

Inspection of a good school: St Oswald's CofE Primary School

Mayfield Road, Ashbourne, Derbyshire DE6 1AS

Inspection dates:

25 to 26 June 2024

Outcome

St Oswald's CofE Primary School continues to be a good school.

What is it like to attend this school?

'It's like a family.' This is how pupils, staff, parents and carers describe this inclusive, happy school. The values of hope, friendship, respect, perseverance, honesty and forgiveness shine throughout. From the early years, children know that they matter and that adults care. As one parent said, 'The school shows genuine care about individual children.'

Pupils' behaviour is exceptional. They learn in a focused and purposeful environment. At social times, pupils laugh, chat and play together. They trust the staff to help them if things go wrong.

Books are everywhere. They bring the world into the school. Pupils enjoy sharing books with their class and choosing books to read independently. They enjoy learning. There is a thoughtfully designed curriculum. The school works to keep improving it so that pupils can flourish in all areas. The early years provision sets a strong foundation for all children's learning.

The school offers a wide range of opportunities for pupils' wider development. All pupils take part in educational visits that include trips to the Welsh seaside, London and the pantomime. Pupils learn about their locality by visiting the Shrovetide Museum and doing geography fieldwork in the town. They learn to play the ukulele and enjoy programming robots.

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

The school has designed an ambitious and inclusive curriculum for all pupils. Subject leaders set out the knowledge, skills and vocabulary that pupils should learn cumulatively from the early years to Year 6. Teachers value this clarity about what they should teach and when. Pupils' learning is broken down carefully and builds over time. As a result, they produce high-quality work in most subjects. For example, in art, they sketch roses and sculpt dragon eyes with skill. Pupils are proud of their work and grow in confidence. The curriculum is new in a small number of subjects. In these subjects, pupils' learning is not yet as secure as it is in more established subjects.

Teachers have strong subject knowledge and explain new learning clearly. They teach pupils to work independently. This includes in the early years, where children manage aspects of their own learning. In mathematics, pupils learn to choose the right tools to support their mathematical thinking. In lessons, teachers ask precise questions, to check pupils are learning. However, they do not always ensure that all pupils think hard about and discuss the answers. The school has clear plans to develop this aspect of their provision. Leaders have worked diligently to renew the school's approach to teaching writing. The impact of this work is evident in the improved quality of pupils' written work.

The provision for pupils with special educational needs and/or disabilities (SEND) is a strength. The school identifies pupils' needs accurately. It provides the right support for pupils, and they achieve well. Pupils are helped to reflect on their learning, emotions and behaviour. This helps them to develop academically and personally. Parents of pupils with SEND praise the support their children receive.

The teaching of phonics and early reading is effective. Children begin to learn to read from the very start of the Reception Year. They learn from skilled staff. They read from books that match the sounds that they are learning. Staff make frequent checks on pupils' progress. They use this information to ensure that pupils get the right support. In the early years, children enjoy using their phonics knowledge to write notes and label their drawings.

Warm relationships and strong routines underpin a culture of excellent behaviour in this calm school. High expectations are firmly rooted in the school's values, which pupils know and understand. Pupils attend well. The school provides effective support for pupils who need help to improve their attendance or behaviour.

Pupils are well prepared for the next stages of learning and life. They learn to participate positively in society by voting for the school council, taking part in sponsored walks or taking on pupil-leadership roles. They can discover talents and interests through the curriculum and the extra activities the school provides. Pupils learn to respect everyone through assemblies and lessons. They learn to keep themselves and others safe in personal, social, health and economic (PSHE) education lessons. They experience the rich diversity of the world through the books they share.

Governors, leaders and staff are proud to be associated with the school. They work with commitment to continue to improve the school for the community it serves. Staff in all roles value the support they get to develop professionally. They feel well supported by leaders and each other.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is new in a small number of subjects. Where this is the case, pupils have some gaps in their learning. The school should continue with its plans to ensure

that the curriculum is consistently well implemented so that pupils do not develop any new gaps in learning and that they learn and remember more over time.

- Teachers' questioning is not consistently as effective as it could be. Opportunities are missed for all pupils to discuss and secure their learning. The school has begun work to develop its approach to oracy and questioning. It should continue with these plans and ensure that teachers consistently involve all pupils in thinking and talking about their work so that pupils develop deeper, more secure understanding of key knowledge and concepts.

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 January 2019.

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 special educational needs and/or disabilities (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

Unique reference number	112796
Local authority	Derbyshire
Inspection number	10339652
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Peter Blundell
Headteacher	Rebecca Wood
Website	www.stoswaldsschool.co.uk
Dates of previous inspection	29 and 30 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school received its Statutory Inspection of Anglican and Methodist Schools inspection in March 2019

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher and other members of staff.
- The inspector met with four members of the governing body, including the chair. She also spoke by telephone to a representative of the local authority.
- The inspector carried out deep dives in early reading, geography and mathematics. For each deep dive, the inspector held discussions about the curriculum with subject

leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. For the early reading deep dive, the inspector listened to some pupils read to a familiar adult.

- The inspector also visited lessons in a range of other subjects, including art, design and technology and PSHE. She reviewed a range of documents and discussed the writing curriculum with leaders. She looked at a sample of pupils' work in English and art.
- The inspector observed pupils' behaviour in lessons and around the school site during playtime, lunchtime and in classrooms. She spoke with groups of pupils both formally and informally.
- The inspector considered the responses to Ofsted Parent View and Ofsted's surveys for staff and pupils.
- To evaluate the effectiveness of arrangements for 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.

Inspection team

Aoife Galletly, lead inspector

Ofsted Inspector

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