

Worsbrough Bank End Primary School

Inspection report

Unique Reference Number	106598
Local authority	Barnsley
Inspection number	377426
Inspection dates	9–10 January 2012
Lead inspector	Sharona Semlali

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Mandy Guest
Headteacher	Nichola Thorpe
Date of previous school inspection	30 September 2008
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Introduction

Inspection team

Sharona Semlali
Jennifer Firth

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 14 parts of lessons taught by seven teachers. Meetings were held with groups of pupils, members of the governing body, staff and a representative from the local authority. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documentation that included information about pupils' progress, policies, information relating to planning and to safeguarding and pupils' work. The inspectors scrutinised 125 parental questionnaires.

Information about the school

Worsbrough Bank End is an average-sized primary school. The proportion of pupils known to be eligible for free school meals and the proportion of pupils with special educational needs are high. Most of those with special needs have behavioural, emotional, social and moderate learning difficulties. There are a few pupils with disabilities. The proportion of pupils from a minority ethnic heritage is average. The government floor targets, which are the minimum expectations for attainment and progress, were met in 2011 but not in 2009 or in 2010. There is a new leadership team that has been appointed since the last inspection. The school runs a daily breakfast club.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school that is at the heart of its community. Following a period of instability, a new leadership team has been appointed and has quickly made significant and rapid improvements to the school.
- Behaviour and safety are outstanding because pupils show high levels of engagement in and out of lessons. They contribute greatly to their own learning. Parents, carers, staff and pupils are highly positive about behaviour and safety.
- Achievement is good as most pupils make good progress from their low starting points. Nevertheless, when they leave at the end of Year 6, attainment is still below average but improving securely and rapidly. Some of the more able pupils do not make the progress they should as they are not consistently challenged in all lessons.
- Teaching is good as teachers use effective strategies to match work accurately to most pupils' individual needs. They successfully promote pupils' independence and confidence.
- Leadership and management are good. This has resulted in improvements since the previous inspection in pupils' achievements, teaching, behaviour and safety. The school has well thought-out, focused plans to continue to make progress.
- The school has accurately identified that further improvements are needed in the provision in the Early Years Foundation Stage and in promoting the more rapid progress and better achievement of the more able pupils.

What does the school need to do to improve further?

- Raise attainment and accelerate progress for the more able pupils to be consistently good or better, by always planning and providing more challenge for them in lessons.
- Enhance the provision in the Early Years Foundation Stage so that it meets the needs of all the children, by providing stimulating learning activities in the outdoor environment that excite and challenge the children's curiosity and challenge their thinking.

Main Report

Achievement of pupils

Overall, pupils make good progress through the school. Although pupils' attainment is below average by Year 6 it is rapidly improving over a sustained period of time. Attainment in reading is significantly below average at the end of Year 2, but improves to below average at the end of Year 6. Pupils are making significant improvements in their overall attainment, and the gap with national averages narrows during their time at school. Parents and carers feel that their children are achieving well and this is an accurate view. Children in the Early Years Foundation Stage make satisfactory progress overall, with their communication, literacy, language and calculations being the weakest areas. Girls outperform boys in most areas at this stage but the gap between them is quickly closing as successful adjustments have been made to the curriculum and to the learning environment.

Pupils show extremely positive attitudes to learning, high levels of enthusiasm and have a hunger for learning. During the inspection, pupils made good progress in lessons because they were provided with well thought-out objectives for learning and were given a wide range of interesting activities. These are linked to the 'mini hook' stimulus that is shared with them at the beginning of the week and which pupils remember. In one of the lessons, the 'mini hook' was a short video clip about the story of Pandora. Staff dressed up and this helped to trigger the pupils' imagination and inquisitiveness. In another lesson, pupils worked highly effectively in small groups to make hedgehog food from real ingredients.

Pupils with special educational needs, those with disabilities and pupils known to be eligible for free school meals, make good progress because they are given effective targeted support. Pupils have ownership of their child-friendly individual educational plans and this adds to their interest and motivation. Although more-able pupils are keen to learn and report that they enjoy lessons, they do not always make sufficient progress because the tasks they are set are insufficiently challenging. The school acknowledges that more challenge is need for these pupils.

Quality of teaching

A key strength of teaching is the way in which each class uses the role play areas to develop and stimulate the pupils' imaginations. One of the classes used the area creatively to make an attractive display featuring a wide range of life-like miniature statues of 'gods' and pupils. This illustrated an impressive range of interesting activities by pupils, including using computers to carry out research and books for references. Pupils with special educational needs and those with disabilities are given well targeted support during lessons. In one class, for example, the work was adapted so that pupils with special educational needs worked practically and learnt to use a number line as another way to add numbers.

Pupils have different opportunities to develop their reading skills. Reading is taught as a discrete subject through daily guided reading and the skills are effectively reinforced throughout the curriculum. Pupils have the opportunity to work in small groups, reading the same books and asking questions of each other. Phonics (linking sounds with letters) is taught well throughout the school using a good variety of teaching strategies. This was seen in a Year 1 class when pupils were highly engaged and interested in their learning. This included getting pupils to make robotic arm movements when they were orally blending the different sounds together. Mathematical skills are taught well both in discrete lessons and across the creative curriculum. For example, small groups of pupils used clay to make small square-based pyramids for their topic work, while others enjoyed making nets for different types of solid shapes. This enabled pupils to better visualise mathematical solids in the environment around them.

