



Ossett Dimplewell Infant School

Inspection Report

Unique Reference Number 108171
LEA Wakefield
Inspection number 277918
Inspection dates 8 May 2006 to 9 May 2006
Reporting inspector Mr Amraz Ali CfBT Lead Inspector

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

Type of school	Primary	School address	Healey Road
School category	Community		Ossett
Age range of pupils	3 to 7		West Yorkshire WF5 8LB
Gender of pupils	Mixed	Telephone number	01924 303035
Number on roll	173	Fax number	01924 303035
Appropriate authority	The governing body	Chair of governors	Mr Ian Mottershaw
Date of previous inspection	13 March 2000	Headteacher	Mrs Ann Dobson

Age group 3 to 7	Inspection dates 8 May 2006 - 9 May 2006	Inspection number 277918
----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Dimple Well Infant School is smaller than most other schools but has grown recently with the addition of a Nursery. Almost all pupils are from a white British background and few have English as an additional language. A smaller proportion of pupils than in other schools are entitled to free school meals. The number with learning difficulties and/or disabilities is below average but the number of pupils who have statements for their special educational needs is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

It is no surprise that pupils thoroughly enjoy coming to this outstanding school. As one pupil stated, 'I love everything about coming here'. Inspectors agree with the school's judgement that its overall provision and value for money are outstanding. The headteacher ensures that the school constantly strives to be as effective as possible and this has led to high standards and achievement over recent years. There is good capacity to make further improvement. However, the work of leaders in some subjects and aspects is not fully developed to include lesson observations and support for developments across the whole school. Successful action since the last inspection has offered more opportunity for pupils to show initiative in lessons, which has maintained the high quality of teaching and learning. As a result, all pupils achieve extremely well and reach high standards. Challenging targets are set for all pupils but teachers do not always identify and inform them about how well they are doing and what, precisely, they should do to improve their work.

Good provision in the Reception class and recently opened Nursery sets a secure basis for further learning, and children make good progress. Pupils with learning difficulties and/or disabilities are supported very effectively and they make significant progress. All adults in school work together extremely well to provide a happy, safe and secure environment that ensures all pupils' care and well-being. Extremely positive relationships contribute substantially to success in lessons by giving them confidence and encouragement. This consistently good provision ensures pupils' personal development is outstanding. They develop great care and respect for each other and behaviour is exemplary.

What the school should do to improve further

- Better identify and inform pupils about how well they are doing and what precisely they should do to improve their work.
- Extend further the roles of subject leaders to include more responsibility for monitoring and improving the work of the school in their areas of responsibility.

Achievement and standards

Grade: 1

Children's overall attainment is above average when joining the school. They make outstanding progress and, for many years, have reached extremely high standards by Year 2, with an impressive number reaching the higher levels. This is particularly so in reading and writing. The school recognises correctly that this is outstanding achievement. Part of the success is that the school sets very challenging targets to promote progress and high standards for all.

Good overall progress in Foundation Stage classes improves children's personal development, speaking and listening and aspects of number work. They leave the Reception class with standards that are above expectation. Outstanding progress in

Key Stage 1 ensures well above average standards by the end of Year 2. The 2005 results were a little lower than usual, primarily because the pupils' levels were lower when they started the school; however, progress was still very strong. The school is confident that results will return to levels that are well above average because the effective tracking system shows that very good progress is being made and pupils are on track to reach their targets. Those with learning difficulties and/or disabilities are well supported and they make good progress towards their targets.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding as is their spiritual, moral, social and cultural development. They enjoy learning and display consistently positive attitudes. Their behaviour is exemplary and bullying is rare. School councillors take their role seriously and the 'pupil voice' makes a significant difference to the school, not least in making playtimes more exciting by recommending games and play equipment for the playground and improving the gardens. They are very proud and enthusiastic about their achievements, raise funds for charities and contribute to the local community. Pupils enjoy physical exercise and take full advantage of the attractive outdoor areas when playing with the games equipment. They are keen to do well and work both independently and cooperatively from an early age. The staff have created an atmosphere of trust and care, and pupils say that they feel safe and know that there is someone to whom they can go if they are worried. Attendance is above the national average and there is no unauthorised absence. This reflects pupils' enjoyment of and enthusiasm for school. Parents value the excellent attention the school gives to their children's personal development. A typical comment from one parent is, 'there is a family atmosphere and it has a lovely feel'. Pupils' spiritual, moral, social and cultural development is fostered well with exciting multicultural activities and well planned assemblies.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good, ensuring that pupils learn very well. Clear expectations and very good relationships give pupils confidence to take part in lessons, particularly when answering questions and giving opinions. There is always an insistence on very high standards of behaviour that makes classrooms an enjoyable place to learn and contributes to the rapid pace of learning. Planning is good and work is matched well to pupils' age and ability. Teaching assistants make a very positive contribution to ensuring pupils' progress by supporting individuals and groups. In all classes, teachers place a very strong emphasis on developing pupils' basic skills of speaking, reading, writing and mathematics which is a significant reason why they achieve so well and why standards have been consistently high in Year 2.

