

# South Ossett Infant School

## Inspection report

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<b>Unique Reference Number</b>	108189
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	356316
<b>Inspection dates</b>	20–21 July 2010
<b>Reporting inspector</b>	Moira Fitzpatrick

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	90
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Rachael Walker
<b>Headteacher</b>	Mrs Sue Williams
<b>Date of previous school inspection</b>	3 March 2008
<b>School address</b>	Vicar Lane Ossett West Yorkshire WF5 0BE
<b>Telephone number</b>	01924 302870
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<b>Email address</b>	headteacher@southossett.wakefield.sch.co.uk

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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed six lessons and all six teaching staff were seen. They held meetings with pupils, members of the school council, staff and governors. They observed the school's work and looked at internal progress and monitoring data, externally moderated work and data to verify the school's assessment of pupils' attainment, governors' reports, safeguarding policies and procedures and pupils' work books. Inspectors also took into account the views of parents and carers, and staff, as expressed in the 78 questionnaires that were returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the key factors in pupils' high attainment and rates of progress
- the impact of developments to the curriculum in the Early Years Foundation Stage and Key Stage 1
- the effectiveness and impact of shared leadership and management roles in this small school.

## Information about the school

The school is smaller than average and nearly all pupils are from a White British heritage. The percentage of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average. In the current year the proportion of pupils with a statement of special educational needs is average, though this varies year on year. The school's popularity is reflected in the rapid increase in numbers since the previous inspection. It now fully meets its admissions limit. The school operates on two sites separated by a narrow lane. The school holds numerous awards including Healthy Schools Status, the Activemark and the Basic Skills Quality Mark. Since the previous inspection the school has become part of the Education Ossett Community Trust, which has strengthened partnership with local schools. This provides a large pool of expertise and good practice to which the school contributes.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This outstanding school continues to develop and improve at a rapid rate. This is because the inspirational headteacher is dedicated to improving the school continually. She is extremely well supported by an excellent team of talented and innovative staff, both teaching and non-teaching. Parents and carers cannot praise the school highly enough and many pay tribute to how well their children learn and are cared for, with comments such as: 'South Ossett Infants is a fantastic school. My daughter has blossomed, and made excellent progress both educationally and socially.'

Pupils make excellent progress and their attainment is high. Children in the Early Years Foundation Stage also make excellent progress, so that all are exceptionally well prepared for the next stage of learning. Excellent teaching, based on accurate and detailed knowledge of pupils' learning, and an excellent curriculum combine to fire children's enthusiasm from the earliest age. The curriculum has moved forward significantly by providing more opportunities for pupils to develop independence and extend their skills. Developments to outdoor learning for older pupils, and their access to choosing from a range of activities, are having a notable impact on the learning of key skills, such as literacy, numeracy, and information and communication technology. A lack of secure outdoor space in the Early Years Foundation Stage has limited the scope of outdoor provision in the past. Now that this has been resolved, the school rightly plans to extend provision for learning outdoors.

First-rate care, guidance and support provide the strong base for pupils' excellent personal development and enjoyment of school. Pupils are secure in the knowledge that staff know them well and are alert to their needs. This helps them show great care and support for each other and learn to be tolerant and accepting of differences. Behaviour is exemplary, so too is pupils' contribution to their own and the wider community. All contribute to the smooth running of classrooms and to enriching the lives of those who need support. Pupils' spiritual, moral, social and cultural development is outstanding. Leadership and management are outstanding. The headteacher, staff and governors have an accurate picture of the school's strengths and areas for improvement through their rigorous monitoring and evaluation of its work. Given the sustained record of improvement, the school is exceptionally well placed for further improvement.

## What does the school need to do to improve further?

- Improve provision for outdoor learning in the Early Years Foundation Stage by:
  - securing and developing the playground which has not hitherto been available

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for the school's exclusive use.

## Outcomes for individuals and groups of pupils

**1**

Pupils achieve exceptionally well because they are well cared for, secure and happy in school. They are very well supported to make excellent progress through teachers' careful planning of exciting activities that motivate them to do their best. They relish a challenge and are keen to show their teachers that they can meet high expectations, by working hard and supporting each other. Highly skilled teaching assistants make a significant contribution to pupils who have special educational needs and/or disabilities by supporting and encouraging them to become independent learners who make similar progress to their peers. For example, a pupil in Year 2 was able to make the right decisions about where to place numbers, by testing them on the teaching assistant. Great fun was had as the pupil pretended not to know the correct answer and 'shocked' the teaching assistant with wrong answers. The school's moderated data and inspection evidence confirm that the school continues to sustain the high standards found at the previous inspection.

