

We are a **GOOD** school!

Governors are **proud** of their school and its **long history** in the **local community**. Governors check all aspects of leaders' work and provide **good levels of challenge**. As a result, they **support leaders effectively** in further developing the school.

The headteacher shows **determined leadership** and has worked effectively with an **ambitious and strong senior leadership team** to address previous areas for improvement in the school.

The **spiritual, moral, social and cultural development** of pupils is a **golden thread** which leaders weave effectively through the school's values and curriculum... As a result, pupils are **tolerant** and have an **admirable respect for diversity**.

Pupils have a **strong respect** for the rights of others. They **value diversity** and have a clear understanding of British values. Pupils learn to **celebrate all backgrounds** and **beliefs**.

Leaders provide children in the **early years** with a **stimulating curriculum**. The children [in Early Years] are **excited and engaged** in their learning and **develop understanding** and skills well. Children's **behaviour** [in Early Years] is **exceptional**. They **cooperate** well and understand how to **help** each other and how to **share**.

The headteacher, together with her senior leadership team, has developed an **ambitious culture** for the school. The **vision** of leaders for their school **shines** out in all that they do. The headteacher greatly values the contribution made by her staff. She works hard to ensure that they are **engaged, motivated and well supported** to promote the future development of the school.

Leaders' ability to **evaluate the strengths** of their school and the areas that require further development has led to **rapid improvements**... All leaders are **ambitious** for their pupils and place equal emphasis on **academic aspiration and well-being**. As a result, pupils **achieve well**, are **happy** and **enjoy their learning**.

Overall, pupils behave very well and are **extremely polite and courteous**.

Pupils are **proud** of their roles as **playground buddies, house captains and school councillors**.

Leaders place great emphasis on pupils' **well-being**. The school's **learning support team** works closely with families and **supports** pupils through **challenging times**.

Pupils are **proud** of their school.... Pupils are **confident** and **aware**.

Overall, **care** of pupils who have special educational needs (**SEN**) and/or **disabilities** is a **strength** of the school's work. This is due to **strong leadership** in this area... One parent, reflecting the views of others, noted: 'The **SEN provision** at Oswald Road is **second to none**. I am **beyond thrilled** with the **progress** that my daughter has made.'

Pupils greatly enjoy a broad range of **extra-curricular** activities... Such opportunities have positively supported pupils' **development and progress** in many areas of the curriculum.

Transition is a **strength** of the school's provision, particularly for pupils who have **SEN** and/or **disabilities**.

Leaders have appointed a member of staff whose role it is to ensure that there are **clear lines of communication** with parents. This has been **highly effective** and has resulted in **strong links** between home and school... As a result, **communication is highly effective** and **greatly valued** by the majority of parents. Leaders' systems to **engage** with families are **exemplary**.

Safeguarding has a **high priority** throughout school... All pupils receive **support** to keep themselves safe, both in the **real world and online**.

Teachers ensure that they teach a **curriculum** which is **broad, balanced and enriched** with a wide range of **visits** to give pupils the opportunity to **develop their learning** effectively.

The **assessment** system is **highly effective** in ensuring that teachers have a **clear overview** of pupils' **strengths** and areas where **further support** is required.

Teaching assistants make a **positive contribution** to pupils' learning.

Teachers demonstrate **high expectations** and provide pupils with a **wide range of opportunities** to develop their **knowledge and skills**.

Leaders ensure that the **curriculum** is **exciting** and **engaging** for pupils. **Enrichment** is at the centre of its implementation.

Leaders and teachers are working to **develop** pupils' skills in **writing**. They use pupils' **love of literature** to stimulate writing activities.

The **positive relationships** between staff and pupils greatly enhance the **quality of learning** in classrooms.

Parents **greatly value** the work undertaken by the school to **support** their children.

Pupils are **polite** and **thoughtful**. They understand that **respect** is an important quality. They demonstrate **admirable views on equality and diversity**. All pupils who responded to Ofsted's online pupil survey said that their school encourages them to respect people from **other backgrounds** and to **treat everyone equally**.

There is **well-focused support** for **disadvantaged** pupils' **personal and emotional needs**. Together with effective teaching, this is leading to **improving standards**.