils joining the school at different times of the year. They are proud of the support these pupils receive and of the strong progress pupils make from their different starting points.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school and pupils say that they feel safe. School leaders ensure that all staff have appropriate and up-to-date safeguarding training.
- Leaders, all staff and governors are vigilant in their work to ensure that pupils are safe, and they are knowledgeable about child protection procedures. Teachers know each pupil well as an individual, and know the signs to look out for and how to report concerns.
- Senior leaders, including governors, check safeguarding records regularly and the school has comprehensive policies for safeguarding. As a result, the school takes timely, supportive and appropriate actions to keep all pupils, including those who are most vulnerable, safe.
- Leaders make timely referrals to the local authority social care services where necessary. They keep an accurate record of conversations and actions taken. Leaders

persevere when they feel that more action is needed.

- Recruitment procedures are thorough. Leaders complete all the necessary checks to ensure that they only employ adults and use volunteers who are suitable to work with children.

Quality of teaching, learning and assessment

Good

- Pupils engage in activities that capture their interest. There are very positive relationships between adults and pupils and these encourage pupils to stay focused, work hard and try their best. Teachers clearly explain to pupils what they need to do. Teaching and learning are effective.
- The recent focus on improving the teaching of writing and mathematics has led to better outcomes for pupils currently in the school. For example, leaders developed further the use of verbal reasoning in mathematics lessons. As a result, pupils are able to explain their thinking with greater clarity. The use of more challenging texts in key stage 2 and the increased focus on drafting and editing have provided a stronger stretch and challenge for all pupils, including the most able pupils. Consequently, current pupils' progress in writing and mathematics is improving quickly.
- Teachers are knowledgeable about the subject matter they teach. They know how to deliver it appropriately for the age and ability of their pupils, making effective use of prior learning. Consequently, staff pitch work effectively and so most pupils are challenged and achieve well.
- Leaders monitor the quality of teaching and learning frequently, through a carefully planned cycle of activities. This includes observations of lessons and scrutiny of pupils' books. Teachers use the feedback from leaders to adjust the planning of learning activities. Leaders have also linked the quality of teaching to pupils' outcomes and hold frequent progress meetings with staff. Leaders and staff can identify early any pupils who may need additional support in order to reach their potential.
- Teachers have high expectations of pupils. Most teachers and teaching assistants use questioning well to deepen pupils' thinking and tackle any misconceptions. Pupils work with very positive attitudes and take an interest in their own progress.
- Reading is a strength of the school. Staff ensure that pupils have effective skills in phonics to improve their reading. Pupils, including the lower-attaining pupils, use their phonics skills very well to read unfamiliar or difficult words. This contributes well to pupils' confidence and clear enjoyment of reading. Inspectors were able to confirm this when they listened to pupils read.
- Classrooms are well-organised and purposeful learning environments. Leaders have recently enhanced them with the development of 'learning walls' to strengthen teaching and learning further. Most teachers plan activities well that meet the needs of most pupils. However, this is not always the case, particularly in lower key stage 2 classes. As a result, not all pupils, including the most able pupils, are sufficiently stretched and challenged to enable them to deepen their knowledge and understanding.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders have created a very caring, inclusive and nurturing environment for pupils to feel safe and enjoy learning. Adults and pupils have warm and positive relationships. This is reflected in the mutual respect shown in lessons and during social times.
- The strong emphasis placed on developing pupils' social understanding and moral purpose is a significant strength of the school. Leaders and staff actively promote acceptance of others and the school's aim of 'everyone is valued, and all relationships are based on trust, respect, equality and celebration of diversity' permeates all aspects of pupils' experience. The caring and inclusive culture of the school enables pupils to thrive.
- Pupils know how to protect themselves from a range of dangers. For example, pupils are very aware of the risks of using the internet and social media. They can articulate what they need to do to stay safe online.
- Pupils' spiritual, moral, social and cultural development is embedded in the school's curriculum. Pupils are knowledgeable about a range of world religions. They understand that knowing about other people's beliefs is important, as well as treating everyone the same and making them feel welcome. The school's nurture system is extremely effective and helps new pupils settle quickly and feel part of the school.
- Pupils listen carefully to each other and to their teachers, which supports pupils to achieve well. They work hard, have excellent attitudes to learning and concentrate on their tasks. As a result, classrooms are purposeful, calm and respectful environments.
- Pupils said that bullying is extremely rare. Where it happens, teachers deal with it effectively. Pupils said that they feel safe and they can talk to a teacher if they have any concerns. Inspection evidence and the views of parents and staff confirm this.
- The school's curriculum enables pupils to experience outdoor education. During these sessions, pupils are encouraged to take risks and be resilient. As a result, they develop excellent attitudes to learning.
- Pupils have numerous opportunities to contribute to school life and the wider community, such as fund-raising for charities and helping at the village café. They have the opportunity to take on school-wide responsibilities, such as being buddies for younger pupils, members of the school council, prefects, and science or sports ambassadors, or by taking part in the school worship team. These opportunities are helping to prepare pupils well for the next stage in their education.

