

St Oswald's CofE Primary School

Address: Sion Avenue, Kidderminster, Worcestershire, DY10 2YL

Unique reference number (URN): 144456

Inspection report: 9 June 2026

Exceptional	
Strong standard	● ● ● ● ● ●
Expected standard	●
Needs attention	
Urgent improvement	

✔ 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.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve well across the school. They develop secure knowledge and skills and are well prepared for the next stage of their education. Teachers adapt teaching effectively so that pupils continue to build on prior learning. Published outcomes show a sustained pattern of high performance. Outcomes for disadvantaged pupils are particularly impressive. Leaders have ensured that support is carefully targeted so that pupils overcome barriers and achieve well from their starting points.

Children in the early years make substantial gains from often low starting points. Leaders' focus on communication, language and personal development provides a firm foundation for later success. Outcomes in phonics and multiplication are also impressive, reflecting the quality of teaching pupils receive.

Pupils with special educational needs and/or disabilities achieve well. Staff have high expectations and ambitions for them. Pupils rise to these admirably. They access the same curriculum as their peers and benefit from carefully considered adaptations that support success while promoting independence. Across the school, pupils demonstrate positive attitudes to learning and produce work that reflects growing confidence and secure understanding.

Curriculum and teaching

Strong standard ●

Leaders have established an ambitious curriculum that is organised thoughtfully. Learning is sequenced carefully so that pupils build knowledge and skills over time. Subject leaders, trust learning partners and school leaders work together effectively to ensure that staff receive high-quality professional development.

Teachers have secure subject knowledge and understand pupils' starting points well. They plan learning carefully and maintain high expectations for all pupils. Staff adapt teaching effectively so that pupils with special educational needs and/or disabilities work towards the same learning goals as their peers. Additional support, resources and bespoke approaches are used thoughtfully to remove barriers to learning.

Reading is a strength of the school. Staff teach phonics consistently and with fidelity to the programme. Pupils develop secure knowledge of sounds and apply this confidently when reading and writing. Books are matched accurately to pupils' reading knowledge, helping them develop fluency and confidence. Pupils who need additional support receive effective intervention that helps them catch up quickly and reach the expected standards.

Leaders have prioritised communication and language from the very start. This work has had a positive impact across the school. Pupils speak confidently, contribute thoughtfully to discussions and apply increasingly ambitious vocabulary in their work. Writing is carefully structured so that pupils build the knowledge and skills needed to produce high-quality outcomes.

Teachers check pupils' understanding effectively throughout lessons. They identify misconceptions quickly and provide support or additional challenge when needed. This

helps pupils improve their work and deepen their understanding. Staff know pupils incredibly well and make thoughtful adjustments that help all pupils engage successfully with learning. Leaders are ensuring that expectations for handwriting are being implemented as fully and as consistently as other aspects of the curriculum in all classes.

Early years

Strong standard 

Children make a highly positive start to their education. Leaders have established an effective early years provision that prepares children very well for future learning. Staff understand early years pedagogy securely and have high expectations for every child. Communication and language are at the heart of the curriculum. Adults use rich vocabulary naturally during interactions and carefully extend children's thinking and language development. As a result, children gain confidence as communicators and develop the vocabulary they need to access future learning.

Relationships are a notable strength. Staff know children and families well and work closely with parents before children start school. This helps adults understand children's starting points and provide support that meets individual needs from the outset.

Children learn in a stimulating environment that promotes curiosity, creativity and independence. Indoor and outdoor learning opportunities are carefully designed and support all areas of learning. Adults balance child-initiated learning, guided activities and direct teaching effectively. Phonics teaching is of a high quality. Children quickly learn to blend and segment sounds and apply this knowledge successfully in reading and writing. Learning builds progressively and prepares children well for Year 1.

Leaders have ensured that the curriculum in the early years connects effectively with learning in key stage 1. Children develop the knowledge, skills and confidence they need for the next stage of their education. Outcomes are consistently positive, reflecting the strength of provision across all areas of learning.

Inclusion

Strong standard 

Leaders have established a highly effective culture of inclusion. They identify pupils' needs quickly and ensure that information is shared clearly with staff. This enables consistent support, regardless of who teaches the pupils. Adaptations are carefully matched to individual needs. They allow pupils to access learning successfully alongside their peers.

The school draws on expertise from across the trust and from external professionals, ensuring that support reflects current research and best practice. Staff benefit from regular training and clear guidance. As a result, inclusive practice is securely embedded across the school.

