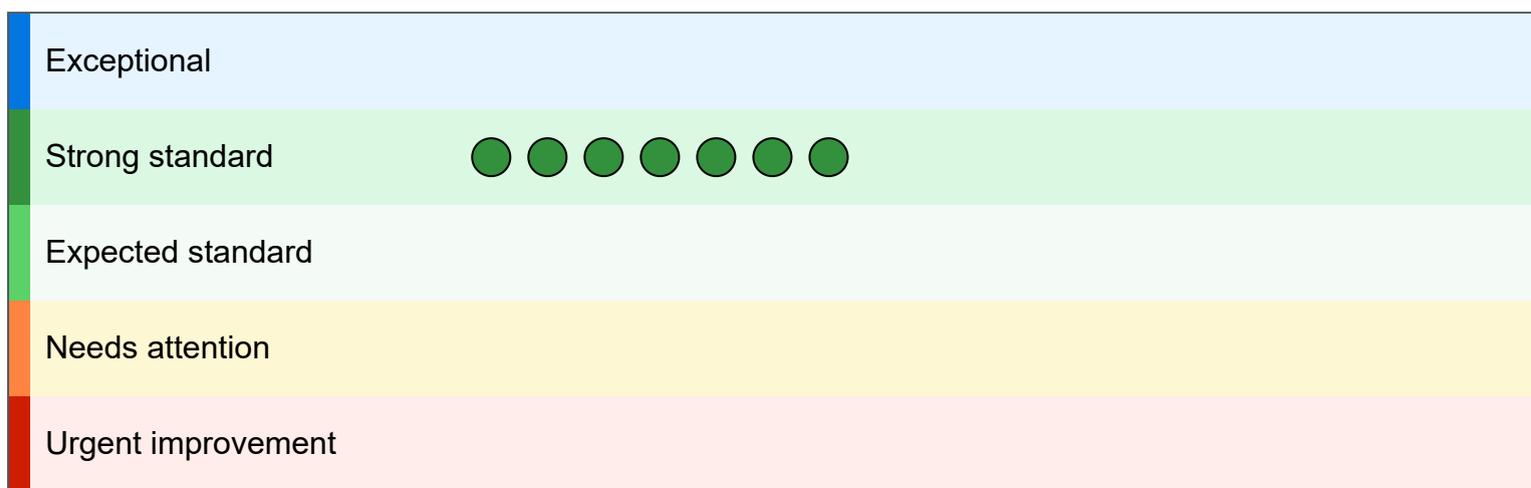


Bank End Primary Academy

Address: Underwood Avenue, Worsbrough Dale, Barnsley, South Yorkshire, S70 4AZ

Unique reference number (URN): 144036

Inspection report: 27 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Over time, pupils, including those who are disadvantaged, achieve consistently well. By the time pupils leave the school, their attainment in reading, writing and mathematics typically sits above the standards achieved by pupils nationally. Pupils in Year 1 also perform well in the phonics screening check, remaining above national averages for 3 consecutive years. This means that pupils have the essential reading knowledge they need for later success.

Pupils produce high-quality work across the curriculum. They retain detailed knowledge and apply skills confidently. Pupils routinely and accurately use subject-specific vocabulary in their writing and explanations. For example, when learning about the Roman Empire, pupils use terms such as delegate, empower and governors. They can explain the meaning of these words and apply them in new contexts, demonstrating their depth of understanding.

Pupils are very well prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Leaders have a clear and detailed understanding of the factors that influence pupils' attendance. They respond promptly to address any barriers as soon as they arise. Staff promote the importance of high attendance consistently. Overall attendance remains close to national figures and continues to improve. The reduction in persistent absence through 2025 and the clear improvement in the attendance of pupils with special educational needs and/or disabilities highlight the effectiveness of leaders' targeted strategies. The school promotes strong attendance through well-planned initiatives, such as weekly parent breakfast sessions and enhanced Friday curriculum opportunities. This has significantly improved attendance for some pupils.

