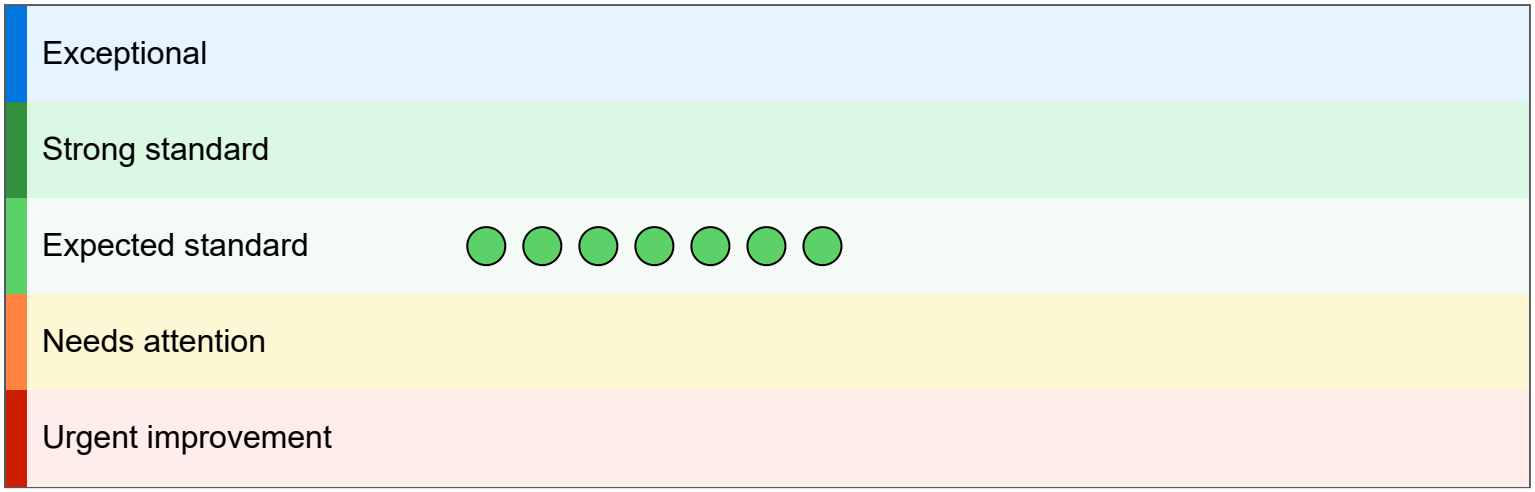
St Oswald's Church of England Primary Academy

Address: Cross Lane, Great Horton, Bradford, West Yorkshire, BD7 3JT

Unique reference number (URN): 138916

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

The school has a highly transient population. This means that a significant proportion of pupils leave or join the school in year groups other than the early years. As a result, pupils have very varied starting points. Pupils achieve well when they join the school. This includes pupils with special educational needs and/or disabilities or other barriers to their learning. Pupils' achievement is not reflected in published outcomes, which are below national averages over time. However, disadvantaged pupils' attainment in national tests is more positive and is broadly in line with national averages.

Pupils generally articulate their learning well, demonstrating good recall of topics they cover. For example, older pupils describe their learning about how rationing was used in the Second World War. Staff typically identify and close gaps in pupils' knowledge effectively. This supports pupils, including children in the early years, to be well prepared for the next stage of their education.

Attendance and behaviour

Expected standard

Leaders prioritise attendance. They use attendance data skilfully to identify barriers to attendance and to plan appropriate action. Leaders' actions are extensive. Where necessary, they provide bespoke support to pupils and their families. While their actions have a positive impact for some individuals and groups of pupils, attendance remains stubbornly low over time and persistent absence is high. Too many pupils do not attend school regularly enough, despite leaders' concerted efforts.

Leaders implement clear school rules and routines. Pupils understand leaders' behaviour expectations. In classrooms, staff establish calm and orderly learning environments. As a result, pupils learn without distraction. Generally, pupils behave well across the school, including during social times. Most pupils report that they feel safe. They are confident that staff will act quickly if they have any worries. However, older pupils report that there are some instances of bullying and use of derogatory, including racist, language. Leaders are aware of this and take swift, effective action to deal with it. The school participates in a local anti-racism project and the curriculum educates pupils about tolerance and respect. As a result of leaders' actions, there are few repeated incidents. Leaders use suspensions as a last resort. They provide effective support to pupils who find it difficult to manage their behaviour.

