

# Ossett Flushdyke Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	108152
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	309602
<b>Inspection date</b>	30 September 2008
<b>Reporting inspector</b>	James Kilner HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	92
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Broadhead
<b>Headteacher</b>	Mr M Wood
<b>Date of previous school inspection</b>	9 February 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Wakefield Road Flushdyke Ossett West Yorkshire WF5 9AN
<b>Telephone number</b>	01924 302825
<b>Fax number</b>	0

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement and standards; their personal development and well-being; the quality of care, guidance and support; the Early Years Foundation Stage (EYFS); and the effectiveness of the leadership and management. Evidence was gathered from observing lessons, scrutinising school documentation – including questionnaires completed by parents – and through discussions with pupils, the chair of governors, staff and the headteacher.

Other aspects of the school's work were not investigated in detail, but the inspector found evidence to suggest that the school's own assessments, as given in its self-evaluation, were justified. Such assessments have been included, where appropriate, in this report.

## Description of the school

Ossett Flushdyke is a smaller than average school. The number of pupils in receipt of free school meals is lower than average. Demographic changes in the community have meant that only 8% of pupils live within the catchment area. A significant number of parents choose to travel some distance in order that their children attend the school. Very few pupils are at an early stage of learning English. Over one third of pupils are identified with learning difficulties and/or disabilities, including pupils in receipt of a statement of special educational needs (SEN). The number of pupils joining and leaving the school throughout the year is much higher than average. The school has achieved the Healthy Schools award, Investors in People for the third time and the silver Eco-Schools award. With effect from September 2008 the school became a member of Education Ossett-Community Trust.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Ossett Flushdyke is an outstanding school. Strong leadership at all levels combined with a total commitment to inclusion enables pupils of all abilities to make good progress and achieve well. A significant number of parents choose the school because of its success with pupils identified with learning difficulties and/or disabilities. Parents praise the care and guidance given to their children and fully support the school's deservedly good reputation. Many singled out the way in which their children were now succeeding at Ossett Flushdyke, where in previous schools they had failed or had even been excluded. One parent described how her son 'had come on in leaps and bounds' in the short time he had been in the school. Pupil mobility is high; for example in one Year 5 class, almost half of the pupils had joined Ossett Flushdyke in the previous two years of school. Undaunted by this, the school welcomes and includes all who arrive at its door.

Achievement is good and pupils reach above average standards. As a result of outstanding provision in the EYFS, pupils enter Year 1 having reached the expected early learning goals. Through good teaching and high expectations pupils achieve well in both Key Stage 1 and Key Stage 2. Pupils' attainment has improved year on year at both key stages since 2005 and they now reach standards above the national and local authority averages. Indications from the unvalidated results for 2008 indicate that, whilst the number of pupils reaching typically expected levels has remained constant, fewer have achieved the higher levels at Key Stages 1 and 2. This predicted shortfall had been accurately tracked by the school, as a significant number of pupils in these cohorts had recently arrived at the school, many with additional needs. Given the pupils' lower starting points this represents good achievement. Throughout school, pupils with learning difficulties and/or disabilities achieve as well as their classmates, as do pupils with English as an additional language. This is due to the school's highly successful inclusion policies.

Pupils' personal development and well-being are outstanding. Behaviour is exemplary in lessons and when moving around school. Older pupils receive professional training for their roles as playground buddies and peer mentors. As a result, break and lunchtimes are enjoyable occasions. Any 'falling out' is rapidly resolved and pupils are aware of what actions to take if there is any hint of bullying or racism.

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are given the skills to express their feelings and emotions. They speak knowledgeably and with respect about the beliefs of others in their community, particularly those with differing faiths. Indeed, pupils are provided with a greater understanding of other faiths and cultures through a working link with another school serving a more diverse community. Through exchange days with the school, pupils have opportunities to study and socialise with pupils from differing faiths and backgrounds. Pupils thoroughly enjoy their time in school. A 'wake up shake up' session for all staff and pupils sets an energetic tone for the day ahead. Pupils eat healthily and take advantage of the opportunities to participate in a range of sporting and environmental activities after school. The school is acutely aware of the needs of the community, making good use of local residents, for example to inform history projects. Pupils' understanding of global issues is enhanced through their work in adopting a large area of South American rainforest. The school council and eco-council are very active in fundraising to support this venture. In turn, pupils receive regular updates on the result of their efforts. The pupils are given outstanding opportunities to develop skills which will contribute to their future economic well-being. The school's pursuit of the gold level Eco-Schools award encourages pupils to take practical action

to improve their environment. For example, grants and sponsorship have enabled a disused path and derelict ground adjacent to the school to be transformed into a unique wildlife area and market garden. This resource adds much to their understanding of the need for conservation as well as allowing them to grow fruit and vegetables for use in the school kitchen. The area created has been welcomed by the community.

The quality of teaching and learning is never less than good and some is outstanding. Teachers have high expectations of all their pupils regardless of ability. Lesson planning for mixed-year group classes is well structured so that learning experiences challenge and meet the needs of all pupils. Good relationships and a consistent use of the behaviour policy ensure that lessons proceed at a good pace. Skilled, knowledgeable classroom assistants support the learning of pupils in their care, making accurate assessments as to their rates of progress. Information and communication technology (ICT) adds much to pupils' learning experiences; this was a weakness in the last inspection. For example, older pupils were able to add dialogue describing feelings of loneliness to digital film clips depicting families separated during times of war.

