

# Ward Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	106578
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	355974
<b>Inspection dates</b>	29–30 September 2010
<b>Reporting inspector</b>	John Rutherford HMI

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	328
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Clegg
<b>Headteacher</b>	Mrs Michelle Binns
<b>Date of previous school inspection</b>	24 January 2008
<b>School address</b>	Vernon Road Worsbrough, Worsbrough Barnsley, South Yorkshire S70 5HJ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 16 lessons and saw 13 teachers. They held meetings with school leaders, groups of pupils, three governors and a representative from the local authority. They observed the school's work and looked at samples of pupils' work, information about pupils' progress and a range of management documents. They analysed 55 completed questionnaires from parents and carers.

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

- Teachers' use of assessment to ensure that all groups of pupils are achieving as much as they can.
- The effectiveness of provision in the Early Years Foundation Stage.
- The capacity of school leaders to raise standards.

## Information about the school

Ward Green is larger than most other primary schools. A quarter of the pupils are known to be eligible for a free school meal. A fifth has special educational needs and/or disabilities. Fewer than five % of pupils are from a minority ethnic background or speak English as an additional language. The Early Years Foundation Stage consists of two classes for children aged 3 to 5 years and opened in new accommodation two weeks before the inspection. The school is on two sites and was due to move into a single refurbished building at the beginning of this term. Completion of the building work has been delayed and this has caused disruption to the work of the school. There have been frequent changes in staffing since the last inspection and the school has been without a permanent headteacher for the past year. A new permanent headteacher has been in post for three weeks. One of the two assistant headteachers is currently away from school for an extended period.

**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?**

**3**

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

**3**

## Main findings

Despite considerable disruption, the school provides a satisfactory quality of education. The morale of staff is high and they are all working very hard to provide the best teaching possible for pupils. Contributing significantly to this is the strong leadership of the headteacher, the governing body and two assistant headteachers. The headteacher sets high standards for the school and has put in place clear plans for achieving them. Throughout turbulent times, the assistant headteachers have led by example with their high quality teaching while supporting the introduction of effective systems for evaluating and improving pupils' progress.

The school has kept its focus on raising standards and they have improved over the last two years. Nevertheless, they remain below average. Pupils' progress is improving, although much more rapidly in some classes than others. It ranges from good to outstanding in the upper part of Key Stage 2; it is improving strongly towards good in the final year of Key Stage 1 and in the majority of classes progress is satisfactory.

The peaks and troughs in progress link directly to variations in the quality of teaching. Pupils make rapid progress in those lessons that are stimulating and that keep pupils busy with interesting challenges. Where progress is satisfactory, teachers provide clear explanations, but the pace of learning is slower and more-able pupils are often not stretched enough.

Children in the Early Years Foundation Stage classes make satisfactory progress overall. This is an improvement since the previous inspection when it was judged to be inadequate. Two new teachers have quickly established a welcoming and attractive environment in which children are well cared for. There is not yet sufficient opportunity for children to extend their learning in self-chosen activities or in the outdoor area.

The leadership team's plan to improve the quality of teaching accurately identifies the key weaknesses that need to be tackled. The effective implementation of the plan, however, relies solely on the new headteacher with the support of the one remaining assistant headteacher. Middle leaders are at a very early stage in developing their skills of evaluating and improving teaching across the school. Therefore, leadership and management are satisfactory overall, as is the capacity to sustain the improvements brought about so far.

The school's curriculum and care, guidance and support for pupils are good. These aspects of the school's work are enhanced by a wide range of good partnerships with support services, other schools and local organisations. As a result, pupils enjoy school, their attendance is average and improving, they feel safe and well looked after and they have a good understanding of how to lead a healthy lifestyle. Pupils' good behaviour helps to create a positive atmosphere for learning.