Curriculum and teaching

Expected standard

Leaders consider the community the school serves when designing the curriculum. They review and adapt it to meet pupils' changing needs. The curriculum is logically sequenced from the early years through to Year 6. This supports pupils to build their knowledge over time. Pupils demonstrate enthusiasm for learning, engaging well in lessons and taking pride in their work.

Teachers demonstrate secure subject knowledge. They use effective approaches to teaching to ensure that pupils build on previous learning. Pupils with barriers to their learning benefit from the same approaches. Teachers make effective adaptations for pupils with special educational needs and/or disabilities to support them to access learning alongside their peers. Staff check pupils' work to identify any errors or gaps in knowledge. They provide extra teaching where necessary to help pupils to keep up with their peers. On occasion, staff do not identify errors in pupils' work quickly enough. This means that sometimes pupils make the same mistakes repeatedly.

Staff teach phonics consistently well. Pupils read books matched to their phonics ability. They soon become competent, fluent readers. There is a sharp focus on developing important skills in English and mathematics to provide pupils with a firm foundation to build on.

Early years

Expected standard

Leaders have a clear understanding and vision for the early years. They enact this through a carefully designed and sequenced curriculum that prepares children well for key stage 1. Leaders furnish classrooms and outdoor areas with well-chosen, high-quality resources that support increasing challenge and independence in each year group. Staff provide purposeful activities in the continuous provision. This helps children to learn effectively while they play.

Children make effective progress through the curriculum during their time in early years. There is a particular focus on developing important basic skills, such as letter formation and vocabulary. Staff identify important vocabulary that children should know and use. However, sometimes staff do not teach or reinforce this vocabulary effectively. Staff check the understanding of each child. They identify where children might need more help or extra practice and put appropriate support in place.

Staff benefit from comprehensive training that supports their knowledge of the curriculum. They adapt their teaching to match children’s starting points and to meet the needs of those with special educational needs and/or disabilities. Children benefit from appropriate support when making the transition into, or out of, early years. Leaders ensure that the provision meets statutory welfare requirements, including safe sleeping, safe eating and intimate care.

Inclusion

Expected standard

Leaders quickly and accurately identify pupils' additional needs and vulnerabilities. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils, those known to social care and those who speak English as an additional language. They provide staff with training that develops their expertise. Where possible, staff support pupils with additional needs or vulnerabilities to learn alongside their peers. They adapt their teaching to meet the needs of individual pupils. For example, pupils who are new to the school, or who speak English as an additional language, receive bespoke teaching to develop their writing skills. This contributes to them making effective, and sometimes rapid, progress through the curriculum.

Some pupils receive additional specialist support in the 'blossom room'. Here, staff help pupils to develop the skills needed for learning alongside their friends in class. Where necessary, leaders consult professionals such as speech and language therapists to ensure that pupils receive the right support. They involve parents and carers when creating individual support plans. This joint working helps pupils to flourish.

Leaders use research evidence to inform the use of additional funding, such as the pupil premium. Their effective use of funding helps pupils from disadvantaged backgrounds to improve, for example, their attendance.

The school does not use alternative provision.

Leadership and governance

Expected standard

Leaders are highly experienced and dedicated. They use effective systems to identify the school's strengths and areas for development and articulate these confidently. Leaders take action to bring about improvements in different aspects of the school's work. They check that this action results in positive impact on pupils, analysing the achievement of both individuals and groups of pupils. Leaders use personalised approaches to secure the best support for each pupil. In some instances, leaders' actions result in more positive attainment and attendance, but this is not currently reflected in published data.

Leaders create a highly inclusive culture where everyone is welcome. They ensure that staff fully include pupils with additional needs and barriers to their learning in all aspects of school life. Leaders engage in productive partnerships with other organisations, including the diocese and the trust. Trust leaders support the school in their ongoing work to fully eradicate racism and bullying.

Staff are positive about leaders. They appreciate the wide range of training they receive which improves their teaching and raises educational standards. Leaders care about their staff, providing them with a wellbeing offer and health support. Leaders are proactive about finding ways to reduce staff workload. Governors and trustees understand and fulfil their statutory duties. They challenge and support leaders effectively. Local governors are committed to the school and the community it serves. They visit the school regularly to evaluate the impact of leaders' actions. They lead assemblies to enable them to contribute to the life of the school.

Personal development and wellbeing

Expected standard

The school's programme for personal development is comprehensive and well sequenced. Leaders ensure that the curriculum for personal, social and health education fulfils statutory requirements. Staff adapt their teaching effectively to ensure that all pupils can access learning. Pupils understand how to be healthy and how to stay safe online and in the community, including learning about road and water safety. Pupils develop an understanding of fundamental British values, those who are protected by law and diversity. They discuss themes such as disability and tolerance with increasing confidence and participate in activities that enhance their learning. For example, pupils vote in secret ballots for the school council and visit important landmarks in London and the local area. Pupils describe a

range of world faiths and some of the characteristics of these. However, there is scope for pupils' knowledge to be developed further so that it is more detailed.