Behaviour

- The behaviour of pupils is outstanding.

- Pupils behave exceptionally well both in lessons and around the school site. They are polite, friendly and always smiling. They are respectful to each other and to adults. Pupils report that there are hardly any incidents of poor behaviour. Inspection evidence confirms this.
- Leaders and staff responsible for attendance work tirelessly with families to reinforce the importance of good attendance. Despite the challenge of the high mobility rates, pupils' attendance continues to be above national averages. The proportion of pupils who are persistently absent from school is well below the national average.
- Pupils' conduct around the site is impeccable. Pupils of different ages play together well, and older pupils are caring and supportive towards younger pupils. Older pupils become 'buddies' of Reception-aged children and accompany them during breaktime and lunchtime.
- The breakfast club is very well attended and helps to ensure that pupils are ready for learning. Pupils typically arrive on time and are eager to start the day.
- Pupils' excellent behaviour in lessons and their excellent attitudes to learning contribute to their good learning and strong progress.

Outcomes for pupils

Good

- Most of the current pupils are making good progress, particularly in reading and increasingly in mathematics and writing. This applies to pupils of all ability ranges, including the most able pupils and disadvantaged pupils.
- Following the last inspection and over the last two years, the school experienced a decline in pupils' progress in writing at the end of key stage 2 and to a lesser degree in mathematics. Consequently, pupils in Year 6 in 2018 did not make strong progress from their previous starting points in these subjects. In 2018, the progress of pupils at the end of Year 6 in reading continued to improve and remained in line with national averages. Current school assessment information and inspection evidence show that the progress of current pupils, including disadvantaged pupils, in writing and mathematics at the end of key stage 2 is improving rapidly from the previous year.
- In 2018, the proportion of pupils achieving the higher standards in reading, writing and mathematics combined at the end of Year 6 was below the national average. Inspection evidence, scrutiny of pupils' work and school assessment information indicate that the proportion of current pupils in the school achieving the higher standards at the end of key stage 2 is rapidly improving. However, leaders acknowledge that there is more work to do in lower key stage 2 and are already taking actions to enable the most able pupils to achieve their potential.
- The school faces the significant challenge of many pupils joining at different times during the school year. Leaders have implemented thorough systems to monitor and support the progress of these pupils, including disadvantaged pupils and the number of pupils who speak little or no English when they start school here. As a result, most of these pupils make strong progress.
- The effective use of the pupil premium funding has diminished the differences that exist between the progress of disadvantaged pupils and that of other pupils. In 2018,

disadvantaged pupils performed better than their peers in reading, writing and mathematics at the end of key stage 2. There is now little or no difference in the standards achieved by disadvantaged pupils in the school compared with those of other pupils.

- Leaders liaise closely with phase leaders and classroom teachers on pupils' progress, for instance through regular pupil progress meetings. Pupils who are underachieving, including pupils with SEND, are identified, and support is planned to help them achieve their potential. As a result, most pupils currently in school make strong progress across all subjects.
- Over time, the proportion of children achieving a good level of development at the end of Reception has been consistently above national averages.
- In 2018, the proportion of pupils achieving the expected and greater depth standards in reading, writing and mathematics at the end of key stage 1 was above the national averages. Current pupils in key stage 1 continue to make strong progress from their starting points in a range of subjects, including reading, writing and mathematics.
- In 2018, results in the phonics screening check at the end of Year 1 were significantly above the previous year's and the national average. Current pupils use their knowledge of phonics very well to work out unfamiliar words. They enjoy reading and most learn to read fluently and with expression. Pupils at all stages talked knowledgeably about the books they had read.

