

# Darfield Upperwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	106600
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	377427
<b>Inspection dates</b>	7–8 November 2011
<b>Reporting inspector</b>	Andrew Clark

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	C Booth
<b>Headteacher</b>	A Budd
<b>Date of previous school inspection</b>	15 November 2006
<b>School address</b>	Dartree Walk Darfield Barnsley S73 9NL
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 18 lessons and parts of lessons led by nine teachers. They held meetings with representatives of the governing body, the staff, parents and carers and groups of pupils. The inspectors observed the school's work and looked at a range of documentation and essential policies including those for safeguarding, the school improvement plan, information about pupils' progress and attainment data. They analysed 101 completed questionnaires from parents and carers, as well as questionnaires completed by staff and Key Stage 2 pupils.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- The progress that the more-able pupils make in their written work.
- Whether pupils are sufficiently self-critical and involved in improving their own work.
- The extent to which leaders and managers use monitoring and evaluation procedures effectively to improve pupils' achievement.

## Information about the school

Darfield Upperwood Primary is an average-size primary school. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is average. The majority of pupils are from White British families. The school has achieved several awards including a Global Dimension Award, Silver Eco Award and Healthy Schools status.

The headteacher and deputy headteacher have been appointed since the previous inspection.

**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?**

**2**

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

**2**

## Main findings

This is a good school. The outstanding clarity of vision of the headteacher, with excellent support from senior and middle leaders, ensures that pupils of all abilities are eager to learn and achieve well. The rich curriculum and excellent care, guidance and support contribute significantly to pupils' exemplary behaviour and outstanding spiritual, moral, social and cultural development. The governing body fulfils its responsibilities well. The thorough and systematic self-evaluation procedures draw effectively on the views of pupils, parents and carers. The school's contribution to community cohesion is outstanding. As a result, the school has developed well since it was previously inspected and has a good capacity for further improvement.

The school is successful in helping pupils of all abilities, including those with special educational needs and/or disabilities, to make good progress overall and reach challenging targets. Pupils' attainment is above average in English and mathematics by the time they leave school in Year 6. Pupils have an outstanding understanding of how to stay safe from harm. They are extremely friendly and considerate towards each other and have an excellent understanding of right and wrong. They are very mature, reflective and aware of the needs of others. Pupils have a good knowledge of how to live a healthy lifestyle and take full advantage of challenging physical activities, such as multi-sports. They make a good contribution to the life of the school and local community through the school and the eco councils.

The quality of teaching is good overall and sometimes outstanding. Relationships are excellent and teachers make lessons exciting through the stimulating use of information and communication technology (ICT), games and puzzles. Lessons are brisk and challenging. Very occasionally, pupils are not given the opportunity to clearly articulate and develop their thoughts about their learning, limiting the opportunity for them to make the very best progress. Teachers make good use of marking to identify areas for improving basic skills in literacy and numeracy lessons, but this is not consistently reinforced through feedback in other subjects. All groups of pupils are engaged by the well-planned and exciting curriculum.

Teachers know their pupils extremely well and track their progress very carefully. Exceptionally robust record keeping contributes to the outstanding procedures for caring for pupils and keeping them safe. The comment, 'A very warm and caring staff. I never have to worry about my child and wouldn't wish him to go to any other primary school.' fairly reflects parents' and carers' positive views.

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

- Improve pupils' ability to speak confidently and cogently about their learning.
- Make full and consistent use of marking and feedback to improve pupils' literacy, numeracy and other skills through all subjects.

## Outcomes for individuals and groups of pupils

2
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Pupils take pride in their work and present it carefully. They read fluently and accurately. Writing is often strong and pupils of all abilities write with imagination and care for a wide range of purposes. They enjoy working independently or with others and make good use of different sources of reference such as thesaurus, dictionaries and ICT. They develop a good vocabulary and use punctuation well. Pupils apply their good calculation skills in science and design technology activities. Very occasionally, levels of pupils' basic literacy and numeracy skills are not quite as high as they could be because errors are not consistently addressed in work in other subjects. Although pupils' involvement in assessing and improving their own work is good overall, they do not always explain their understanding of their own learning clearly. This reduces the development of critical and speaking skills. Overall, however, pupils' learning capabilities are well developed and contribute to their good progress and future well-being.