The use of assessment data is good. Pupils are taught to understand and choose different types of activities that match their learning needs. Teachers successfully do this by providing them with tasks that have National Curriculum levelled success criteria. However, there are not always sufficiently challenging options for the more able pupils.

Children in the Early Years Foundation Stage are taught how to plant bulbs and this is an example of their developing appreciation of the world around them. It also exemplifies how the teaching of spiritual, moral, social and culture is good throughout the school because it develops their language and stimulates their imagination. Children have fun dressing up and taking part in role play developing their empathetic skills. The outdoor provision, however, is not very stimulating and this limits the scope to provide exciting and challenging activities there.

Parents and carers agree that the school is helping their children to develop their skills in communication, reading, writing and mathematics. This is an accurate picture of the school. Pupils have good opportunities to develop their oral and thinking skills because teachers incorporate this well into their planning. Pupils are given appropriate homework tasks that consolidate their basic skills and complement work in curricular topics

Behaviour and safety of pupils

Significant improvements have been made in behaviour and safety since the previous inspection and, consequently, this aspect is now outstanding. Pupils express confidently how they feel extremely safe and now want to come to school. This is reflected in the rapid improvement in attendance over the last year. Pupils are extremely friendly, courteous and polite to each other and to adults. Incidences of bullying in any form are rare but, if and when it happens, pupils feel that it is swiftly dealt with. All groups of pupils say that they love coming to school. They find learning to be fun and feel very safe.

Parents, carers and pupils are highly positive about behaviour and safety as was shown by their responses to the questionnaires. Behavioural records show that this is the norm over time. Pupils make an exceptional contribution in making the school become a safer and positive learning environment. They show high levels of collaboration in all lessons. This is a strong feature during lessons where pupils learn 'philosophy for children' and when more-able pupils participate in 'reciprocal' reading. There is a strong pupil voice through the executive school council. For example, they made the decision to ban football during playtimes because they strongly felt it would make the playground a safer place. They were instrumental in developing the role play areas in every class to meet the changing interests of the pupils. Pupils show great courtesy and respect in and out of lessons. They often hold doors open for one another and always thank each other.

Leadership and management

High expectations and strong determination and drive from the headteacher have been major reasons for the school's significant and impressive improvements over the past year. The quality of teaching has improved through well targeted training, particularly coaching and mentoring. Senior leaders effectively promote drive and ambition, focusing successfully on raising pupils' achievement and aspirations through providing them with a range of exciting and real-life learning experiences. Improvements include modernising the school building, which was completed during the summer in 2011 and is well used to enhance pupils' experiences. The school acknowledges that there is still more to be done regarding the outdoor provision for the Early Years Foundation Stage. Self-evaluation is rigorous and accurate. All of the above demonstrate that the school has a good capacity to continue to make any necessary future improvements.

The governing body has effectively contributed to the significant improvements in the school. It has a good knowledge of the strengths and areas for development. It has been instrumental in engaging and involving more parents and carers in the school, which means that it is highly regarded within the community. For example, the breakfast club provides a positive experience for pupils and a useful service to parents and carers. Members of the governing body are highly active and visible in the school. The governing body ensures safeguarding procedures are in place, are regularly reviewed and meet statutory requirements. Equality of opportunity lies at the heart of this school. Race relations are good and discrimination is not tolerated in any form. The school has made a concerted effort to narrow the previous gender gap and this is closing quickly.

The curriculum is good. It has three main drivers 'ambition', 'learning' and 'ownership'. Most pupils find it exciting and profess ownership of it; they play a large part in its formation. Effective leadership ensures that overall the curriculum is sufficiently broad and balanced to very appropriately meet the needs of most pupils and to promote their spiritual, moral, social and cultural development well.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the children' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



11 January 2012

Dear Pupils

Inspection of Worsbrough Bank End Primary School, Barnsley, S70 4AZ

I would like to thank you for welcoming us when we inspected your school. We learnt a lot about your school when you gave us a tour and spoke about the areas that you are proud of and the jobs that you do. Thank you to the younger ones for being so sensible when we listened to you read. We enjoyed having discussions with you, particularly on the topic as to whether 'text language' should be used in your jottings.

I am pleased to tell you that you go to a good school. These are some of the good things about your school.

- You know how to behave and keep yourselves safe and you helped a lot in making your playground safer.
- Your attendance has significantly improved over the past year and you enjoy coming to school and arrive on time.
- You work hard and most of you make good progress
- Teachers work hard to make your lessons interesting and exciting.
- You play an active part in helping to decide what you are going to learn and whether it interests you.
- You are getting plenty of opportunities to develop your questioning and thinking skills.
- Those adults in charge of the school have made rapid improvements in how and what you learn.

In order to make your school even better we have asked your headteacher and other leaders to do two main things. The teachers should help those of you who find learning easier than most to make more progress by providing more challenging work. We have asked the Early Years Foundation Stage staff to make a few improvements by making the outdoor learning environment more exciting and stimulating. You can help by letting your adults know if the work is too easy and keep working hard.

Yours sincerely,

Sharona Semlali
Lead inspector

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