Early years provision

Good

- The early years provision is effective because leaders ensure that the provision meets children's needs well. The early years leader has an accurate picture of the provision, is committed to continuous improvement and knows well its strengths and weaknesses. She leads her team effectively, and children currently at the school, including disadvantaged children, make good progress across most areas of learning.
- The early years environment is welcoming, well organised and calm. Warm relationships between adults and children permeate the setting and ensure that children are safe. The routines are well established and ensure that children behave well and follow instructions. As a result, children play well together, share resources and are considerate of each other.
- Most children join the Reception classes with skills, knowledge and understanding across the different areas of learning that are broadly typical for their age, with some below typical. Over time, the proportion of children, including disadvantaged children, achieving a good level of development has been above national averages. Current school assessment information and inspection evidence indicate that children continue to make strong progress from their wide-ranging starting points. Consequently, children are well prepared for learning in Year 1.
- The early years staff are reflective practitioners and have a very secure understanding of the curriculum. They know each child as an individual. Staff are committed to providing the best start for the children in their care. Consequently, they ensure that teaching nurtures and engages children, so that they develop skills well across most

areas of learning.

- Teachers work closely with parents to identify what children can do when they start school. Parents frequently contribute to the school's system of recording children's learning. Teachers review this continuously to build a picture of children's growing skills and interests. This underpins plans for children's development and supports their good progress.
- Teachers use assessment information well to plan learning activities and respond to children's needs. Leaders check regularly the quality of teaching and learning. Adults have high expectations of what the children can achieve and, as a result, children are challenged, including the most able children.
- Children enjoy a broad range of experiences. Staff encourage children to be imaginative and collaborative in the well-organised environment. As a result, they develop effective communication skills and self-confidence by learning through play. During the child-initiated activities, adults use questioning well to further extend children's learning.
- Safeguarding procedures are effective and welfare requirements are met fully.

School details

Unique reference number	121535
Local authority	York
Inspection number	10067143

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chairs	Helen Rodbourn and Katy Haxby
Headteacher	Susan Bland
Telephone number	01904555421
Website	www.stoswalds.york.sch.uk
Email address	stoswalds.primary@york.gov.uk
Date of previous inspection	5 June 2018

Information about this school

- St Oswald’s Church of England Voluntary Controlled Primary School is larger than the average-sized primary school.
- Since the last inspection, a new headteacher has joined the school.
- The proportion of pupils with SEND is below the national average. The proportion of pupils who have an education, health and care plan is above the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average. The proportion of pupils who speak English as an additional language is above the national average. A large majority of pupils who attend the school are White British.
- The proportion of pupils, including those pupils from service families, who transfer in or out of school during the school year is higher than average.

- The school hosts a local-authority-funded dyslexia centre with places for 10 pupils.
- The school operates a breakfast club.
- The school was inspected under section 48 by the Church of England Diocese of York on 23 June 2017. This inspection judged it to be outstanding.

Information about this inspection

- Inspectors visited lessons across a range of subjects in early years and key stages 1 and 2 and covering all teaching staff. Some of these visits took place with senior leaders accompanying inspectors. During visits to classrooms, inspectors looked in pupils' books and questioned pupils about their learning.
- Discussions took place with the headteacher and deputy headteacher, members of the extended senior leadership team and members of the wider body of staff.
- Discussions also took place with a representative of the local authority, a representative of the Diocese of York, the school improvement partner, and governors, including the joint chairs of the governing body.
- Inspectors held discussions with groups of pupils from Years 3, 4, 5 and 6 about what it is like to be a young person at the school. Inspectors also listened to some of these pupils read.
- Inspectors observed pupils' behaviour around the school, including between lessons, at breaktimes and at lunchtime.
- Inspectors took into account the 125 responses from parents to Ofsted's online survey, Parent View, including the 74 free-text responses. They analysed the 24 responses to Ofsted's staff survey and the 15 responses to Ofsted's pupil questionnaire.
- Inspectors examined records relating to behaviour, attendance and safeguarding.
- Inspectors also scrutinised documents, including school development plans, minutes of governing body meetings, external reviews, leaders' monitoring notes and information about pupils' achievement.

Inspection team

Dimitris Spiliotis, lead inspector	Her Majesty's Inspector
Gillian Nimer	Ofsted Inspector
Mark Dent	Ofsted Inspector

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