



Ossett Gawthorpe Junior and Infant School

Inspection Report

Unique Reference Number 108153
LEA Wakefield
Inspection number 277914
Inspection dates 5 December 2005 to 6 December 2005
Reporting inspector Mrs Kath Halifax CfBT Lead Inspector

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

Type of school	Primary	School address	High Street
School category	Community		Gawthorpe
Age range of pupils	3 to 11		Ossett, West Yorkshire WF5 9QP
Gender of pupils	Mixed	Telephone number	01924 302975
Number on roll	230	Fax number	01924 302978
Appropriate authority	The governing body	Chair of governors	Mrs Susan Ramsey
Date of previous inspection	27 November 2000	Headteacher	Mrs Susan Vickerman

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average size primary school. Almost all pupils are of white British heritage and all speak English as their main language. The school serves an area of increasing deprivation. The number of pupils receiving a free school meal is increasing each year and is now above average. Overall, attainment on entry is well below that normally seen. The proportion of pupils with learning difficulties and/or disabilities is average; three pupils have statements to provide for their needs. The work of the school has been recognised through numerous national awards including the Healthy School Award, Active Mark Gold, Basic Skills Quality Mark, and Investors in People. Pupils were gold winners in the Careers Enterprise Awards 2004 and learning support assistants were awarded the Wakefield Support Team of 2004.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The sustained rapid improvement in standards and achievement since 2003 makes this an outstanding school that gives very good value for money. The school was overly modest in judging itself to be good. Following the last inspection, standards plummeted because of illness and high staff turnover. Pupils affected by this are still in the school. Nevertheless, because of outstanding teaching, standards have recovered very well and are continuing to improve year-on-year. In both 2004 and 2005, the school was recognised nationally for the improvements that were being made. This has come about because of the passion and vision for improvement of the headteacher and senior managers. The excellent provision in the Nursery, and in the Reception and Year 1 unit, gives young learners a tremendous start to their school career. Inspired teaching and carefully matched work in the infant and junior departments enables pupils of all capabilities to progress at a considerable rate. The outstanding provision for pupils' personal development has resulted in the overwhelming majority of pupils behaving exceptionally well and relishing the extensive learning opportunities. While the attendance and behaviour of an extremely small minority of pupils is an area for improvement, this is mainly because of factors outside the school's control. The excellent care, support and guidance provided enable pupils to take full advantage of all opportunities available. The school knows exactly what it does well and has detailed plans to improve further. The school uses all possible sources of income to enrich and further pupils' learning. Under the leadership of the current headteacher, the school has improved significantly and has the capacity to go from strength to strength.

What the school should do to improve further

- Continue to work with parents to improve the attendance and behaviour of a very small minority.

Achievement and standards

Grade: 1

Achievement and standards are outstanding which is higher than the school judgement of good. Taking account of the staffing difficulties suffered by the school several years ago, the rapid recovery in standards means that pupils affected by the disruption and pupils new to school now achieve exceptionally well. On entry to the Nursery, on balance, attainment is well below that expected especially in language and in social awareness. Through outstanding provision, children make very good progress so almost all achieve the expected levels by the end of Reception. A minority achieve better than this. The excellent progress continues, so by Year 2 standards are above average. Though boys did not do as well as girls in the 2005 tests, and writing was not as high as reading, this was because almost 25% of boys had learning difficulties identified in literacy. In the 2005 national tests for Year 6, standards were above average. This is remarkable achievement because of the prior disruption suffered by this year group. Every pupil attained the expected Level 4 in mathematics and science, and almost all

in English. Standards in science are particularly high with almost two thirds of pupils achieving the higher Level 5. Though fewer than would be expected achieved Level 5 in mathematics and English, current pupils are making very good progress and on track to meet their challenging targets. The progress of pupils with learning difficulties and/or disabilities is praiseworthy because of skilled teaching. The talents of pupils who are talented in sport, drama and the arts are nurtured through contacts with community groups and clubs in school.