Pupils' considerate, exemplary behaviour plays a significant part in helping lessons run smoothly and at a cracking pace. Pupils are quick to follow instructions and are keen to support and share their learning with each other, so that not a moment is wasted. They show an excellent understanding of how to care for their well-being by eating sensibly, taking plenty of exercise and having due regard for their own and others' feelings. They feel safe and well cared for in school and are unanimous in their view that teachers will sort out any problems pupils might have. Pupils make an excellent contribution to their own and the local community, for example through the work of the school council in improving the school environment and through fundraising for charities. The well-trained choir is much in demand for entertaining local residents. By the time they leave, pupils are exceptionally well prepared for the next stage of education. They have been taught how to learn and have the basic skills and confidence to take control of much of their own learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>1</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Excellent teaching is based on teachers' detailed understanding of what pupils need to learn next. Teachers' assessment of pupils' learning and their detailed knowledge of pupils inform the way they plan learning, so that it provides high but attainable challenge for every pupil. Excellent relationships ensure that learning is always brisk as pupils strive to surprise their teachers with how well they can complete tasks. Teachers continually praise pupils during lessons so they know they are on track to meet their targets, which acts as a spur for them to work even harder. Teachers make learning fun, by designing exciting practical tasks that motivate and stimulate pupils' enthusiasm and often seem like games to pupils, who rapidly acquire new skills without realising their brains are working very hard. Support staff are integral to this high-quality teaching. They are well trained, well briefed for each lesson and know they share accountability with the teacher for pupils' progress.

The curriculum is extremely well planned and adapted to meet the needs and interests of pupils. It ensures that pupils quickly acquire basic skills so that they can independently access and enjoy the exciting curriculum. It also makes excellent provision for the development of their personal skills and qualities. Developments at Key Stage 1 allow the curriculum to be tailored to meet individuals' needs. This makes a huge impact on the development of a whole range of skills that prepare pupils exceptionally well for the future. The Open Futures programme, devised in partnership with the Helen Hamlyn Trust, is the springboard for many exciting and purposeful 'hands-on' activities. The activities associated with 'Grow It! Cook It! Film It! Ask It!' give a sharp focus to planning and are quickly becoming embedded because evaluations tell staff these are further enhancing pupils' skills base and enjoyment of learning.

Every adult goes to great lengths to create a warm welcoming environment, so pupils and their families feel welcome and valued. Induction to the Nursery is excellent. Parents and carers are fully involved and supported so that they are confident their children are known as individuals to the staff who care for them. Transition arrangements to junior school are exceptionally well planned and give pupils every support for making the big step to a larger school. Provision for pupils whose

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circumstances make them vulnerable is excellent. Staff have a very thorough knowledge of pupils' needs and are committed to getting the best for them. Links with external partners for specialist advice and support are excellent, ensuring that pupils and their families have the support and care they need. Staff are well trained and very vigilant about pupils' well-being. This is reflected in the well-planned routines that are strictly adhered to, for example when transferring pupils from one site to another at lunchtime.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### How effective are leadership and management?

The headteacher's outstanding leadership successfully harnesses the talents and enthusiasm of a highly committed and innovative staff team. Morale is high because all staff play a role in identifying and leading improvements. They feel valued and are extremely supportive of each other. The headteacher's relentless pursuit of excellence in all areas of the school's work is being realised year on year as staff take the initiative to innovate, evaluate and review provision. The development of teaching is at the forefront of the school's work, with staff sharing good practice and evaluating their own and others' work by rigorously challenging each other over assessments of standards in pupils' work.

Governors give good support and bring a wide range of expertise to the school. They are well trained and ensure that safeguarding procedures are of the highest standard. Safeguarding systems are thorough, efficient, well known to staff and fully implemented. Policies to promote equal opportunity for every child are fully implemented, so that every child has access to provision and the same opportunities for success. Excellent partnerships with parents ensure that they are well informed about and involved in their children's learning. Partnerships with other schools in the Trust, and with external providers, enrich and enhance the work of the school extremely well. The school's impact on the cohesiveness of its own and the local community is good. This, and its commitment to supporting charities and schools further afield, helps pupils understand their responsibilities as citizens of the future.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