Pupils receive opportunities to hone their leadership skills by participating in the eco council and school council. They contribute to changing the school and the wider world through their work to, for example, save energy and to recycle. There is a wide variety of after-school clubs that extend pupils' talents and interests. These include cricket, drawing, cookery, multi-sports and music. Leaders ensure that all pupils access the extra-curricular offer. As such, clubs and other activities are well attended, including by those with special educational needs and/or disabilities and those from disadvantaged backgrounds. Leaders check pupils' participation to ensure that everyone gets the chance to join in.

Leaders provide pastoral support and counselling sessions to support pupils' wellbeing. These promote positive mental health and help pupils to be ready to learn. Pupils appreciate this support.

What it's like to be a pupil at this school

Pupils at St Oswald's belong to a caring, richly diverse and vibrant learning community. They enjoy learning in all aspects of the curriculum. This is because of the thoughtful and varied opportunities that staff provide in each subject and year group. For example, pupils in Year 1 go 'through the window' to learn about other places, such as Africa. Older pupils know about the Bronte sisters and why they were important to history, literature and women's rights. Pupils visit interesting places such as Haworth and London to enhance their learning. Pupils develop a love of reading as a result of staff's choice of carefully selected books. The library is at the heart of the school. Here, and in classrooms, pupils enjoy reading high-quality books that cover a range of genres, interest and challenge.

Pupils concentrate on their learning in calm and orderly classrooms. They say that behaviour is generally good and that they feel safe. There is sometimes bullying. Pupils know that they can report this to an adult who will deal with it swiftly and take effective action to prevent it from happening again.

Many pupils join the school at different times, such as partway through the school year, or in year groups other than the early years. As such, pupils have a wide range of starting points. They typically make secure progress through the curriculum from their individual starting points and achieve well. This includes pupils with special educational needs and/or disabilities, pupils who speak English as an additional language and those with other vulnerabilities or barriers to learning.

Pupils feel cared for within the school community. The school's ethos is underpinned by Christian values that support pupils to grow into individuals who can contribute effectively to society.

Next steps

- Leaders should continue their work to eradicate bullying and racism so that all pupils consistently demonstrate tolerance and respect for others.
- Leaders should ensure that pupils develop secure and detailed knowledge of different aspects of the personal development curriculum.
- Leaders should ensure that staff in the early years effectively support children to develop their vocabulary and spoken language skills.
- Leaders should ensure that teachers consistently identify errors in pupils' work, particularly their written work, so that the same mistakes do not persist over time.

About this inspection

This school is part of Bradford Diocesan Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Carol Dewhurst, and overseen by a board of trustees, chaired by Caitlin Holmes. There is also a local governing body chaired by Gary Denison.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 29 and 30 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the CEO of the trust and directors, the chair and members of the trust board, the chair and members of the local governing body, the diocesan adviser and the headteacher and other members of the school's senior leadership team.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Leeds. Its last section 48 inspection was in March 2026.

The school currently uses no alternative provision.

Headteacher: Gillian Wilson

Lead inspector:
Abbey Broom, His Majesty's Inspector

Team inspectors:
Shazia Azhar, Ofsted Inspector
Rhian Williams, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

412
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

480
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

57.18%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.88%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

17.23%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	54%	62%	Below
2023/24 (final)	50%	61%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	56%	75%	Below
2023/24 (final)	58%	74%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	63%	72%	Below
2023/24 (final)	69%	72%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	74%	Below
2023/24 (final)	60%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	43%	47%	Close to average
2023/24 (final)	44%	46%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	47%	63%	Below
2023/24 (final)	52%	62%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	59%	Close to average
2023/24 (final)	59%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	61%	Close to average
2023/24 (final)	52%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	43%	69%	-26 pp
2023/24 (final)	44%	67%	-23 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	47%	81%	-34 pp
2023/24 (final)	52%	80%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	78%	-18 pp
2023/24 (final)	59%	78%	-18 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	52%	79%	-28 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	5.9%	5.1%	Close to average
2024/25 (3 term)	8.1%	5.2%	Above
2023/24 (3 term)	8.1%	5.5%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	22.1%	14.4%	Above
2024/25 (3 term)	28.2%	13.0%	Above

Year	This school	National average	Compared with national average
2023/24 (3 term)	28.6%	14.6%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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