

St Oswald's CofE Academy

Silver Birch Grove, Doncaster, South Yorkshire, DN9 3EQ

Inspection dates 12–13 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement is outstanding. All groups of pupils make rapid progress and reach standards which are well above the national average by the time they leave the school.
- Standards in mathematics and reading are particularly impressive. Some pupils reach levels which far exceed the expectations for their age.
- Disabled pupils and those who have special educational needs achieve well in comparison to similar pupils across the country.
- Teaching across the school is of a consistently high quality. This has enabled pupils to make the rapid progress and reach the high standards they are achieving.
- Teachers' marking and the assessment of pupils' achievement is of high quality. This has contributed to the high standards that pupils reach.
- Teachers have excellent subject knowledge and, as a result, pupils are very well informed.
- Pupils are highly enthusiastic about their learning and show great interest and determination in their lessons. During lessons, they cooperate readily and help each other to learn well.
- Pupils' behaviour both inside and outside lessons is exemplary at all times. They are courteous and polite, and show respect and understanding towards each other and adults.
- Pupils are very well informed about how to keep themselves safe, and cared for extremely well.
- The leadership of the school is outstanding. School leaders have high expectations for all staff and pupils, which have resulted in the continuous improvement in the quality of teaching and pupils' achievement.
- The headteacher and governing body show great determination in looking for even more ways to improve the opportunities for pupils.
- The headteacher has some experience in supporting the leadership of other local schools. A wider partnership with other schools to build even further on the success of this school, is yet to be established.
- Governors have a thorough understanding of how well the school is doing and offer the right level of challenge and support to ensure that the school continues to improve.
- Parents are overwhelmingly supportive of the school and highly value the quality of education and level of care it provides.

Information about this inspection

- Inspectors observed 12 lessons, of which two were observed jointly with the headteacher, and they looked at work in pupils' books and listened to pupils read.
- Meetings were held with pupils, the headteacher, other staff, representatives of the governing body and a school improvement partner.
- Inspectors analysed the 57 responses that had been submitted to the on-line questionnaire for parents (Parent View). Inspectors scrutinised a number of documents, including the school's self-evaluation summary, school improvement plans, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Alan Chaffey, Lead inspector

Additional Inspector

Andrew Clark

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- Most pupils are from White British backgrounds.
- A below average proportion of pupils is eligible for the pupil premium funding. The pupil premium provides additional funding for pupils in local authority care and those known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is below average. The proportions of pupils supported at school action plus or with a statement of special educational needs are broadly average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- St Oswald's CofE Academy converted to become an academy school on 1st September 2012. When its predecessor school, Finningley CofE Primary School, was last inspected by Ofsted, it was judged to be good.
- The school provides a breakfast club.

What does the school need to do to improve further?

- Further improve the learning opportunities for pupils and the quality of teaching, by working more effectively in a wider partnership of schools.

Inspection judgements

The achievement of pupils

is outstanding

- Most children join the Reception class with knowledge and skills slightly below that typical for their age. Strong teaching and excellent care ensure that they settle quickly and make excellent progress across all areas of learning. By the time children leave the Early Years Foundation Stage, they have reached standards that are higher than those typical for their age and are well prepared for Year 1.
- Children enter Key Stage 1 with above average standards and continue to make rapid progress throughout the school. By the time they leave the school in Year 6, they have reached standards that are well above the national average.
- Standards and rates of progress in reading and mathematics are exceptionally high, when compared to the national average. Standards in writing for Key Stage 2 pupils have not, in previous years, been as high as those for reading and mathematics but have, nevertheless, been above average. The unvalidated Year 6 writing assessments for 2014 show that there has been a rapid improvement and standards in this subject are now well above average and nearly as high as those in reading and mathematics.
- Disabled pupils and those who have special educational needs make excellent progress from their starting points. They reach standards that are higher than for similar pupils nationally and make similar rates of progress to those of their classmates.
- Pupils in all classes enjoy reading and achieve high standards. This is because the subject is well taught and effectively promoted across the school. Pupils have regular opportunities to read in school, and skilled teachers and teaching assistants in the Reception class and Key Stage 1, ensure that pupils have a secure knowledge of phonics (letters and the sounds they make). Pupils also attend voluntary reading sessions that take place before the start of the school day. These sessions are very well attended and pupils are supported by school staff to further improve their reading.
- Few pupils are supported by the pupil premium funding, including those who are known to be eligible for free school meals. However, the school has strong evidence to show that these pupils make similar progress and reach similar standards to those of other pupils in the school.
- The most able pupils achieve exceptionally well because they are challenged in their lessons to produce even higher standards. For example, a group of the most able pupils in a Year 6 English lesson were working together on producing interview questions. As one pupil explained, 'we are writing interview questions in such a way that they will not produce a straight yes or no answer'.
- The outstanding progress made by pupils with special educational needs, those supported by the pupil premium and the most able pupils, provides compelling evidence that the school's promotion of equality of opportunity is excellent.

The quality of teaching

is outstanding

- Teaching over time is outstanding across the school. This is because teachers' professionalism, enthusiasm and subject knowledge, ensure that lessons are well planned to meet the needs of all groups of pupils. As a result, pupils' involvement in their learning is a strength and a significant factor in the outstanding standards pupils attain.
- Expectations of what pupils can achieve are high in all classes, and consequently pupils are working above the levels expected for their age.
- Teachers know their pupils well. They continually assess pupils' understanding and adapt their teaching accordingly to ensure a consistent level of challenge.
- Teachers make excellent use of time and resources to keep pupils fully involved in their learning. No time is wasted and every opportunity to deepen pupils' learning is taken. For example, in a Year 4 mathematics lesson, the teacher very effectively taught about different fractions that had the same value. Having ensured that pupils understood fully, she swiftly moved them on to

applying these skills to complete problems involving fractions, which became increasingly more difficult to solve.

