

Worsbrough Common Primary School

Inspection report

Unique Reference Number	106576
Local authority	Barnsley
Inspection number	377425
Inspection dates	23–24 November 2011
Reporting inspector	Rosemary Eaton

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	211
Appropriate authority	The governing body
Chair	Peter Doyle
Headteacher	Kate Davies
Date of previous school inspection	20 October 2008
School address	Bruce Avenue Barnsley S70 4EB
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Registered childcare provision	Rising Stars Children's Centre
Number of children on roll in the registered childcare provision	65
Date of last inspection of registered childcare provision	20 October 2008

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 13 lessons taught by 10 teachers and teaching assistants. Meetings were held with groups of pupils, staff and members of the governing body. The inspectors observed the school's work, and looked at a range of documents, including assessments of pupils' progress, samples of their work in English and mathematics, safeguarding policies and records and the school's plans for its future development. The 47 questionnaires returned by parents and carers were read and analysed, as were others from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well the school promotes the inclusion and outcomes of pupils in the specially resourced provision.
- The extent to which teaching meets the needs of the most-able pupils and informs pupils how they can increase their learning.
- The effectiveness of links between the school and registered childcare.
- The extent to which leaders at all levels are involved in evaluating the school's performance and helping it to move forward.

Information about the school

This is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is over twice the national average. Almost all pupils are White British. More pupils than average join or leave the school at times other than the usual. The proportion of pupils with special educational needs and/or disabilities is above average. Since 2009, the school has hosted and managed a specially resourced provision for special educational needs and/or disabilities. It caters for up to 10 pupils in Key Stage 2 who have statements of special educational needs in respect of their communication and interaction difficulties. The school's governing body manages a Children's Centre also, which is inspected separately. The registered childcare managed by the governing body was inspected at the same time as the school and reference is made to it in this report. The school's awards include the Activemark and Healthy Schools status. At the time of the inspection, a number of leaders were performing their roles on a temporary basis owing to staff absences.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Almost every aspect of the school has improved since the previous inspection. For example, because teaching is now outstanding, pupils' progress has accelerated and is also outstanding. The school's performance is analysed with great rigour, providing a highly accurate understanding of its strengths and opportunities for further development. The headteacher's excellent leadership skills and infectious enthusiasm are key factors in the school's success. However, its exceptional capacity to sustain improvement is enhanced further by the way in which staff are ready and able to step up and take on leadership roles, so the pace of improvement does not falter.

Extremely effective care, guidance and support, which include the arrangements for safeguarding, mean that pupils feel safe at all times. The pupils' behaviour is outstanding and their concern for others leads pupils to make a first-rate contribution to the school and to the local and wider community. Because the school works so very effectively to promote cohesion, pupils have friends in other parts of the country and abroad, helping to ensure that their spiritual, moral, social and cultural development is exceptionally good. Providing every pupil with equal opportunities to learn and enjoy their education is second nature to all the adults in school and this aspect of its work is also outstanding. One notable outcome is that the pupils attending the resourced provision participate fully in all aspects of school life and make the same extremely good progress as those in the mainstream of the school.

Contributing to its success are the school's highly effective partnerships with parents and carers and a host of agencies, schools and organisations. Links with parents and carers are maintained in varied and often innovative ways, frequently involving information and communication technology (ICT). As a result, for example, the parents and carers of Year 4 pupils could see their children's delight online during a visit to the National Gallery. The splendid curriculum provides many such memorable experiences for pupils and meets their needs in all respects. It helps to ensure that outcomes are outstanding overall, as is the value for money the school provides.

The school caters for children in the Early Years Foundation Stage, including those in the registered childcare setting, extremely well. The children have enormous fun as they learn within the safe and stimulating environments. There, as in the rest of the school, writing skills are comparatively weaker than others. Improving attainment in writing is a current school priority.

What does the school need to do to improve further?

- Raise attainment in writing, so it is closer to that in reading, by ensuring that:
 - staff encourage pupils to speak in grammatically correct sentences
 - pupils' handwriting is consistently well formed and, in the case of older pupils, joined
 - displays in classrooms and other areas celebrate more examples of good-quality writing about pupils' work in many subjects.