The school ensures that computers and new technology are used well to motivate and engage pupils. In one outstanding lesson, the interactive whiteboard was extremely well used to present learning as a game, changing vowels and consonants to create new words. When marking work, teachers' comments celebrate pupils' successes. However, the information they receive on how they might improve their work is not precise enough about how well they are doing or what they should do next. Good systems help teachers to identify and support pupils with learning difficulties and/or disabilities well.

Curriculum and other activities

Grade: 2

The curriculum is good, matches the needs of individuals, and meets statutory requirements. Links between subjects are well established and pupils enjoy their work. This was evident when speaking to a Year 1 pupil who said that they liked reading because, 'exciting things happen in stories'. Pupils enjoy the many opportunities for art and observational drawing and are rightly proud of their finished pieces of work.

Learning is brought alive by visits to places of interest and enriched by opportunities for out of school clubs. Work for pupils with learning difficulties and/or disabilities is well planned. Individual learning plans include precise and realistic targets that are reviewed regularly and support assistants are deployed effectively. Children in the Nursery and Reception classes enjoy practical and imaginative activities that promote learning through play. These well planned activities provide an effective start to their school life. The school is rightly continuing to improve the provision and practice in the recently opened Nursery.

Care, guidance and support

Grade: 1

The care shown by the school to its pupils is outstanding and lies at the heart of its ethos. Excellent relationships ensure that all feel safe and know where to turn to if they need help. Strategies to support vulnerable pupils are very effective and those experiencing difficulty are rapidly identified and supported with sensitivity. Child protection and health and safety procedures are in place, monitored regularly and applied rigorously. Staff have an excellent awareness of individual pupils and their family circumstances, and pay close attention to the well-being of each pupil. There are good induction arrangements for children entering the Nursery class and they quickly settle into school life. Similarly, Year 2 pupils are helped to make the transfer to the next stage of their education as smooth as possible. Academic progress is carefully monitored to identify the next steps in learning, but the school does not always make pupils fully aware of what these are. The school succeeds in helping individuals feel valued and prepares them well to take their place in the wider world.

Leadership and management

Grade: 1

Leadership and management are outstanding overall. The headteacher has the confidence of staff, governors and parents and has acted with excellent insight and strong resolve to lead the school through its successful expansion into an infant and nursery school. Performance is monitored carefully, ensuring that standards remain high, as well as maintaining the broad and balanced curriculum. Governors know the school well and fulfil all their responsibilities. They have an accurate picture of pupils' standards and achievements and a clear understanding of how efficiently resources are used to achieve value for money. They are well placed to support the new headteacher when she takes up her post next term. The school has a very accurate picture of its strengths and areas of further development. Very strong teamwork means that everyone is involved in all aspects of whole school improvement. The role of subject leaders is not fully developed for all subjects and aspects to ensure that, as leaders, they all have the opportunity to monitor and support the work of their colleagues. The school has good capacity to improve further. Parents and pupils are strongly appreciative of what the school has to offer and there are very high levels of enjoyment in learning throughout the school. Parents commented that they feel part of the Dimple Well community and agree that their opinion is sought and valued.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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	2	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	1	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	2	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	1	NA
The attendance of learners	1	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	2	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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

You are so lucky! I'm sure you already know that you go to a good school, but I wonder if you realise just how very good and how very special Dimple Well really is? We visited a while ago and we had a really good look around and liked what we saw. We couldn't talk to all of you but thanks to those of you who chatted to us at playtimes. It was very important to hear what you had to say and it was a pleasure to listen to you because you were all so polite and cheerful. We enjoyed our visit very much and want to tell you what we think about your school.

We were impressed by your extremely good behaviour and how you are all so friendly. We like the wonderful way you all get on with each other and with your teachers. There was some brilliant art work in school.

We were very pleased with the way your teachers work together to make sure you all do so very well in your lessons. They plan a lot of interesting things for you and make sure that you are safe and well cared for. All of you work hard, listen to your teachers and try your best.

One of the jobs we have to do when we inspect schools is to see if there are any things that could make your school even better. This was a very difficult job because everyone in your school works so very hard.

What we have asked your school to do is:

- to tell you in your books how well you are doing and exactly what you have to do to make your work even better
- teachers to find out about how good the lessons are in other classes so that they can help each other teach you things even better.

We very much enjoyed talking with you and your teachers and wish you and the school the very best for the future.