

# South Ossett Infant School

## Inspection report

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<b>Unique Reference Number</b>	108189
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	309609
<b>Inspection dates</b>	3–4 March 2008
<b>Reporting inspector</b>	Lynne Davies

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Rachael Walker
<b>Headteacher</b>	Mrs Sue Williams
<b>Date of previous school inspection</b>	21 February 2005
<b>School address</b>	Vicar Lane Ossett West Yorkshire WF5 0BE
<b>Telephone number</b>	01924 302870
<b>Fax number</b>	01924 302870

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This small school serves an area broadly average in its social and economic circumstances. Most pupils are from White British backgrounds. The proportion of pupils entitled to free school meals and those with learning difficulties and/or disabilities is below average. The school holds a Healthy Schools Award, Activemark and the Basic Skills Quality Mark. The school is on two sites.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

South Ossett is an outstanding school that successfully combines high achievement with excellent standards of care. It achieves its aims of promoting, 'excellence through enjoyment in an environment that is safe, happy and secure, where everyone is valued and achievement is celebrated'. The school judges its effectiveness as outstanding and this is fully supported by inspection evidence.

Parents understandably believe that the school is 'excellent and teaching and learning is exceptional'. They say, 'children love going to school because of the warm, caring and welcoming environment'. The care and guidance pupils receive are outstanding as is their personal development. Pupils are looked after very well, they feel comfortable at school and as a result, they thrive. There is a strong sense of a tightly-knit school community. Pupils, staff, governors and parents take a real pride in their school. Pupils have a first-rate understanding of how to keep safe and healthy. Their behaviour is exemplary. Pupils respect adults and show kindness and consideration to each other. They have many opportunities to help make decisions about their school through the school council and class discussions. In spite of their young age, pupils rise to the challenge.

Having entered the Foundation Stage with overall expected skills, pupils then consistently make excellent progress and attain above to well above average standards. For example, in the 2007, Year 2 teacher assessments, standards were well above average in reading and writing and above average in mathematics. Significant factors that contribute to pupils' excellent achievement are very effective teaching, an outstanding curriculum and the regular, rigorous checks made on individual pupils' progress.

Pupils enjoy school because very lively teaching combined with an extremely stimulating curriculum provides them with many interesting things to learn. In the Foundation Stage, there are many opportunities to learn through play both inside and outside the classroom. Provision for outside learning is less well developed in Years 1 and 2 and this limits continuous learning through the day. Throughout the school, teachers' perceptive assessments ensure that work is well matched to individuals' and groups of pupils' needs. Pupils know how to improve their work because they have targets. These are shared with parents so that they can support their children's learning.

The school is extremely well led and there is a relentless drive for continuous improvement. There is no sense of complacency. There is a strong sense of teamwork amongst all the staff. All aspects of the school's work are vigorously reviewed on a regular basis in order to maintain the excellent quality of standards and provision. High expectations and challenging targets contribute to outstanding achievement and standards. Well established links with other schools bring new ideas and fresh approaches into the classrooms. The school's accurate self-evaluation and its openness to new ideas combine to give the school an outstanding capacity to improve even further.

## Effectiveness of the Foundation Stage

### Grade: 1

Foundation Stage children are taught in a separate building. Movement between the two sites is managed well with a high regard to safety. Staff on both sites work hard to successfully integrate the two key stages. As a result, children feel they belong to one school community.

The Foundation Stage provides a happy, calm and vibrant learning environment. From average starting points, children achieve very well and many exceed the goals expected of them by the time they join Year 1. Their needs are well met through very effective teaching and learning. Strong relationships and well planned induction procedures help children settle very quickly into school. They move smoothly from part-time provision to full-time. Excellent leadership ensures an effective teaching team. Careful planning, which accurately and sensitively reflects children's needs and interests, results in rich learning experiences both indoors and outside. Children quickly learn to share, take turns and work together because staff give them plenty of opportunities to acquire these skills. Children make rapid progress in their personal development and become confident, independent learners. This rapid progress makes the effectiveness of the Foundation Stage outstanding rather than the school's cautious judgement of good.

### **What the school should do to improve further**

- To further develop the outdoor provision for pupils in Years 1 and 2.

### **Achievement and standards**

#### **Grade: 1**

Challenging targets are set for the end of Year 2 and pupils' progress towards these targets is very carefully checked. This information is successfully used to modify planning and adapt teaching and the curriculum to meet the needs of all pupils. As a result, standards are exceptionally high and achievement is outstanding. Standards are particularly high in reading. In 2007, almost half the pupils achieved standards two years in advance of their chronological age. Boys and girls achieve equally well. Pupils with learning difficulties and/or disabilities also achieve very well in relation to their starting points. This is because they receive excellent quality support and well planned programmes of work.