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

- Raise standards in English and mathematics, by:
  - improving consistency in the quality of teaching so that it is good or better in all classes
  - increasing the pace of learning in many lessons
  - planning tasks and providing support so that more-able pupils can work at a much more challenging level
  - establishing a consistent approach to involving pupils in understanding and planning their own learning methods.
- Improve children's outcomes in the Early Years Foundation Stage, by:
  - providing more opportunities for children to learn independently
  - ensuring that independent activities have a clear purpose for promoting children's learning and development
  - ensuring that children can extend all aspects of their learning and development in the outdoor area
  - providing more opportunities for children to develop their speaking and writing skills.
- Increase the capacity of the leadership team to accelerate improvement in standards by, ensuring that more staff have the responsibility and skills for improving aspects of teaching and pupils' progress across the school.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

When children start the school, their skills and knowledge are below those typical for their age. They make satisfactory progress in English and mathematics until they reach the upper part of Key Stage 2, when their progress accelerates strongly. This is a better picture than in previous years, when progress was inadequate in some classes. As a result of this improvement, standards at the end of Key Stage 2 are rising, although they are still below average.

In Key Stage 1 and lower Key Stage 2, some of the more-able pupils are not achieving as much as they can because tasks and guidance are not always well enough planned to stretch them. Pupils with special educational needs and/or disabilities and those who are less-able achieve as well as most other pupils because they are fully included in lessons and receive carefully planned support from their teachers and teaching assistants.

Pupils try hard in their lessons and work well independently. In the classes where they make the best progress, they have a clear understanding of how they learn most effectively and they are involved in planning their own methods of learning. This approach is not yet sufficiently consistent across the school to have a significant positive impact on pupils' progress overall. Pupils cooperate well with each other and they are making good

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progress in learning how they can help people in the wider community. Pupils learn about other cultures with interest and they are making satisfactory progress in understanding how people from different backgrounds can live harmoniously in the same society.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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

## How effective is the provision?

Teaching is mostly satisfactory and a minority ranges from good to outstanding. Where it is most effective, teachers have high expectations and they motivate pupils to learn enthusiastically. Work is very well adapted to meet the needs of all groups. Where teaching is less effective, the pace of learning slows because too few pupils are actively involved in question and answer sessions. Teachers often check whether pupils are making sufficient progress in lessons, but they do not always go on to change the level of challenge where required, particularly for the more-able. Teaching assistants make an effective contribution because they are well prepared for supporting their pupils.

The curriculum is good because it combines different subjects into topics which interest the pupils. The topics provide good opportunities for pupils to extend their literacy and numeracy skills and to develop their understanding of how to stay safe and lead a healthy lifestyle. There is a rich programme of visits to places of interest, giving pupils good first-hand experiences to extend their work in school. The provision for pupils with special educational needs and/or disabilities is carefully planned using detailed information about

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their progress. However, there is not yet a similar systematic approach for providing for the needs of pupils identified as gifted and talented.

The school works effectively with external support services to provide good support for pupils with special educational needs and/or disabilities and for those in vulnerable circumstances. The progress of these pupils is reviewed frequently and their support adjusted as required. The school is at an early stage in developing its work with the families of pupils needing additional support. Pupils know who they can turn to for help if they have any concerns. Teachers work in close partnership with the staff of nearby secondary schools to provide good guidance to pupils before they move up from Year 6 to Year 7.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The leadership team has the full support of the staff in improving the quality of education in a difficult context. Their use of information on pupils' progress to set targets and to evaluate the work of the school has improved considerably since the previous inspection, when it was reported as a weakness. Guidance to teachers is based on frequent monitoring of the quality of teaching and pupils' progress in each class. A clear school improvement plan accurately identifies which aspects of teaching need to be improved in order to achieve suitably ambitious goals for raising standards. This plan is well supported by a training programme that is carefully tailored to the needs of each teacher and is enhanced by partnership with other schools. The impact of these effective management systems is limited by significant recent staffing changes; the recent reduction in the senior leadership team and the fact that middle leadership is at a very early stage of development.

The effectiveness of the governing body has improved considerably in the last two years and is now good. Governors make a significant contribution to development planning based on a detailed understanding of the school's priorities for improvement. Their support with the effective recruitment of staff is a particular strength. Governors are giving additional priority to safeguarding while the building work is going on, for example, they frequently carry out unannounced checks during the working day to ensure that the working environment for pupils and staff is safe. Safeguarding practice is generally good and all procedures meet requirements.

