

Ossett Southdale Church of England Voluntary Controlled Junior School

Southdale Road, Ossett, West Yorkshire, WF5 8BA

Inspection dates 11–12 December 2012

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|--------------------------------|----------------------|--------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Outstanding | 1 |
| Achievement of pupils | | Outstanding | 1 |
| Quality of teaching | | Outstanding | 1 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is an outstanding school.

- This is a joyous school where pupils flourish in an atmosphere of mutual respect and staff ensure that all pupils do as well as they possibly can.
- The passion, drive and enthusiasm of the headteacher have transformed the school from good to outstanding. As a result, leaders, staff, pupils and parents are justifiably proud of their school.
- All pupils make excellent progress as they move through the school and by the time they leave the standard of their work in mathematics, reading and writing is much higher than average. There is a strong emphasis on developing pupils' wider interests and talents which results in outstanding achievement in art and design, music, dance, and technology.
- Teaching is consistently good with much that is outstanding. Lessons are exciting and challenging, which is why all pupils, including those with special educational needs, enjoy their learning and make such good progress.
- There is a strong sense of community. Pupils' behaviour and attitudes to learning are outstanding. However, there are not always sufficient opportunities for pupils to learn about other cultures.
- Pupils feel very safe and secure and enjoy coming to school with the result that attendance is consistently above the national average.
- Each member of the senior team is an outstanding teacher, including a winner of the national best teacher award, which means that the best classroom practice is continually shared and promoted across the school. This, coupled with the careful checking of how well pupils are doing, ensures they all do as well as they can.
- Governors are knowledgeable and continually challenge the headteacher to ensure that standards remain high. They ensure that the extra funding from the government (pupil premium) is used well to help those who need extra help with reading, writing or mathematics.

Information about this inspection

- Inspectors observed 17 lessons taught by 10 members of staff. Two observations were carried out as joint observations with the headteacher.
- Meetings were held with staff, pupils and members of the governing body. A meeting was also held with a representative of the local authority.
- Inspectors observed the school's work and looked at its self-evaluation and development plan. Additionally, records of pupils' progress, arrangements for safeguarding and documentation on the monitoring of teachers' performance were scrutinised.
- Inspectors analysed the 35 responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents as they visited the school. Staff questionnaires were also scrutinised.

Inspection team

Ray Biglin, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Alan Chaffey

Additional Inspector

Full report

Information about this school

- The school is slightly larger than most primary schools.
- The proportion of pupils supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils eligible for pupil premium is well below the national average.
- The school meets the government's floor standards, which are the minimum expected for pupils' attainment and progress.
- The vast majority of pupils are from a White British background.

What does the school need to do to improve further?

- Increase the opportunities for pupils to learn about and respond to the traditions and beliefs of people from cultures different to their own.

Inspection judgements

The achievement of pupils

is outstanding

- When pupils join the school they do so with skills and knowledge above those of similar pupils nationally. As a result of consistently good and often outstanding teaching, they make excellent progress across all four years and leave having achieved above average test marks in English and well-above average test marks in mathematics. Last year, nearly all pupils, including those with disabilities and special educational needs, achieved the expected Level 4 in English and mathematics with many doing even better. The percentage of pupils achieving the highest possible grade in mathematics was twice the national figure.
- Although at first glance last year's results would suggest that a small number of pupils did not progress as well as they should have in writing, the reality is that against the school's own assessment of their ability when they entered the school, they actually made good progress. Throughout the inspection the standards of writing observed in all years was high and it was clear that the vast majority of pupils love writing and that their work improves week by week.
- Pupils are confident readers and read fluently and with expression. They enjoy reading at school and at home and can talk with enthusiasm and empathy about what they have read, for example the characters in *'The Boy in the Striped Pyjamas'*. Across all subjects pupils can talk confidently and express their views with conviction and a willingness to explore feelings and emotion.
- The school is passionate about the creative and performing arts and encourages all pupils to express themselves creatively and artistically. Many pupils reach standards in these areas far above what might usually be seen. This year's school calendar features 12 paintings from Year 5 and 6 of outstanding quality.
- Those pupils who are supported by the pupil premium make better progress than similar groups across the country and the school is clearly narrowing the gap between their test results and those of other pupils. Over the last three years, some of these pupils have obtained better results than their classmates.
- The vast majority of parents who responded to the Parent View questionnaire and all those who spoke to inspectors are rightly confident that their children make good progress in school.

The quality of teaching

is outstanding

- Teachers have very high expectations of pupils who consistently respond well to the challenges they are set. In the minority of lessons that were not outstanding the reason was usually that the most-able pupils could have been challenged even more than they were. For example, questions in mathematics were not always difficult enough for them.
- All the staff at the school work hard to ensure that the school building and classrooms are attractive and welcoming. Everywhere you look there are displays of pupils' work, whether it is the wonderful bronze ceramics made to celebrate the Olympic Games or the giant sheep looking down on the hall. All this means that every day children come into a stimulating environment and are keen to learn. As one child said to their parent, 'The day goes really quickly and I learn loads.'
- Pupils' workbooks are very well marked by the teachers. There are comments that praise hard work and comments that suggest what pupils could do to make their next piece of work even better. Pupils are encouraged to respond to what their teacher has written and many do. All of this helps pupils learn from their mistakes and make the outstanding progress they do.
- There are excellent resources available to help children learn. Information and communication technology is used particularly well. Inspectors frequently observed interactive whiteboards being used skilfully to support learning. In a lesson about letters and the sounds they make, children came up to the board to match sounds and in an English lesson a presentation about

The Crystal Palace in the 19th century received a spontaneous round of applause from pupils.