Children enter the Early Years Foundation Stage with skills that are generally below those typical for their age. Pupils of all abilities make good progress in reading, writing and mathematics through Key Stages 1 and 2. Those with special educational needs and or/disabilities and pupils at risk of failure make good progress because of very well-planned interventions and excellent care, guidance and support. More-able pupils rise to challenging targets based on teachers' sharp use of progress data. This has addressed a slight dip in standards of their written work. This is reflected in positive trends in the results of national tests and a range of assessments. Both boys and girls achieve well because they are fully engaged by the rich curriculum.

Pupils show kindness and consideration towards each other and are very attentive to adults and other children. They take roles as playground leaders and councillors seriously. They have an excellent capacity to consider others' viewpoints and a realistic and deep understanding of many social, moral and religious issues. They express this extremely well through role play and written work, such as composing prayers for assembly. Pupils have an excellent knowledge of how to stay safe and promote the well-being of others. Pupils are competitive and successful in a good range of physical activities. They take on responsibilities for fund-raising for a range of charities.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teachers regularly challenge pupils to solve problems and carry out investigations by carefully targeting their questions. Expectations are high for all abilities and pupils strive hard to meet them. This is particularly evident in the displays of high-quality and imaginative written and other work which enriches many classrooms. The quality of teaching ranges from satisfactory to outstanding and is largely good. Occasionally, teachers do not sufficiently challenge pupils to explain their thinking and understanding of their learning clearly enough to others. The quality of marking and feedback is largely good and sometimes excellent. However, the correction of literacy and numeracy errors is not consistently applied in subjects other than English and mathematics.

Overall, the curriculum is good. A range of interesting topics, including whole-school themes such as 'Transport', make learning practical and meaningful to all groups of pupils. There are increasingly strong links made between subjects, which give pupils good opportunities to apply their literacy, numeracy and ICT skills. First-hand links with children in Ethiopia and projects, such as 'Fair Trade', extend pupils' awareness of those in other circumstances. There is excellent provision for promoting pupils' understanding of environmental and sustainable issues. A good range of extra-curricular activities, sometimes in partnership with other schools or sporting organisations, enrich pupils' personal and physical development. The provision for pupils with special educational needs and/or disabilities is planned well, as are opportunities for those with a gift or a talent. Pupils have good opportunities to learn another language and participate in musical activities such as playing the ukulele. There are very good links with local churches and other schools which contribute to many aspects of pupils' spiritual and moral development.

The school has outstanding systems to support pupils who are potentially vulnerable due to their circumstances. It is marked by very thorough tracking and analysis of pupils' achievement and excellent record keeping. There are extremely well-planned

<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

procedures for ensuring pupils' smooth transition through and beyond school. The success of the excellent procedures to ensure pupils' welfare can be seen in their outstanding behaviour, very positive attitudes and above average attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	2
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	2
<b>The effectiveness of care, guidance and support</b>	1

## How effective are leadership and management?

The headteacher, deputy headteacher and senior leaders have established excellent and far-sighted procedures to monitor and evaluate all aspects of the school's work and rigorously plan for improvement. The headteacher has injected a very strong sense of purpose after a period of change following the last inspection, which reduced the school's effectiveness. Staff morale is very high. The thoroughness and enthusiasm of all staff to share best practice is well embedded in most aspects of its work. Rigorous monitoring of performance and well-planned professional development has led to sharply focused improvements, with only a very few relatively weaker aspects of provision to be resolved. The school is supported by an efficient and increasingly effective governing body working in close partnership with school leaders.

