

Ossett Gawthorpe Community Primary School

Inspection report

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| Unique Reference Number | 108153 |
| Local Authority | Wakefield |
| Inspection number | 324714 |
| Inspection date | 18 November 2008 |
| Reporting inspector | 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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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 230 |
| 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 |
| Appropriate authority | The governing body |
| Chair | Mr Stuart Tottles |
| Headteacher | Mrs Susan Vickerman |
| Date of previous school inspection | 5 December 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | High Street Gawthorpe Ossett West Yorkshire WF5 9QP |

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| Age group | 3–11 |
| Inspection date | 18 November 2008 |
| Inspection number | 324714 |

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Introduction

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

The inspectors 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, questionnaires completed by parents, and through discussions with pupils, the chair and vice-chair of governors, staff and the headteacher.

Other aspects of the school's work were not investigated in detail, but the inspectors 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

This average sized primary school serves a mixed socio-economic area where the majority of pupils are of White British heritage. Only a few of the younger pupils speak English as an additional language. Numbers of pupils eligible for free school meals is average, as is the number of pupils with learning difficulties and/or disabilities. A Children's Centre opened in September 2008. It is managed by the governing body and shares a campus with the Early Years Foundation Stage 1 unit.

The school has achieved several national awards including Eco-school (bronze level) and Healthy School's award, twice. With effect from September 2008, the school became a member of Education Ossett Community Trust. It is also designated as a National Support School by the National College for School Leadership.

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

Ossett Gawthorpe Community Primary is an outstanding school. The headteacher resolutely and successfully leads the school. This is a school where innovative practice leads to outstanding outcomes for pupils. Amongst these innovations are: the organisation of teaching groups in mixed key stages ensuring that the momentum of high rates of progress never falter; the outstanding curriculum, enhanced by the school's involvement in the Helen Hamlyn Trust, 'Open Futures' project; the creation of a Children's Centre on site which is improving the life skills and learning opportunities for the very youngest children and their families.

The school correctly judges the quality of teaching as outstanding because:

- teachers plan lessons which are exciting and good fun
- lessons fully meet the needs of all pupils
- lessons proceed at a swift and purposeful pace
- relationships are outstanding
- pupils receive high quality support from teaching assistants so that all achieve their individual learning objective
- marking and assessments of pupils' work guides them successfully to the next levels in their learning.

From their broadly average starting points in Year 1, pupils' achievement in Key Stage 1 is rapid and sustained so that by the end of Year 2, standards are consistently above average. Seamless transition arrangements between Year 2 and Year 3 ensure progress continues unabated through Key Stage 2. By the time pupils reach the end of Year 6, their standards in English, mathematics and science are significantly above those achieved nationally and have been so for a number of years. All pupils identified with learning difficulties and/or disabilities and those new to learning English make the same outstanding progress and achieve highly.

Pupils show a high level of maturity and confidence. They are articulate and enthusiastically describe their enjoyment and achievement. They thoroughly enjoy being at school and particularly enjoy their involvement with the school council, the 'Open Futures' project and the Eco-school scheme. These experiences allow them opportunities to take on meaningful responsibilities and strengthen the school's links with the community. Their attitudes to learning are exemplary; they care for one another and show great respect for the beliefs and cultures of others. As a result of the social and emotional aspects of learning (SEAL) programme and teaching of philosophy, pupils are able to express their feelings and emotions. They understand, for example, the need to manage their anger by choosing an alternative outlet for their feelings. Pupils have an excellent understanding of how to stay healthy and safe. Their exceptional personal development and above average skill levels mean that they are very well prepared for the next stage of their education. Attendance is above average and the school has well-planned initiatives to improve this even further.

All staff and governors are skilled in their use and understanding of data relating to pupils' progress. This information is robustly scrutinised and appropriate intervention ensues so that potential gaps in performance are rapidly closed. This information, together with information on pupils' pastoral needs, is carefully assessed by the inclusion manager and learning mentor. This ensures well-focused support for pupils with learning difficulties and/or disabilities.

