

Ossett Holy Trinity CofE VA Primary School

Inspection report

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| Unique Reference Number | 108260 |
| Local Authority | Wakefield |
| Inspection number | 309639 |
| Inspection date | 11 December 2007 |
| Reporting inspector | Rosemary Eaton |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 349 |
| Appropriate authority | The governing body |
| Chair | Mr G Allison |
| Headteacher | Mr Michael Turton |
| Date of previous school inspection | 11 April 2005 |
| School address | Church Street Ossett West Yorkshire WF5 9DG |
| Telephone number | 01924 303045 |
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' personal development and well-being; the quality of teaching and learning; and the impact of leadership and management on school improvement. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, observations of the school at work, discussions with pupils and representatives of senior staff and the governing body, a scrutiny of school documents, and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form were not justified, and these have been included where appropriate in this report.

Description of the school

This is a larger than average sized primary school. Most children join the Foundation Stage with skills that are in line with the expectations for their age. The proportion of pupils with learning difficulties and/or disabilities is well below average. Pupils are predominantly White British with just a few from minority ethnic backgrounds. The school has gained the Healthy Schools, Activemark and Investors in People awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'Ace', 'friendly', 'happy' and 'fun' are a few ways in which pupils accurately describe this outstanding school. One reason for the relish with which they approach each day is that 'There are always different things to try'. The curriculum is exceptional for the richness and variety it offers. Topics such as 'Egypt' are splendid vehicles for bringing together the core skills that underpin each subject. For example, Year 6 pupils could hardly wait to use their knowledge of mathematics in a race to find the identity of the mummy in a sarcophagus. Pupils consider that the wealth of clubs at lunchtime and after school provides something for everyone, from football to art, poetry to science. Those in Years 5 and 6 feel that residential visits, for instance to the Lake District, are highlights of the year, with outdoor pursuits and midnight feasts. Pupils are delighted with almost everything about their school, but are raising money to improve the junior playground. Since recent building work, this space lacks stimulating equipment and areas for quiet relaxation.

Pupils believe that they do very well in their work. In fact, the school's standards are exceptionally high, and pupils' progress and achievement are outstanding. At the end of Year 2 and Year 6, many more pupils than average reach the higher levels in English, mathematics and science. Pupils' outcomes in other subjects, such as art and design, history, and information and communication technology (ICT) are also of very high quality. This is because programmes of work are planned very carefully and teachers' expectations are extremely high. The outstanding quality of teaching and learning is largely responsible for pupils' academic success. Assessments of pupils' progress are considered fully and tasks are matched closely to what each pupil needs to learn next. Teachers are imaginative and, as pupils report, 'make lessons fun'. Their work is driven by exceptional leadership and management. In particular, the headteacher has established innovative methods to develop the best possible practice through sharing ideas and skills to 'raise teachers' game'. For example, all teachers take part in a termly tour of the classrooms, using agreed criteria to evaluate strengths and relative weaknesses. Scrutiny by their colleagues and opportunities to learn from each other have proved to be powerful tools in moving the school forward. Despite its remarkable results, the headteacher sees to it that there is not a jot of complacency within the school. Self-evaluation is rigorous and highly accurate, involves all stakeholders and leads to continuous improvement. Senior staff fulfil significant responsibilities and appreciate being trusted to take on initiatives and see them through. Staff are encouraged to develop professionally, ensuring that there is no loss of momentum when key post-holders move on. Governors are very well informed and becoming increasingly effective as they develop strategies for monitoring the school's performance at first hand.

Pupils' opinion that they 'do a lot of jobs' is something of an understatement. Their contribution to the school community is a particular strength of their outstanding personal development. For instance, Year 6 pupils act as 'Reading Buddies'. For part of each lunchtime, they listen to Year 2 pupils read, ask questions to check their understanding, record the outcomes and reward achievements. All parties demonstrate mutual respect and pleasure in working together. Some parents have noticed the beneficial impact on their children's reading. The manifestos of prospective school councillors underline pupils' values and commitment to supporting others: 'I am hardworking, good at helping, and very kind'. Their friendships add to pupils' feelings of security. They consider the school a safe place and that there is always someone to help them such as a group of pupil 'Befrienders'. Their views are understandable because care, guidance

and support are outstanding. For example, pupils with learning difficulties and/or disabilities and those who are particularly vulnerable receive sensitive and effective support, enabling them to make the same exceptional progress as those who do not have such barriers to overcome. Excellent standards of behaviour mean that all pupils can concentrate on their learning and take pleasure in daily routines and special events.

