

Inspection of Ossett Southdale Church of England Voluntary Controlled Junior School

Southdale Road, Southdale, Ossett, West Yorkshire WF5 8BA

Inspection dates: 27–28 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Requires improvement

What is it like to attend this school?

Southdale is an exciting place to learn. The 'Southdale Sparkle' is everywhere. This is a school where staff are determined to give every child the best start in life. Staff know every child well. Pupils feel safe and happy. Pupils say that they can talk to a trusted adult if they have any worries.

Staff have created a culture where pupils can make mistakes. In lessons, pupils are confident to share ideas without worrying about giving the wrong answer. Pupils work hard and are curious and interested to find things out.

Pupils enjoy reading books. Pupils say that learning new words helps them to become better writers. Leaders have introduced a new programme to teach phonics. Some staff are yet to complete their planned training for the programme. As a result, staff's expertise in teaching phonics varies.

Pupils behave well in and around school. Poor behaviour is rare. Pupils say that bullying is not common.

Pupils enjoy learning outside of the classroom. They take part in a range of clubs and residential visits. There are lots of opportunities for pupils to get involved in school life. Pupils talk enthusiastically about their responsibilities as Junior Leaders.

What does the school do well and what does it need to do better?

The quality of education has improved since the last inspection. The new headteacher and her team have a strong vision built on Christian values. They have set high expectations and established a nurturing and caring environment.

Leaders ensure that the curriculum is broad and interesting. Subject plans that identify how pupils will build their subject knowledge and skills over time are in place. Pupils can recall what they have learned in most subjects. As a result of some historical weaker teaching in some subjects, such as French, older pupils have gaps in their knowledge. Not all curriculum leaders check teachers' practice and subject knowledge. Leaders in some subjects are unable to judge the effect of their work on pupils' outcomes.

Leaders prioritise the teaching of reading. Reading is taught effectively. Pupils read widely at home and at school. They talk about the poems and classic novels that they have read, such as 'The Wind in the Willows' and 'Jane Eyre'. Pupils also enjoy listening to their teachers reading to them.

The special educational needs coordinator (SENCo) makes sure that pupils with special educational needs and/or disabilities (SEND) receive the right support. Personalised plans help staff to understand how best to help pupils with SEND. Teachers make effective use of resources and specialist advice to support these pupils. Pupils with SEND enjoy the same broad and balanced curriculum as their

peers and achieve well. Parents and carers are positive about the communication between home and school.

Staff have high expectations of pupils' behaviour. They apply the school's behaviour policy consistently. As a result, pupils understand what is expected of them and behave well. Pupils say that the behaviour policy is fair.

Leaders provide opportunities to help pupils become responsible citizens. For example, pupils raise funds to support local charities. The school has links with a school in Tanzania. This helps pupils to begin to understand the similarities and differences between different cultures. Pupils are able to name some faiths, such as Hinduism. However, they are not able to recall knowledge about different cultures.

Pupils enjoy a wide range of enrichment and extra-curricular activities. Pupils talk excitedly about taking part in birdwatching and cooking. Teachers plan a range of educational visits, including a residential trip for each year group. Year 6 pupils say that they are looking forward to their trip to France. Visitors come into school regularly to speak to pupils. Pupils told us that this makes learning more interesting and relevant.

Leaders have taken action to ensure that staff workload is manageable. Staff feel well supported, and staff morale is high.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding pupils is at the core of the school's work. Everyone understands the important role they play in keeping pupils safe. All staff are well trained to spot and report any concerns that they have. Governors check the school's procedures to ensure that pupils are safe.

Leaders ensure that staff safeguarding training is kept up to date. Pupils know how to keep themselves safe when using the internet. For example, they understand why they should not talk to someone they do not know.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of reading overall is effective. However, not all staff are trained to deliver the school's phonics programme. Occasionally in these sessions phonics knowledge is not taught rapidly enough. Leaders should make sure that the planned phonics training takes place as soon as possible. Leaders should check that all teachers' subject knowledge in phonics is strong so that all pupils quickly gain the knowledge they need to read well.
- Some subject leaders are yet to monitor the changes that they have made to the

curriculum. This means that they are unable to judge the impact of their work on pupils knowing more and remembering more. Leaders need to continue to support subject leaders to monitor the implementation of the changes they have made and check the impact that this is having on pupils' outcomes

- Pupils have limited opportunities to develop their understanding of different cultures. As a result pupils do not have knowledge of different people's faiths, feelings and values. Leaders need to make sure that the curriculum provides pupils with sufficient experiences to understand, appreciate and respect difference in the world.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	108246
Local authority	Wakefield
Inspection number	10110562
Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	354
Appropriate authority	The governing body
Chair of governing body	Vince Foster
Headteacher	Kerry Partington
Website	southdalecofe.co.uk
Date of previous inspection	6–7 June 2017

Information about this school

- Ossett Southdale Junior School is designated as a Church of England school.
- The school's Christian ethos was last inspected in February 2018.
- The school is larger than the average-sized school. Pupil numbers are increasing.
- The headteacher took up post in January 2018. There have been significant staff changes since the last inspection.
- Since the last inspection, a new chair of the governing body has been appointed.

Information about this inspection

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

- The inspection focused particularly on reading, mathematics, science, art and French. We discussed the curriculum design and delivery with senior leaders. We visited lessons and looked at pupils' work. We spoke to pupils, teachers and teaching assistants about these subjects. We listened to pupils read.
- I met with the chair of the governing body and two representatives from the local authority.

- I held a telephone conversation with the school improvement adviser from the Diocese of Leeds.
- We talked to pupils both formally and informally and considered the views of the 39 pupils who responded to Ofsted’s pupil survey.
- We looked at a range of documentation, including the school’s improvement and evaluation plans, curriculum plans, policies, minutes from governing body meetings and information on the school’s website. We also looked at information relating to safeguarding, behaviour and attendance.
- We considered the 108 responses to Ofsted’s parent survey, Parent View, and the 64 free-text responses. We met with parents on the second day of the inspection.
- We took into account the views of the 26 members of staff who responded to Ofsted’s staff survey.

Inspection team

Gerry Wilson, lead inspector	Ofsted Inspector
Pritiben Patel	Ofsted Inspector
Gillian Wiles	Ofsted Inspector

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