The school has high expectations for pupils' conduct. Pupils respond swiftly, politely and maturely to instructions, such as requesting their lunches. Support staff work effectively with teachers to sustain pupils' focus. This ensures that classrooms are purposeful learning environments. Leaders monitor behaviour carefully and track patterns. When behaviour concerns arise, leaders act decisively and proportionately. The use of suspensions, personalised timetables and referrals to external agencies is appropriate. This ensures that pupils who need help to improve their behaviour receive tailored support. This contributes to sustained improvements in pupils' behaviour over time.

Curriculum and teaching

Strong standard ●

Leaders have a sophisticated and secure understanding of the school's curriculum and the strengths in teaching across subjects. The trust's curriculum is consistently high in quality. It is well sequenced from early years to Year 6. Teachers' strong subject knowledge is evident in their clear explanations, which help pupils build knowledge securely over time.

Teachers identify gaps in pupils' understanding adeptly during lessons. They address them promptly. This ensures that work is precisely pitched and supports pupils to achieve well.

Staff use assessment information astutely to adapt the curriculum and its delivery for all pupils.

Pupils build strong foundations in English and mathematics. They develop their spoken language and use ambitious vocabulary confidently. Phonics teaching is organised with care and precision. Staff model sounds clearly and correct misconceptions sensitively. They give pupils the confidence to have a go and to secure accurate pronunciation. Regular handwriting practice supports pupils to form letters fluently and consistently.

Support for pupils with special educational needs and/or disabilities (SEND) is highly effective in lessons. For example, many pupils benefit from using personalised resources. These support pupils with SEND to participate in lessons with greater confidence. This is implemented consistently well across the school to overcome barriers to achievement.

Early years

Strong standard 

Leaders set a clear and ambitious vision for early years. They use their astute knowledge of the children to make well-judged decisions and adapt the trust's early years curriculum effectively. Staff prioritise oracy and focus sharply on meeting the needs of children with special educational needs and/or disabilities (SEND). Leaders and staff work in partnership with parents and carers.

Adults in the Nursery model vocabulary explicitly and use visual prompts to address high levels of speech, language and communication need. Leaders ensure that well-planned provision, such as the sand and construction areas, supports children with SEND to achieve well. High-quality adult interactions in the early years strengthen children's communication and prepare them successfully for Year 1.

The curriculum secures the essential knowledge that children need for future learning. Staff teach letter formation and phonics securely. Teachers address misconceptions in handwriting promptly. Children begin learning phonics in Nursery. Children who are at the early stages of recognising sounds receive timely extra support. This targeted approach enables them to begin decoding with confidence during early reading activities.

Children settle quickly into routines and sustain concentration in well-designed activities. Staff design these activities thoughtfully to promote purposeful engagement. As a result, children develop a secure and broad understanding across the 7 areas of learning.

Inclusion

Strong standard 

Pupils with special educational needs and/or disabilities (SEND) know that they belong at this school. The school is highly inclusive and educates a higher-than-average proportion of disadvantaged pupils. Clear and efficient processes ensure that any additional needs, including SEND, are identified swiftly and accurately. Leaders make sure staff get the right training so they can support pupils well. Leaders also work closely with external agencies to remove barriers to pupils' learning and wellbeing. For example, leaders arrange timely assessments and specialist advice when pupils need it.

Leaders and staff know pupils' individual needs extremely well. Approaches to tracking and checking pupils' progress are rigorous and used with precision. They lead to purposeful action plans that guide leaders' decisions. For example, leaders gain clear information about pupils' next steps. This enables staff to adjust strategies skilfully when needed. Staff know what support pupils with SEND require day to day and act on these needs consistently. This ensures sustained improvements for pupils.

Leaders use additional funding effectively to support eligible pupils. Their decisions about how funding is allocated are deliberate and firmly rooted in well-analysed data. This enables the school to enhance both outcomes and wider experiences for disadvantaged pupils.

Leadership and governance

Strong standard ●

Governors, trustees and leaders work effectively together so that decisions consistently prioritise pupils' learning and wellbeing. Governors and trustees ensure that the vision, ethos and strategic direction of the school are clearly defined. Leaders show a clear understanding of the school's context and use this insight to set precise priorities. They direct additional funding thoughtfully so that support reaches pupils who will benefit most. As a result, pupils' outcomes, including those who are disadvantaged, continue to improve.