The headteacher nurtures individuals' leadership and management skills in order to secure outstanding capacity to improve further. Staff, at all levels, are given access to high quality

training from many providers, including through the school's business partners. This strategy has secured a high calibre workforce who is enthusiastic and committed to achieving excellence. Everyone in school has a clear understanding of their role in ensuring high quality care and provision for the pupils.

Development planning builds on efficient self-evaluation so that priorities are constantly linked to improvement. There is never a hint of complacency in the face of such high standards. Priorities focus on increasing the number of pupils attaining the very highest levels next year. Currently, this action planning does not consistently make use of data on pupil progress to assess the success of initiatives. Governors have an exceptional understanding of the work of the school. They hold the school to good account and strongly support the work of the school in the community.

All safeguarding procedures and promotion of equal opportunities are fully met. Provision for community cohesion is good, the school is a focal point for the whole of the village, staging maypole dancing and enjoying strong links with many of the care organisations in the area. The school has links with schools serving more diverse communities both nationally and internationally. There are plans to expand these links to increase pupils' understanding of the variety of cultures in Britain.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The EYFS is outstanding ensuring that the majority of children achieve the early learning goals and some exceed them by the time they join Year 1. Children start in the Nursery Class with a level of skills below those expected for their age, particularly in social and emotional development and communication, language and literacy. Outstanding partnerships with home, coupled with high quality teaching ensure that children get off to a flying start and achieve exceptionally well. Close liaison with the Children's Centre means that any additional needs or support required are implemented from the outset. Even the youngest children are confident learners, equally adept in using new technologies or mixing powder paint to represent their world in pictures. As they move in to the Reception class children grow in their confidence and all thoroughly enjoy the continued high quality and effective learning experiences. The quality of resources in both EYFS classes is excellent. Well resourced outdoor provision ensures that children confidently take skills learned inside to the exciting world created for learning outside; for example, visiting the house of the three bears or creating exciting new worlds beneath the huge wicker shelter. All adults who support children's learning are well qualified and highly skilled. Leadership and management of the EYFS are outstanding. Strong liaison between the two EYFS classes ensures that progress never falters and that all adults guide the children successfully to achieve their full potential. All safeguarding and welfare procedures are fully in place.

What the school should do to improve further

- Implement the identified actions in the school development plan ensuring that, where appropriate, success is measured against outcomes for pupils.

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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? | 1 |
| The capacity to make any necessary improvements | 1 |

Effectiveness of the Early Years Foundation Stage

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|-------------------------------------------------------------------------------------------|---|
| 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

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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/or disabilities make progress | 1 |

¹Grade 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

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| How good are 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 |
| 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

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| How effective are teaching and learning in meeting the full range of 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 |

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 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 very warm and friendly welcome you gave to Mr Valentine and me when we inspected your school last week. We enjoyed meeting you and seeing you in your lessons and around school.

Ossett Gawthorpe is an outstanding school. Not only because of the great things I am going to tell you about but because you behave so well and have such a fantastic attitude to your work, to your teachers and to one another.

Here is what we found.

- Mrs Vickerman does a brilliant job in leading the school and she has a very skilled team of staff and governors who ensure that everything possible is done to make yours an outstanding school.
- Children in the Early Years Foundation Stage get off to a flying start.
- The standards you achieve, particularly at the end of Key Stage 2, are well above the national average.
- Your teachers and helpers ensure that your lessons match your needs exactly and that they are good fun and purposeful.
- Your school's involvement in 'Open Futures', the Eco-school project and the new Children's Centre and your involvement in the school council all help towards making your education first class.

Your school has some exciting plans to make it even more successful. Your headteacher will be checking that these plans continue to improve your achievement.

You should be rightly proud to attend Ossett Gawthorpe Community Primary School and I know that you will all do your best to carry on making it such a brilliant school.