In order to ensure that all pupils have an equal opportunity to achieve well, school leaders identify and provide support for those pupils with additional barriers to learning. This approach is benefitting less-able pupils more than the more-able. The school has started

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to target support towards more-able pupils and this has led to their achievement recently improving in a small number of classes.

Governors and senior leaders have a good understanding of the community within which the school works. The new headteacher has already started consulting parents and carers about how the school will engage with the community, but this work is still at an early stage.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The two recently appointed teachers have quickly established a welcoming environment in their new rooms. Adults are already working well as a team, placing a strong emphasis on children's care and well-being. They have made a good start in building a partnership with parents and carers by providing them with clear information about their children starting school. The children have settled quickly and enjoy being in the setting. They behave well and are quickly developing their skills in sharing toys and taking turns.

The new leader has improved methods for assessing children's progress and staff are using these confidently to build up a detailed picture of what children can do in order to inform future planning. Children are very interested in the activities planned for them and are making satisfactory progress in most aspects of their learning. They are not yet achieving as much as they can in their speaking and writing skills. An emphasis on adult-directed activity means that children do not have enough opportunities to develop independent learning skills. When they can choose activities for themselves, there is not always a clear learning objective.



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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>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The very large majority of parents and carers who returned inspection questionnaires are fully supportive of the school. Where concerns have been raised, these often relate to the recent period of disruption. A significant number feel that the school does not keep them sufficiently well informed about their children's progress and how they can help their children with school work. The new headteacher recognises this and is already working with a group of parents and carers to plan how to improve communication. A number of parents and carers also say that their children are not making enough progress. Inspection findings confirm that, while there is an overall improving trend, there are groups in some classes who are not yet achieving enough.

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

Ofsted invited all the registered parents and carers of pupils registered at Ward Green Primary 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 328 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	64	18	33	1	2	1	2
The school keeps my child safe	15	27	39	71	1	2	0	0
My school informs me about my child's progress	9	16	35	64	10	18	1	2
My child is making enough progress at this school	16	29	28	51	8	15	3	5
The teaching is good at this school	15	27	34	62	3	5	0	0
The school helps me to support my child's learning	11	20	36	65	7	13	0	0
The school helps my child to have a healthy lifestyle	12	22	41	75	2	4	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)	9	16	39	71	6	11	0	0
The school meets my child's particular needs	13	24	36	65	5	9	0	0
The school deals effectively with unacceptable behaviour	8	15	39	71	6	11	0	0
The school takes account of my suggestions and concerns	7	13	39	71	5	9	0	0
The school is led and managed effectively	9	16	36	65	5	9	4	7
Overall, I am happy with my child's experience at this school	12	22	39	71	3	5	1	2

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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring terms 2009/10 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 pupils' 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.**



1 October 2010

Dear Pupils

**Inspection of Ward Green Primary School, Barnsley, S70 5HJ**

I would like to thank you for your cooperation when my colleagues and I came to inspect your school. You were very polite when we asked you questions and you gave us lots of information that helped us to make our judgements.

Your school helps you to make satisfactory progress in your work. The headteacher and staff are working very hard to provide you with the best quality of education possible while all the building work is going on. I'm sure you cannot wait until you are all together in your lovely new building. You are helping your teachers considerably by working hard to achieve your targets and by behaving so well. You learn about many interesting topics and you are well looked after. You have a good understanding of how to keep healthy and you are learning much about how to help other people.

The headteacher, governors and staff are determined to make your education even better for you. We have agreed with them the main areas that they need to improve:

- ensuring that pupils in all classes learn at a brisk pace
- ensuring that children in the Early Years Foundation Stage can choose some of their activities for themselves and spend more time learning outside
- enabling more teachers to work with the headteacher in planning ways to raise standards.

I am sure that you will help your teachers to make the move to the new building as smooth as possible by continuing to work very hard in your lessons.

Yours sincerely,

Mr John Rutherford

Her Majesty's Inspector

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