The curriculum is good and engages pupils with exciting opportunities to learn using high quality resources and equipment. Recently developed cross-curricular links give meaningful opportunities for pupils to develop their literacy, numeracy and scientific skills across a range of subjects.

The level of care, guidance and support pupils receive is outstanding. The school's commitment to inclusion for all means that no child is in danger of being left behind. The role of the learning mentor, working closely with the special educational needs coordinator, is highly effective in ensuring the needs of all pupils are met. Pupils' needs are assessed at an early stage and highly efficient management ensures appropriate in-school and external agency support brings about rapid improvement.

The school not only tracks pupils' academic performance but also monitors their emotional and personal development, so that any barriers to them achieving their full potential can be tackled effectively. Academic guidance ensures that pupils are always clear as to how to improve their work and what needs to be done in order to reach the higher levels.

Despite being a small school, all staff willingly accept responsibility in leading and managing subjects, year groups and other areas. Under the expert leadership of the headteacher they accomplish this task in exemplary fashion. Subject leaders have a thorough understanding of the standards of teaching, learning and achievement in their areas. Regular scrutiny of pupil tracking data, classroom observations and work sampling ensure all are fully aware of strengths and areas for development in their subjects. Where monitoring identifies a weakness, action to remedy the problem is willingly accepted and swiftly implemented. All statutory requirements to meet the needs and safeguarding of pupils are fully in place.

Governors and subject leaders are actively involved in the self-evaluation process, producing accurate priorities for school development planning. For example, the school has already planned to develop communication systems with parents, a point which a few raised in their questionnaires. Action planning for short term initiatives, as well as long term development planning, is highly effective. Governors provide an exceptional level of challenge and support to the school. Through regular contact, the chair of governors is very active in ensuring that the whole of the governing body understands all aspects of the school's work. Governors fully understand the reasons for the lack of higher levels achieved in the 2008 assessments and tests.

The school has forged strong partnership with the local business community. This is helping pupils to learn much about the world of work and enterprise. The aim of the Education Ossett-Community Trust is to further develop business, enterprise and curriculum links across all the schools involved. The school has tackled all areas of weakness identified at the last inspection. The school gives exceptionally good value for money and has an outstanding capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children start in the EYFS with a level of skills below those typical for their age. As a result of the outstanding provision, children achieve very well with the majority attaining the expected early learning goals by the time they join Key Stage 1.

Through high quality support and strong links with parents and carers, the children settle quickly to life in school. They soon become articulate, enthusiastic and confident learners. The quality of teaching is outstanding; staff work enthusiastically alongside the children, ensuring activities are well matched to their needs. Early assessments lead to appropriate intervention for children requiring additional support in their learning. An appropriate balance of adult-led and child-led learning activities enable children to explore and make sense of their world. Children are soon able to choose from a range of tools and apparatus to support their learning.

Older pupils are able to self-register, confidently using ICT equipment to communicate their feelings to adults at the start of the day. Support is then provided to those children indicating any problems which may prove a barrier to their learning and enjoyment for the day. There are high levels of cooperation amongst the children, taking turns and understanding that they will all have a chance to enjoy the activities available. Older children in the EYFS develop a good understanding of the beliefs of others. In their work on Judaism, the role play area was transformed into a Sukka where children were able to explain its purpose. They could talk about the symbolism of the stars and leaves and why it was appropriate to eat their snacks under it.

Leadership and management of the EYFS are outstanding. With encouragement from the leadership team and governors the EYFS coordinator has created an exciting, safe and stimulating working environment where young children are given excellent opportunities to succeed.

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

- There are no areas for improvement that the school has not already identified in its development plans.

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## Annex A

## 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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## 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 eliminated	1
How well does the school contribute to community cohesion?	2
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	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Many thanks for the warm welcome you gave me when I inspected your school last week. I enjoyed meeting all of you in your lessons and at playtime. I especially enjoyed spending my lunchtime with members of the school council and eco-school council. Many of your parents wrote to me to praise the work of the school and I agree with what so many of them said. Ossett Flushdyke is an outstanding school.

Here is what I found to confirm this judgement.

- Mr Wood and the governors do a fantastic job in leading and managing the school so successfully.
- Your teachers are not only good at helping you to learn but they also manage the subjects they teach exceptionally well.
- Your classroom assistants and nursery nurses are very effective in helping you to learn and stay safe.
- The Early Years Foundation Stage is excellent, getting the youngest children in school off to a flying start.
- Your behaviour is excellent and you look after one another and your school really well.
- The school takes exceptionally good care of you, welcoming, guiding and including everyone.
- Your excellent wildlife and market garden are helping you to learn about conservation issues.

Mr Wood and the governors have some very good ideas to help your school to continue to improve.

Of courses all of you deserve some of the credit for Ossett Flushdyke being such an excellent school. Well done!! Keep up all our good work and good luck for the future.