Leaders place a strong emphasis on staff wellbeing. They introduce practical approaches that reduce workload and make staff feel valued.

Leaders make thoughtful efforts to build positive relationships with families. Activities such as weekly parent and carer breakfasts help improve communication and create informal opportunities for parents to speak to staff. Leaders recognise the importance of continuing to strengthen home–school connections.

Leaders offer a coherent, evidence-informed professional learning programme that benefits all staff, including those at the early stage of their career. Key stage teams work closely together to refine and evaluate their practice. The school uses approaches such as coaching to strengthen staff expertise over time.

The skilled local governing board members use their in-depth knowledge and expertise to provide consistent support and challenge to leaders. Governors fulfil their statutory duties with rigour. They ensure that decisions remain in the best interests of all pupils, including those who are disadvantaged or who have special educational needs and/or disabilities.

Personal development and wellbeing

Strong standard ●

The school's personal development programme is extensive. The personal, social, health and education curriculum forms a strong foundation for this programme. Pupils gain an age-appropriate understanding of healthy relationships through the relationships and sex education programme.

The school enhances and secures pupils' knowledge through supplementary awards, challenges and wider opportunities. Leaders closely monitor the impact of the 'Bank End Brilliance Award'. They use this information to ensure that these annual challenges strengthen pupils' personal achievement. The tasks in this award purposefully build

character traits, such as resilience, independence and integrity. Pupils speak with enthusiasm about the Bank End Top 20. These cumulative experiences support pupils' readiness for secondary school. These 2 programmes are carefully tailored to the school's context.

Leaders provide a broad range of opportunities that widen pupils' experiences. They ensure that these opportunities enable pupils to develop their talents and interests. There is a wealth of additional clubs on offer after school. Leaders deliberately select clubs that pupils, including those who are disadvantaged or who have special educational needs and/or disabilities, can access. There are many activities and clubs available during the school day. This approach ensures that all pupils can take part.

Pupils enjoy performing in the school's productions. These experiences increase pupils' confidence and deepen their appreciation of the arts. Pupils can compete in trust competitions such as story or poetry slams. These events nurture pupils' creativity.

The school provides highly effective pastoral support. Staff know pupils well and act quickly when they recognise an emerging pastoral need. Staff use morning check-ins with pupils and quiet lunchtime clubs to discuss emotions and offer timely support.

Pupils' knowledge and understanding of fundamental British values, difference and world religions become more detailed as they move through the school. Pupils make thoughtful links between this knowledge and the school's Bank End values.

What it's like to be a pupil at this school

Pupils at this school are known well by staff, who meet their individual needs with dedication. Pupils begin each day with the school's 'morning routine'. They enjoy taking part in activities such as coordination exercises and breathing techniques that establish a positive environment for learning. Staff support pupils to feel secure emotionally and help them to flourish.

The school aligns with the trust's ethos to ensure that pupils feel part of a 'family'. This starts with the class family, then the school family and widens to the community family. This ensures that every pupil feels a sense of belonging.

Pupils demonstrate high levels of self-discipline. They show respect to each other and to visitors, for example holding doors open or helping younger pupils. Every pupil has a 'job', such as playground helper, pencil sharpener or technology supporter. They thrive on the trust adults place in them to carry out these responsibilities. Pupils enjoy the positive contribution that they make to the life of the school through these roles.

Pupils take pride in their work. They enjoy learning and attend regularly. Pupils apply their detailed knowledge in their written work and in conversation. This contributes to pupils' strong achievement and ensures that they are very well prepared for life beyond the school.

Pupils know what positive behaviour looks like. They understand what bullying is. Pupils know that sometimes bullying happens but they are clear that staff deal with it promptly and

effectively. Pupils trust that staff protect them and keep them safe. Pupils recognise online and offline risks.

Leaders place no barrier or ceiling to what pupils can achieve, both academically and socially. The school has an extensive personal development offer for pupils. This provides experiences, such as visiting universities, that drive pupils to be ambitious, aspirational and resilient.