Leaders use a well-established approaches to identify, assess and meet pupils' needs. Individual targets are precise and reviewed frequently. Staff use assessment information effectively to check whether support is working and adapt provision when needed. This helps pupils with special educational needs and/or disabilities (SEND) build securely on prior learning and make strong progress over time.

Pupils with SEND learn successfully alongside their classmates. Staff make thoughtful adjustments that support participation while promoting independence. Provision for disadvantaged pupils, and pupils with other vulnerabilities, is equally well considered. Leaders align spending with priorities and individual need. They monitor impact carefully. This enables pupils to achieve very well and participate fully in school life.

Leadership and governance

Strong standard ●

Leaders have a secure understanding of the school's context. They have a clear and accurate view of the school's strengths and areas for further development. Since taking up their roles, leaders have acted decisively to build on existing strengths and drive continued improvement. Leaders are reflective and evaluate the impact of their work carefully. They review initiatives regularly and make timely adjustments when needed. This approach helps ensure that improvement work remains focused on what will have the greatest impact for pupils.

Governors and trustees know the school well and provide effective support and challenge. They understand the priorities for improvement and monitor the impact of leaders' actions carefully. Collaboration between school leaders, governors and trust leaders contributes positively to the school's ongoing development.

Professional development is a notable strength. Staff benefit from high-quality training and opportunities to work alongside colleagues across the trust. Leaders also contribute expertise beyond the school, supporting improvement in other settings. This culture of professional learning helps maintain high standards and supports staff at all stages of their careers. Staff speak highly of leaders. They value the support provided for workload, well-being and professional growth. Parents are similarly positive about the school and recognise leaders' visibility, compassion and commitment to the community.

Personal development and wellbeing

Strong standard ●

Personal development is a significant strength of the school. Leaders have created a rich and carefully planned programme that helps pupils develop confidence, resilience and an understanding of the wider world. Pupils learn about relationships, diversity and equality in an age-appropriate way. They understand the importance of treating others with dignity and respect. Pupils speak thoughtfully about protected characteristics and demonstrate a mature understanding that differences should be valued and celebrated.

Leaders ensure that all pupils can participate in the school's wider offer. Clubs are free of charge and leaders track participation carefully. This helps them identify groups who may be underrepresented and take action to increase involvement. Financial barriers are removed wherever possible so that pupils can access the same opportunities as their peers. Pastoral support is highly effective. Staff know pupils and families exceptionally well and respond quickly when additional support is needed. The trusted adult system is well established and understood by pupils. Specialist expertise, including trained counsellors and trauma-informed approaches, strengthens the support available.

Pupils enjoy a wide range of experiences, including leadership opportunities, educational visits, music tuition and residential experiences. These opportunities help pupils develop

talents, broaden their horizons and contribute positively to school life. Leaders are continuing to strengthen pupils' understanding of different religions and beliefs so that pupils develop an even deeper understanding of the diverse communities that make up modern Britain.

Expected standard

Attendance and behaviour

Expected standard 

Pupils behave very well at all points of the day and contribute positively to the calm atmosphere throughout the school. Staff establish clear expectations and model them consistently. Pupils respond positively and show respect for adults and each other. They are polite, considerate and conduct themselves well in lessons and around the school. Pupils engage purposefully with learning. They listen carefully, work independently when required and collaborate effectively with others. Transitions between activities are smooth and routines are firmly established. The youngest children in Reception and Nursery also demonstrate highly positive attitudes to learning.

Leaders have created an environment in which pupils understand the importance of attendance. The school analyse attendance information carefully and respond appropriately if concerns arise. Staff work closely with families and provide thoughtful support for pupils facing barriers to regular attendance. Attendance is broadly in line with national figures. Leaders understand the factors that affect attendance in a small school community and take appropriate action to support pupils and families. However, there are still too many pupils who miss school too often, despite these efforts.

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

Pupils are proud to belong to this welcoming school. They build warm relationships with staff and each other and feel the care that is evident. These mutual relationships help pupils feel safe in school. New pupils settle quickly because staff make sure that they feel included from the moment they arrive. The buddy system helps pupils form friendships and become part of school life with confidence.