- A strength in teaching is the depth of questioning that develops and challenges pupils to do even better. For example, in a Year 2 English lesson, the teacher's skilful questioning enabled pupils to write sharp summaries for a newspaper report based on the 'Hodgeheg'.
- Pupils' work is marked thoroughly. Marking consolidates and extends learning, and pupils are given opportunities to respond to comments from teachers so they can improve further.
- Pupils' knowledge of basic skills in English and mathematics is enhanced by high quality homework.
- Pupils are successfully encouraged to work in a variety of situations. For example, in a Year 6 lesson on writing an interview text, pupils' learning was considerably improved through sharing ideas.
- Classrooms are bright and well organised, with high-quality displays that support pupils' learning.
- Teaching assistants complement the work of teachers by providing additional help for pupils and through targeted support. For example, in Year 1 class, a teaching assistant delivered a highly effective phonics session to a small group of pupils. This was done with some considerable skill.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Around the school pupils are extremely courteous, polite and friendly to each other and adults. As one child commented, 'I like this school because it is easy to make friends'.
- During lessons, pupils' attitudes to learning are excellent and they consistently strive to produce their best. Pupils get on with their work well and are enthusiastic about their learning.
- Pupils take great pride in their appearance and endeavour to take care of their school. What is particularly noticeable to school visitors is the pupils' smart uniforms, which all pupils wear with pride, and the litter-free playgrounds that are a result of pupils' determination to keep their school clean and tidy. Playground equipment is used sensibly and stored carefully after use, following morning and afternoon breaks.
- Pupils have a good understanding of different forms of bullying and are adamant that it does not happen in the school. The school's records show very few recorded incidents of inappropriate behaviour and there have been no exclusions.
- The school's work to keep pupils safe and secure is outstanding. Pupils feel safe and they trust the adults in the school to help them with any worries or concerns they may have.
- The range of highly popular after-school clubs enables pupils to experience activities, such as cake decoration, home economics, martial arts and sport. The breakfast club gives those who use it a good start to the day, because of the high quality care provided by the staff and the interesting activities available.
- Attendance is above average and punctuality is good.
- Through discussions with parents and an analysis of Parent View, the vast majority of parents agree that behaviour is excellent and their children are very happy and safe in school. One parent commented that 'her child had blossomed' since moving her to the school.

The leadership and management are outstanding

- The headteacher and other leaders are highly focused on, and relentless in, their drive for continuous school improvement. As a result, there has been a rapid improvement in pupils' standards of attainment and the quality of teaching.
- The headteacher has created a very strong team of staff who share his high expectations and aspirations. Together, they have rapidly improved many aspects of the school's work over the last two years. Although this improvement is clearly evident in the standards that pupils achieve

and the quality of teaching they receive, there is still a very clear determination to improve further.

- The headteacher has provided some support for other schools within the diocese, such as mentoring a newly appointed headteacher and providing support and advice about the use of data analysis. However, a wider partnership of schools has not yet been established to continue to learn from the best practice and ensure that the outstanding overall effectiveness of the school is enhanced even further.
- Leaders rigorously analyse pupils' progress and this is used to identify how standards across the school can be improved. As a result, the school's view of its own performance is detailed, honest and accurate.
- Middle leaders make a significant contribution to raising standards across the school. For example, the teacher responsible for special educational needs ensures that support for pupils is very accurately targeted.
- The headteacher has a very open and honest relationship with the governing body. He keeps them well informed about the school's performance and all aspects of school life. For example, weekly 'round-ups', which are e-mails sent out to governors each Friday afternoon by the headteacher, provide them with detailed information about what has happened in the school for that week, including which pupils have performed particularly well.
- Pupils' spiritual, moral, social and cultural awareness and understanding are excellent, and are successfully promoted across the school. This is highlighted by strong links with the church.
- The school's curriculum is well matched to pupils' needs and promotes extremely positive behaviour. It is carefully constructed to challenge pupils to achieve even higher standards in their learning. Writing, in particular, is reinforced in all areas of the curriculum and every opportunity is used for pupils to apply their now excellent writing skills to a range of subjects, such as religious education, geography and science.
- The new primary school sport funding is used well to provide continuous professional development for staff, fund extra-curricular activities and tournaments, and to purchase sport equipment. The school also sets aside a sum of money to use as a type of scholarship to support any talented pupil to pursue their sporting ambitions beyond the school. Pupils thoroughly enjoy the wide range of physical activities available to them, which have made a significant contribution to their health and fitness.
- The school receives an annual visit from a school improvement partner. The support the school receives from this partner provides another level of challenge to the school's leaders, which is greatly valued.
- Safeguarding procedures meet statutory requirements.

■ **The governance of the school:**

- Governors are highly committed to the school and are fully involved in shaping its direction. They are very well informed about the school's performance, based on detailed internal and national data about pupils' achievement and use this to support and challenge school leaders in equal measure. Governors have a good knowledge of the links between teachers' performance and salary progression, and use this knowledge sensibly when considering increments to teachers' salaries and how the quality of teaching can continue to be improved. Governors know how the pupil premium funding is allocated and the impact it is having on this group of pupils' performance. During a discussion with inspectors, governors clearly explained how they evaluated the impact of pupil premium funding for the previous year and then went on to determine a more effective way of using the funding to further improve outcomes for targeted pupils. Governors ensure that the school's finances are well managed and make sure that the school meets all statutory requirements, including those related to safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138704
Local authority	Doncaster
Inspection number	440166

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Rev N Redeyoff
Headteacher	Mr Russell Hall
Date of previous school inspection	Not previously inspected
Telephone number	01302 770330
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