- Teachers give their pupils plenty of opportunities to work cooperatively and talk together. Relationships between staff and pupils are excellent. Pupils take responsibility for their own learning and are keen to help one another. In one mathematics lesson a pupil said, 'I was finding it hard at first. But then my friend helped me.'
- The school employs a large number of teaching assistants to support disabled pupils and those with special educational needs. These staff are skilled and sensitive in their support of pupils and are key to the excellent progress they make.

The behaviour and safety of pupils are outstanding

- Behaviour is exemplary in lessons and around school. This is a school which regards itself as a family and it is clear to see why. Staff and pupils work in harmony to ensure that every day is a good learning day. Inspectors joined the pupils for lunch and they were a pleasure to be with. Pupils are courteous and polite while being confident to chat to adults and ask some probing questions.
- Parents, pupils and staff all agree that behaviour is excellent and that if there are any incidents of inappropriate behaviour they are dealt with effectively. There is a clear behaviour management policy in place which is understood by pupils and consistently applied by all staff. The children know that if they are naughty their name is entered in a behaviour diary and three entries means serious consequences, but such is their excellent behaviour that this is yet to happen for a single pupil.
- Instances of bullying are rare and pupils are fully confident that the staff take any such occurrences very seriously and as a result feel safe, secure and well looked after. As one parent said, 'We have always felt that our children are very well cared for at Southdale.' Pupils understand the different kinds of bullying, including cyber-bullying, and know how to deal with them.
- Pupils understand the importance of working together both with each other and with adults. They understand how their own behaviour contributes to everyone's successful learning and as a result listen carefully in class and respect and value the views and opinions of others.
- Pupils' enjoyment of school can be seen by their consistently above average attendance. They arrive at school every day on time, keen and ready to learn.

The leadership and management are outstanding

- Inspirational leadership from the headteacher and other senior leaders has led to teaching at the school being never less than good with the majority being outstanding. This improvement since the last inspection means that pupils learn exceptionally well in mathematics, reading and writing as well as in a range of other subjects.
 - The headteacher has created a strong team spirit in the school. As one member of staff said, 'I am extremely proud to be a member of the Southdale team and the journey we have been on.' As a result, senior leaders, staff, governors and pupils pull together and there is a belief that everyone shares responsibility for ensuring the school's success.
 - Those leaders with specific responsibilities for subjects are highly committed and firmly focused on good progress for all pupils regardless of their abilities or problems they might face. All pupils matter at Southdale school and leaders and teachers regularly meet to check that pupils are doing as well as they should. If they are not, they quickly act to put support in place.
 - Arrangements to check the performance of staff are thorough and clearly focused on ensuring the school is a first class place for pupils to learn. Targets are linked to the school development plan, pupils' progress and the staff's professional development. The performance of staff
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together with their individual responsibilities reflects the pay scales awarded.

- Pupil premium money is used very effectively. The governors have used it to provide extra support staff to work with this group of pupils in order to improve their skills in reading, writing and mathematics. This is clearly working well as some of these pupils make even better progress than their classmates.
 - The school makes a good contribution to pupils' spiritual, moral, social and cultural development. The wide range of school trips and projects makes sure that pupils develop good personal skills and helps them to become good citizens. For example, each year pupils spend time away on an outdoor activity residential trip. Pupils are encouraged to be reflective and consider the needs of others. The school has made some links with a school with a different ethnic make-up but there are too few opportunities to increase pupils' awareness of other cultures and traditions.
 - The way in which the school organises and teaches the subjects available to its pupils is outstanding. Pupils are given ample opportunity to make links between their learning and as a result are excited and challenged by their work. For example, in Year 3, pupils are reading and studying '*Flat Stanley*' in English, using the character as the basis for problem solving in mathematics and making clay figures of him in art and design.
 - Pupils' art-work is on display throughout the school and is a testament to the quality of the teaching they receive. Some of the first things a visitor would see in the office are some wonderful ceramic pieces in the style of William Morris. Children love design and technology, and music lessons, and many are enthusiastic choir members.
 - The local authority has, for some time, recognised the high quality of the education provided by the school and, therefore, has had no cause to provide support other than to carry out a yearly assessment of test results. Since the last inspection the school has worked effectively with an independent quality improvement consultant.
 - **The governance of the school:**
 - The governors are passionate about the school and carry out their duties carefully. Each member of the governing body has an individual responsibility matched to the needs of the school. Governors are very well informed and trained and are regularly involved in the assessment of the school's performance. The governors provide suitable challenge to the headteacher and other managers and are fully involved in decisions about how the pupil premium is spent. Governors also work closely with the headteacher on setting performance targets and checking that they are met before staff progress through the pay scales. There is a safeguarding governor and statutory safeguarding requirements are fully met.
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What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 108246 |
| Local authority | Wakefield |
| Inspection number | 403058 |

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

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| Type of school | Junior |
| School category | Voluntary controlled |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 279 |
| Appropriate authority | The governing body |
| Chair | Fay Fozard |
| Headteacher | Elodia Krische Eccles |
| Date of previous school inspection | 11 March 2008 |
| Telephone number | 01924 302890 |
| Fax number | |
| Email address | headteacher@southdale.wakefield.sch.uk |

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