### **Personal development and well-being**

#### **Grade: 1**

Pupils' overall personal development including their spiritual, moral, social and cultural development is outstanding. Pupils are happy and confident learners. For example, the youngest pupils described their special skills and talents to the whole school in an assembly, demonstrating remarkable presence and control. Pupils take their responsibilities very seriously. The school council is currently discussing ideas to raise funds to improve the main school playground. Pupils have very positive attitudes to learning and greatly enjoy the many opportunities they have to express themselves in music and art. They have an excellent awareness of how to stay safe and keep healthy, which has contributed to the Healthy School and Activemark awards. They appreciate the quality of their environment and take very good care of their school. Everyone feels very safe as a result of the trusting relationships that exist. Pupils say, 'teachers are kind' and help them if they feel worried or upset. They also comment that 'everyone is special'. Pupils value their own talents and skills and those of others. Behaviour is consistently excellent. Attendance is good, although it has gone down as a result of requests for authorised absence for holidays in term-time. Charity work, such as a recent collection to buy chickens for Third World countries, is very well supported and helps pupils develop a good understanding of the needs of others. Acquisition of important life skills combined with a very good grounding in literacy, numeracy, and information and communication technology prepare pupils exceptionally well for their future.

## Quality of provision

### Teaching and learning

#### Grade: 1

Teachers skilfully and successfully encourage pupils to learn independently. Pupils thoughtfully explain what they are doing and what they have learnt. Teachers' clear explanations and focused questions extend pupils' thinking. Regular assessments are an integral part of teaching. Teachers know exactly what children need to do to achieve the next level of learning. They skilfully convey these targets to even the youngest pupils. Support staff make a valuable contribution to effective learning. This is very evident in the support they give pupils with learning difficulties who achieve very well as a result. Pupils concentrate intensely in lessons. For example, in a Year 1 art activity, pupils were totally engrossed in producing work in the style of George Seurat. The quality of these creative experiences adds much to pupils' spiritual development.

### Curriculum and other activities

#### Grade: 1

One of the most effective features of the outstanding curriculum is the way in which staff flexibly respond to everyday events and children's interests. As a result, the curriculum is highly stimulating and enjoyable, and very effectively meets pupils' needs. The school's judgement that its curriculum is merely good is, therefore, over modest. Pupils are enthusiastic about their learning. They readily explore, discover and are full of curiosity about the world about them. For example, Year 2 enthusiastically used non-fiction books and glossaries to research egg-laying creatures. Year 1 planted beans and seeds to discover the conditions plants need to survive. There is an air of excitement in classrooms and parents notice that 'pupils' enthusiasm spills over into home'. A strong feature of the curriculum is the focus on pupils' personal development, which impacts well on their learning. Before-school sessions of physical exercise and after-school music and sport, as well as visits out of school and many visitors to school all add an extra dimension to an already rich curriculum. Pupils learn about other cultures and religions through school celebrations of festivals such as Chinese New Year and Diwali.

### Care, guidance and support

#### Grade: 1

Pastoral care and academic guidance are equally strong. Parents value the 'close knit' family environment and feel their children are exceptionally well cared for. Children talk openly to staff and it is very easy for them to share their concerns. Staff are totally committed to pupils' well-being. Robust arrangements for health and safety, including child protection are in place. Pupils who need extra help are identified early and effective support is provided. There is smooth transition between classes and key stages and an excellent programme of activities to prepare pupils for the next phase of their education. Pupils are given effective guidance on how to improve their work. Parents have opportunities to find out what their children are learning and how they learn in 'Inspire' sessions organised by the school.

## Leadership and management

### Grade: 1

The headteacher sets high standards. She empowers staff through great attention to detail, good communication skills and collaborative leadership. Very effective teamwork ensures that in this small school hardworking staff manage their various leadership roles extremely well. Leaders and managers at all levels effectively check on the work of the school. The impact of leadership is evident in the high standards attained and pupils' outstanding personal development. Self-evaluation is accurate and leads to well prioritised areas for improvement. Governors are committed and provide effective support and challenge to the school. New members of the governing body gain skills through a helpful programme of training and development.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

It was a delight to visit your school. I really enjoyed talking to you and listened very carefully to what you had to say. You go to an excellent school. It is not surprising that you are so proud of it. I was very impressed with your super behaviour and the lovely way you help each other and work and play together with such kindness and consideration. Your teachers work very hard to make your lessons interesting, exciting and lots of fun. They make you work hard and show you how to improve your work by giving you targets to aim for. That is why you do so well with your work, especially in reading and writing because you are taught so well and have many interesting things to do.

Everyone takes great care of you so you feel safe, happy and comfortable at school and that helps you to do your best. It was lovely to see the very youngest children in your school speaking so confidently in assembly, telling you about the special things they can do. The school council is really helping to make your school even better by thinking about how you can improve your playground. I would like you all to help with this so that Years 1 and 2 play area is as interesting as the Reception play area.

Everyone at your school is working really hard to make things better and better. Well done for trying so hard.

I wish you well for the future