Children are eager enthusiastic learners from the youngest age. They make very good and sometimes exceptional progress from their starting points when they enter Nursery. By the time they leave at the end of Reception they are exceptionally well prepared for the next stage of learning, with high levels of attainment in all areas of learning. From broadly expected levels of attainment on entry, children make excellent progress so that all meet the goals for their learning by the end of Reception and a high proportion exceed them. Inspirational teaching, based on thorough knowledge of children's development, motivates children to make rapid progress in reading, writing and number. Clear routines and high expectations by staff support children very well to develop confidence and independence. Children learn to share and take care of each other because of the excellent example set by all adults. Children's excellent behaviour creates a safe and happy environment where they dare to explore and be adventurous in their learning. Learning activities are well designed to stimulate children's curiosity and allow them to pursue their own interests. Excellent teamwork means that information is constantly shared so that children's needs are known to all staff. The Early Years Foundation Stage is extremely well led and managed. There is a constant drive for improvement which is felt at all levels in the setting. Organisation and development of provision are continuously reviewed so that improvement is always on the agenda. The Early Years Foundation Stage leader recognises the opportunity provided by recent changes to access to make full use of outdoor space and enhance provision further.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

There was a high return rate for parents' and carers' questionnaires.

Parents and carers hold very positive views of the school. Those who returned questionnaires were unanimous that their children are happy and safe at school. The vast majority agree that their children are well taught and make good progress and that behaviour is well managed. A very few parents and carers hold negative views of the school, including that behaviour is not well managed.

Inspectors agree with the positive views of parents and carers. They found that pupils are safe and secure and thoroughly enjoy school. They also judged that teaching and pupils' progress are excellent. Behaviour too is excellent and the school has very effective strategies for managing unacceptable behaviour which place the responsibility on the pupil to recognise mistakes and change behaviour. The inspectors found no evidence to suggest that unacceptable behaviour is not managed effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Ossett Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 78 completed questionnaires by the end of the on-site inspection. In total, there are 90 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	85	12	15	0	0	0	0
The school keeps my child safe	66	85	12	15	0	0	0	0
The school informs me about my child's progress	51	65	24	31	1	1	1	1
My child is making enough progress at this school	57	73	19	24	2	3	0	0
The teaching is good at this school	61	78	16	21	0	0	0	0
The school helps me to support my child's learning	55	71	20	26	1	1	1	1
The school helps my child to have a healthy lifestyle	56	72	22	28	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	73	18	23	0	0	0	0
The school meets my child's particular needs	56	72	21	27	1	1	0	0
The school deals effectively with unacceptable behaviour	59	76	14	18	3	4	0	0
The school takes account of my suggestions and concerns	49	63	25	32	0	0	2	3
The school is led and managed effectively	63	81	13	17	1	1	0	0
Overall, I am happy with my child's experience at this school	65	83	12	15	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 July 2010

Dear Pupils

Inspection of South Ossett Infant School, Ossett, WF5 0BE

Thank you all very much for making our recent visit to your school so enjoyable. You looked after us very well and made us feel very welcome. A special thank you for the muffins and the raspberry dessert. They were delicious. Well done for growing such lovely raspberries! We are delighted to tell you that your school remains outstanding, which means it is much better than most schools. Here are the reasons why.

- You make excellent progress in your learning because you enjoy it so much and work very hard. You are extremely well prepared for the future with excellent personal qualities such as independence and caring for others.
- Your behaviour is excellent and helps to make your school a safe and happy place for you to learn and play.
- Your lessons buzz with excitement and activity because your teachers want the very best for you and they want your learning to be fun. They plan a really interesting and varied curriculum, which allows you to find out for yourselves what you want to learn.
- You feel very safe and well cared for in school because the adults look after you exceptionally well. I was delighted to see how well you move 'up the lane' and 'down the lane' at lunchtime, following instructions extremely well.
- Your headteacher, teachers and governors want the very best for you. They are skilled at knowing exactly what to do next, and already have plans in hand to make more space for play and learning outside for the children in the Early Years Foundation Stage. We agree that is what the school should work at improving next.

Finally, a very special thanks to the school choir. Your singing was beautiful. It must have taken a lot of hard work and practice to reach such a high standard. You had the whole school enthralled! That's a bit like putting a spell on people so they can't move, only watch and listen. I didn't see anyone move at all while you sang – they were enjoying it so much. Very well done all of you!

Best wishes to all at South Ossett Infants for a happy holiday. You have all earned it.

Yours sincerely

Mrs Moira Fitzpatrick

Lead inspector

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