Pupils understand the school's expectations and rise to them well. They treat others with kindness and respect and have a secure understanding of right and wrong. Pupils behave positively throughout the day, including at social times. They move around the school sensibly, follow routines well and show consideration for others. Older pupils readily take responsibility and enjoy contributing to school life and the wider community. Pupils enjoy learning. They engage well in lessons because teachers know them well and provide the support they need to succeed. Pupils work hard and want to do their best. Those who need additional help receive it quickly and sensitively. As a result, pupils with special educational needs and/or disabilities and disadvantaged pupils participate fully in school life and learning.

Pupils value the many opportunities available to them beyond the classroom. Clubs, trips, music tuition and leadership roles help pupils discover new interests and develop their talents. Many pupils also contribute to charitable and community activities, helping them understand the importance of supporting others. Pupils say that bullying is rare. Any concerns are addressed quickly and fairly. Pupils know who to speak to if they are worried. They are confident that staff will help them.

Pupils achieve well across the curriculum. Children make a particularly positive start in the early years and build strong foundations for future learning. By the time pupils leave the school, they are very well prepared for the next stage of their education.

Next steps

- Leaders and those responsible for governance should ensure that expectations for handwriting are implemented consistently across the school so that presentation is of an equally high standard across the school.
 - Leaders and those responsible for governance should ensure that curriculum implementation remains consistently strong across all subjects and classes.
 - Leaders and those responsible for governance should ensure that effective attendance strategies continue to reduce persistent absence and improve attendance further for those pupils who miss school most often.
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About this inspection

This school is part of Diocese of Worcester multi academy 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), Vicki Shelley, and overseen by a board of trustees, chaired by Chris Stephens.

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

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

Inspectors spoke with the headteacher, the assistant head, subject leaders, the CEO, the chair of the local academy board and two trustees, including the chair of the board, during the inspection.

This school is registered as having a Church of England religious character. It is in the Diocese of Worcester. Its last section 48 inspection was October 2024.

The school currently uses no alternative provision.

The headteacher and the assistant Headteacher, who is also the SENDco, have both been in post since September 2025. There is also a new chair of the local academy board since

the previous inspection.

Headteacher: Andy Hackley

Lead inspector:

Keri Baylis, His Majesty's Inspector


Team inspectors:

John Bates, Ofsted Inspector

Stuart Evans, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 June 2026

School and pupil context

Total pupils

154

Below 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: 272

School capacity

206

Below 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)

42.86%

Well above average

What does this mean?

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

National average: 26.3%

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

5.84%

Above 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: 3.5%

Pupils with special educational needs (SEN) support

20.13%

Above average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	66%	61%	Close to average
2024/25 (final)	75%	62%	Above
2023/24 (final)	58%	61%	Close to average
2022/23 (final)	67%	60%	Close to average

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	70%	74%	Close to average
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	58%	74%	Below
2022/23 (final)	73%	73%	Close to average

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	78%	72%	Above
2024/25 (final)	79%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	80%	71%	Above

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	81%	73%	Above
2024/25 (final)	88%	74%	Above
2023/24 (final)	73%	73%	Close to average
2022/23 (final)	83%	73%	Above

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	58%	46%	Above
2024/25 (final)	83%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	54%	44%	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	61%	62%	Close to average
2024/25 (final)	83%	63%	Above
2023/24 (final)	38%	62%	Below
2022/23 (final)	62%	60%	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	71%	59%	Above
2024/25 (final)	83%	59%	Above
2023/24 (final)	62%	58%	Close to average
2022/23 (final)	69%	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	74%	60%	Above
2024/25 (final)	92%	61%	Above
2023/24 (final)	54%	59%	Close to average
2022/23 (final)	77%	59%	Above

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	58%	68%	-10 pp
2024/25 (final)	83%	69%	14 pp
2023/24 (final)	38%	67%	-29 pp
2022/23 (final)	54%	66%	-12 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	61%	80%	-19 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	38%	80%	-41 pp
2022/23 (final)	62%	78%	-17 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	71%	78%	-7 pp
2024/25 (final)	83%	78%	5 pp
2023/24 (final)	62%	78%	-16 pp
2022/23 (final)	69%	77%	-8 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	74%	80%	-6 pp
2024/25 (final)	92%	81%	11 pp
2023/24 (final)	54%	79%	-26 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	77%	79%	-2 pp

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
2024/25 (3 term)	5.8%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

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
2024/25 (3 term)	18.6%	13.0%	Above
2023/24 (3 term)	13.4%	14.6%	Close to average
2022/23 (3 term)	13.4%	16.2%	Close to average

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.

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