Next steps

- Leaders should sustain the strong performance across all aspects of the school's work to ensure that all pupils, including those who are disadvantaged, continue to thrive.
-

About this inspection

This school is part of United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sir Jon Coles, and overseen by a board of trustees, chaired by Christian Brodie.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with senior leaders, representatives for the CEO, trustees and local governing board during the inspection. Inspectors spoke to staff, pupils, parents and carers.

The inspectors confirmed the following information about the school:

The principal joined the school in 2022.

The school does not make use of alternative provision.

Principal: Faye Bettison

Lead inspector:

Alison Stephenson, His Majesty's Inspector

Team inspectors:

Natasha Greenough, Ofsted Inspector

Nick Coates, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 27 January 2026

School and pupil context

Total pupils

219

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

231

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

51.78%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.74%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

12.79%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 76% | 61% | Above |
| 2024/25 (revised) | 92% | 62% | Above |
| 2023/24 (final) | 70% | 61% | Above |
| 2022/23 (final) | 69% | 60% | Above |

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 79% | 74% | Close to average |
| 2024/25 (revised) | 92% | 75% | Above |
| 2023/24 (final) | 70% | 74% | Close to average |
| 2022/23 (final) | 76% | 73% | Close to average |

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 79% | 72% | Above |
| 2024/25 (revised) | 92% | 72% | Above |
| 2023/24 (final) | 73% | 72% | Close to average |
| 2022/23 (final) | 72% | 71% | Close to average |

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 81% | 73% | Above |
| 2024/25 (revised) | 96% | 74% | Above |
| 2023/24 (final) | 73% | 73% | Close to average |
| 2022/23 (final) | 76% | 73% | Close to average |

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 71% | 46% | Above |
| 2024/25 (revised) | 92% | 47% | Above |
| 2023/24 (final) | 70% | 46% | Above |
| 2022/23 (final) | 60% | 44% | Above |

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 75% | 62% | Above |
| 2024/25 (revised) | 92% | 63% | Above |
| 2023/24 (final) | 70% | 62% | Close to average |
| 2022/23 (final) | 70% | 60% | Close to average |

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 73% | 59% | Above |
| 2024/25 (revised) | 92% | 59% | Above |
| 2023/24 (final) | 70% | 58% | Close to average |
| 2022/23 (final) | 65% | 58% | Close to average |

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| Latest 3 year average | 75% | 60% | Above |
| 2024/25 (revised) | 92% | 61% | Above |
| 2023/24 (final) | 70% | 59% | Close to average |
| 2022/23 (final) | 70% | 59% | Close to average |

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|--------------------|---|--------------------------------|
| Latest 3 year average | 71% | 68% | 4 pp |
| 2024/25 (revised) | 92% | 69% | 22 pp |
| 2023/24 (final) | 70% | 67% | 3 pp |
| 2022/23 (final) | 60% | 66% | -6 pp |

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|--------------------|---|--------------------------------|
| Latest 3 year average | 75% | 80% | -5 pp |
| 2024/25 (revised) | 92% | 81% | 11 pp |
| 2023/24 (final) | 70% | 80% | -10 pp |
| 2022/23 (final) | 70% | 78% | -8 pp |

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|--------------------|---|--------------------------------|
| Latest 3 year average | 73% | 78% | -5 pp |
| 2024/25 (revised) | 92% | 78% | 13 pp |
| 2023/24 (final) | 70% | 78% | -8 pp |
| 2022/23 (final) | 65% | 77% | -12 pp |

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|--------------------|---|--------------------------------|
| Latest 3 year average | 75% | 80% | -5 pp |
| 2024/25 (revised) | 92% | 81% | 11 pp |
| 2023/24 (final) | 70% | 79% | -9 pp |
| 2022/23 (final) | 70% | 79% | -9 pp |

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year | This school | National average | Compared with national average |
|-------------------------|--------------------|-------------------------|---------------------------------------|
| 2024/25 (2 term) | 5.0% | 5.2% | Close to average |
| 2023/24 (3 term) | 6.1% | 5.5% | Close to average |
| 2022/23 (3 term) | 6.9% | 5.9% | Above |

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 16.9% | 13.3% | Above |
| 2023/24 (3 term) | 18.8% | 14.6% | Above |
| 2022/23 (3 term) | 23.5% | 16.2% | Above |

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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