Personal development and well-being

Grade: 1

Outstanding provision for pupils' spiritual, moral, social and cultural development is higher than the school's judgement of good. The provision has resulted in tremendous advancement in pupils' personal growth. Conscious that the school has an almost all white British population, a focus on diversity has enabled pupils to appreciate and respect people of other cultures and faiths. Also, the focus week on 'inclusion' has given pupils a far greater understanding of the needs of, for example, those with visual and hearing impairment and wheelchair users. Many children enter the Nursery with poor social skills and lacking in confidence. Through excellent provision children become increasingly independent. Behaviour of almost all pupils has improved considerably over the past three years because of the high expectations of adults. Pupils report, 'it's worth getting out of bed now to come to school'. While the majority of pupils are extremely well behaved and have a very positive attitude, a very small minority occasionally demonstrate inappropriate behaviour. This has resulted necessarily in a very small number of exclusions. The unauthorised absence of a few is affecting their progress. When compared with other schools, attendance is satisfactory but this hides the picture of most pupils' attendance being very good. Pupils are helped very successfully to adopt a healthy lifestyle and are prepared very well for their future through increased self-confidence, teamwork and improved numeracy and literacy.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. This is more favourable than the school's judgement of good. In the Nursery, and in the Reception and Year 1 unit, young children learn at an exceptionally fast rate because teachers have a very good understanding of how young children learn and are extremely well organised. Teachers' enthusiasm is infectious so children want to learn. They ensure pupils acquire skills such as problem solving, working as a member of a group, and taking responsibility for their learning from a young age. Teaching throughout the rest of the school is of a similar high quality. All teachers recognise pupils learn in different ways. They make learning meaningful and fun by the activities they provide. This was the case when Year 2 pupils made very good gains in writing, particularly, the use of adjectives, as they produced a 'Wanted Poster' for 'Mr Wolf'. This was to help the community

policeman capture the 'suspicious character'. All teachers assess and record pupils' achievements diligently and use the information very well when planning further work. Support assistants are highly skilled and contribute significantly to pupils' learning. Pupils enjoy lessons and are justifiably proud of their achievements.

Curriculum and other activities

Grade: 1

The inspectors agree with the school that curriculum is outstanding. It meets requirements and is enriched by numerous exciting opportunities, which contribute considerably to achievement. The unit for Reception and Year 1 is outstanding and has resulted in excellent progress for young children. Focused weeks for all pupils on, for example, religious education and careers have made learning meaningful and, alongside the very good programme for personal, social and health education, prepare pupils extremely well for life after school. In addition to learning new skills in food technology, sewing, horticulture and art, pupils learn to work together as teams, for instance, in producing a table game to reinforce work in history about Lord Shaftsbury. The 'Inspire' days held annually in each class help parents to work alongside their child and appreciate how much they can contribute to their child's learning. The decision to set older pupils by ability for mathematics and English is improving achievement, particularly for higher attaining pupils.

Care, guidance and support

Grade: 1

The quality of care, guidance and support provided for all pupils is outstanding. The school has modestly judged this aspect as good. The work of the inclusion manager and the learning mentor is particularly effective in ensuring that the most vulnerable pupils are able to achieve as well as they possibly can. Their success is remarkable, given the challenging circumstances and the range of social difficulties that many pupils experience. The school is a harmonious community where pupils feel safe. Pupils speak very positively about staff and report there are many people that they can turn to if they have a problem. Child protection and health and safety procedures are firmly established and understood by staff. The careful tracking of pupils' academic and personal development ensures all pupils do as well as they can. The weekly 'care and concern' meeting allows staff to identify and respond quickly to difficulties pupils experience. Very well thought out procedures result in the smooth transfer between key stages, and to secondary education.

Leadership and management

Grade: 1

The school judges leadership and management to be good. This is partly because it knows there are areas it wants to develop. However, it is outstanding. The headteacher's exceptional leadership has transformed a school with serious problems. Within a very positive and caring ethos, the headteacher gives 'crystal clear' and purposeful leadership

to the school. Her knowledge and skills are recognised and used by the local authority to help raise standards and achievement for other schools. Her vision for extended day care and academic provision is well advanced and due to open in the current school year. The headteacher is challenged and supported by a dedicated and knowledgeable governing body. A good example of this was the positive and successful response of the governors to the period of intense staff turbulence.

The headteacher is very well supported by subject leaders and by a dynamic deputy whose innovative practice with younger children is justifiably held in high esteem by the local authority. Together they make an outstanding team. Their relentless attention to detail provides an excellent role model for all teachers. The school makes full and effective use of the data available on pupils to enable them to make significant progress.

Partnership with parents is very strong. Parents and pupils are consulted regularly, and are involved in reviewing the school's performance. Parental and pupil satisfaction is high. All the necessary legal requirements are met. The school's capacity to improve is outstanding.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming us to your school and for being so polite and friendly.

What we liked most about your school

- This is an excellent school because teachers work extremely hard to make sure lessons are fun so you are keen to learn and make very good progress.
- You work extremely hard and behave very well.
- Your lessons are imaginative and contribute to your achievement.
- All adults try to make sure you are safe, happy and enjoy school.
- You are very well prepared for life outside school.
- Mrs Vickerman is an outstanding headteacher who has made considerable improvements to your school and who is working exceptionally hard to make it even better.

What we have asked your teachers to do now

- Continue to work with the families of the very few pupils whose behaviour and attendance is not as good as it should be.

We enjoyed our short time with you and wish you well for the future.