The school has an excellent understanding of its immediate context and is involved in well-established links with contrasting communities in Britain and abroad. The school's commitment to sustainability also contributes to outstanding promotion of community cohesion. The commitment of parents and carers to the life of the school is good. They have every confidence in the management of the school and as a result, give time, energy and resources to its development. They make a good contribution to pupils' learning through their involvement in a wide range of school activities and the use of homework. The school promotes equality of opportunity well. Although, very occasionally progress varies in lessons, there is no overall difference in progress of the different groups of pupils. Both pupils and staff take any necessary steps to avoid any discrimination. There are extremely rigorous systems to vet staff's suitability to work with children, assess risk and ensure health and safety are frequently reviewed. Initiatives, such as the weekly 'safety' assembly, also contribute to the outstanding effectiveness of safeguarding procedures. The school provides effective financial management and ensures that it gives good value for money.

*These are the grades for the leadership and management*

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

## Early Years Foundation Stage

The good teamwork and effective leadership ensure children quickly get off to a good start. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. Children often start school with skills which are below those generally typical for their age. There are good induction systems to support children and to quickly settle them in to the Early Years Foundation Stage. Good links with parents and carers contribute to the smooth start children make. Effective systems are in place to thoroughly monitor progress and to plan well for children’s future needs. Children feel extremely safe and are supported by robust welfare arrangements. The quality of teaching and use of assessment are good. A good balance between adult-led activities and those that children choose for themselves contributes well to all areas of learning. Activities are often exciting and meaningful. For example, children have challenging problem-solving activities for counting and early computation. Early letter recognition and mark-making skills are taught well. However, very occasionally opportunities are missed to reinforce learning in early communication skills and provide further challenge through some of the tasks children choose for themselves, particularly outdoors. This is a priority for development. Children and staff make good use of a wide range of resources for ICT to develop basic skills and learn more about the world around them. As a result of these experiences, children enjoy themselves and are prepared well for their next stage of education.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2



## **Views of parents and carers**

About 40% of parents and carers responded to the questionnaire, which is a higher level of response than usual. Parents and carers are wholly supportive of the school. They particularly commented on the warm, caring ethos and the stimulating learning opportunities. They feel that staff are helpful and approachable and that the school is well led. They feel their children are very well prepared for the next stage of their learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Darfield Upperwood 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 265 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	75	24	24	1	1	0	0
The school keeps my child safe	82	81	19	19	0	0	0	0
The school informs me about my child's progress	70	69	29	29	1	1	0	0
My child is making enough progress at this school	71	70	26	26	2	2	1	1
The teaching is good at this school	76	75	25	25	0	0	0	0
The school helps me to support my child's learning	67	66	31	31	2	2	0	0
The school helps my child to have a healthy lifestyle	65	64	34	34	1	1	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)	50	50	45	45	3	3	1	1
The school meets my child's particular needs	68	67	28	28	4	4	0	0
The school deals effectively with unacceptable behaviour	62	61	34	34	3	3	0	0
The school takes account of my suggestions and concerns	58	57	41	41	1	1	0	0
The school is led and managed effectively	79	78	22	22	0	0	0	0
Overall, I am happy with my child's experience at this school	81	80	18	18	2	2	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 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



9 November 2011

Dear Pupils

### **Inspection of Darfield Upperwood Primary School, Barnsley S73 9NL**

Thank you for the warm welcome you gave the inspectors when we visited your school this week. We really enjoyed talking to you and seeing you in your lessons and at playtimes.

These are some of the things I found out about your school.

- You go to a good school.
- The headteacher, staff and the governing body work exceptionally well together to make your school the best it can be. They make sure the school plays a very important role in the community.
- You make good progress through school and you reach standards which are above average.
- The school takes outstanding care of you and your behaviour is excellent.
- You feel extremely safe at school and take very good care of each other.
- You enjoy your lessons and teachers give you practical and fun things to learn about.
- Occasionally, teachers miss the chance to let you talk clearly and thoughtfully about your learning.
- Marking and feedback in different subjects do not always help you improve your basic skills.

To help your school become even better, I have asked your headteacher and the governing body to improve these last two points.

You can all help by always trying your best, speaking clearly about your work and continuing to enjoy school.

Yours sincerely

Andrew Clark  
Lead inspector

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