'Don't just sit there - get outside!' is one pupil's tip for being healthy. The school makes sure that they all know the advantages of exercise and a varied diet. It promotes these consistently, for instance, by 'Wake Up and Shake Up' sessions led by pupils each morning. The school goes further and requires pupils to put their knowledge into practice. Recently, every class organised events to publicise the importance of healthy lifestyles. Around 600 parents enjoyed diverse and inventive experiences such as dining in 'Health's Kitchen', serenaded by violinists. Pupils are encouraged to take increasing responsibility for their own learning. For example, those in Years 1 and 2 frequently choose from the activities on offer and pursue these independently. They learn to work together to meet challenges such as making Christmas gift tags and writing suitable messages. Pupils of all ages are confident, articulate, caring and enthusiastic, because these are characteristics this exceptional school promotes at every turn. Consequently, pupils are extremely well prepared for the next stage in their education and are thoroughly well rounded individuals.

Effectiveness of the Foundation Stage

Grade: 1

The Foundation Stage provides children with an outstanding start to their education. The curriculum offers an excellent combination of activities led by adults and opportunities for children to make choices and learn through play and exploration. The outdoor environment is employed fully, with immense care taken to ensure children's safety. Staff promote independence extremely well and children are asked to 'Go and choose your own learning'. From their early days in the Lower Foundation class, children are required to decide when to have their snack. They organise themselves, choose and pour their drink, and clear away when they have finished. Teaching is outstanding and leads to children progressing exceptionally well. By the time they move to Year 1, many exceed the expectations for their age. Staff are particularly skilled at asking questions to encourage children to think hard, communicate their ideas and extend their learning. Children follow structured programmes to help them learn letters and their sounds, and how words are formed. These sessions are very effective because staff make them so enjoyable. Opportunities to develop writing skills are particularly plentiful and motivating. For example, children are more than willing to go and write a letter to Santa. The members of the staff team work closely together, constantly refining what they offer and ensuring that every child thrives in this stimulating learning environment.

What the school should do to improve further

- Develop the playground for pupils in Years 3 to 6, to provide better recreational facilities.

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Annex A

Inspection judgements

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| 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

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| 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? | 2 |
| The effectiveness of the Foundation Stage | 1 |
| The capacity to make any necessary improvements | 1 |

Achievement and standards

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

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 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 |
| How well learners enjoy their education | 1 |
| The attendance of learners | 1 |
| 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

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

¹ 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.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 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 tackled so that all learners achieve as well as they can | 1 |
| 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 | 2 |
| 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**

Thank you for being so welcoming when I visited your school. I greatly enjoyed my short time with you, particularly my discussion with representatives of the school council, Befrienders and Reading Buddies. I now want to inform you of my findings.

I was extremely impressed by your mature behaviour and sense of responsibility. You do more to help each other than pupils in many other schools. Because you are so sensible, the teachers are able to provide you with very interesting tasks and activities, knowing that you will cooperate with each other and make the most of your opportunities. I can understand why you enjoy school so much. The curriculum is exciting and lessons are fun. You are taught extremely well and this is why you achieve outstandingly well by the time you leave Holy Trinity. Your school's standards are very much higher than those in most other schools. I know that this is partly because you work so hard. You learn a great deal about how to be healthy and stay safe. This knowledge, together with your exceptional attitudes and abilities in literacy and numeracy, helps to make sure you are prepared as well as possible for moving on to secondary school.

There are so many brilliant things about your school, but I noticed that the junior playground is rather bleak. I have asked the school to improve this by providing better facilities.

Your headteacher leads the school extremely well and ensures that Holy Trinity is an outstanding school that is always improving.

I would like to send each one of you my very best wishes for the future.