Outcomes for individuals and groups of pupils

1

Pupils' enthusiastic responses during lessons show clearly how much they enjoy learning and relish challenges. They work together very well in pairs and small groups, for example taking part in animated discussions. Pupils use ICT with great confidence and computers are employed throughout the day as pupils of all ages seize opportunities to apply their skills, for example, by researching Viking life. They understand fully what attributes are needed for successful learning and regularly evaluate their own performance.

When they join the Early Years Foundation Stage, children's skills levels are typically well below those expected for their age. From their individual starting points, they make outstanding progress as they move up through the school. Attainment is average by the end of Year 6, with a trend of improvement year on year. Since the last inspection, there has been a significant rise in the proportions of pupils reaching Level 5 in English and mathematics. Attainment in reading is particularly strong. Writing is comparatively weaker. Often, pupils find it hard to express their ideas coherently when speaking, which means that they are not well prepared for writing them down. By the end of Year 6, handwriting is not joined habitually and some younger pupils have difficulty forming their letters correctly.

Pupils with special educational needs and/or disabilities in the mainstream of the school and in the resourced provision make outstanding progress towards very challenging targets. Pupils known to be eligible for free school meals make progress in line with other pupils because the school takes such excellent account of their circumstances.

Pupils from across the school say that they feel so safe because the adults in school help them and sort things out. They have an excellent awareness of issues relating to their personal safety. A current project is enabling pupils to have a meaningful voice about safety in their community. Already, they have conducted interviews, for example, with elderly people and the local Member of Parliament. The resulting film has been shared across the region and is to have a national audience. In school, buddies and playground leaders encourage positive behaviour and physical activity. Pupils in the resourced provision learn to take more responsibility for their own behaviour as they cope with sharing lessons and activities with mainstream pupils.

Attendance is above average and very few pupils are persistently absent. Pupils are increasingly able to be enterprising and manage money in real-life situations, helping to prepare them well for their lives beyond school.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers choose and organise learning resources exceptionally carefully and ICT features in many lessons. Video clips capture pupils' attention and make sure that they all have a common starting point on which to build learning, so none is disadvantaged. Teaching assistants make very strong contributions to lessons and learning, often by working with particular groups and particularly with pupils with special educational needs and/or disabilities. Throughout the school, the most-able pupils are consistently challenged to reach the levels of which they are capable. The very best lessons are characterised by the sense of urgency teachers inject. The teachers use music, timers and short-term goals to galvanise pupils, so every minute of the lesson counts. All teachers ask probing questions that make all pupils think hard. However, the pupils are not always expected to answer in complete sentences. Marking is thorough, encourages pupils, and points out exactly how they can improve.

The curriculum is exciting and very successfully 'hooks' pupils, so they are involved and eager learners. For example, Key Stage 1 pupils were entranced as a pirate in full costume answered their many questions about his way of life and demonstrated how to strike sparks. Enrichment activities are extensive and varied. Visits in the locality and further afield, including residentials, and clubs such as rugby, street dance, gardening and chess extend pupils' horizons and skills and encourage them to make productive use of their leisure time. In the resourced provision, the curriculum mirrors that in the mainstream, but is tailored carefully to meet the pupils' needs, for example, for alternative methods of communication. Displays of pupils' work, particularly in art, are impressive and a great boost to the pupils' self-esteem. There

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

are some, but not enough, examples of writing to show pupils what they should aspire towards when completing written work across the curriculum.

Staff know each pupil’s needs and circumstances extremely well. As a result, any changes in attitudes or performance are picked up swiftly and the necessary support is targeted closely. All staff take responsibility for pupils’ pastoral care. Potentially very vulnerable pupils are supported extensively, with the learning mentor coordinating the school’s response which frequently involves work with parents and carers. Relationships with external agencies are extremely positive and productive and enhance what the school is able to provide. Good behaviour and regular attendance are promoted extensively and consistently and the impact is seen in the improvements made by individuals and in the school as a whole. There are thorough arrangements to help new pupils settle into school and to smooth the path to secondary education.

These are the grades for the quality of provision

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

How effective are leadership and management?

The sense of purpose shared by staff and the quality of teamwork they display are both extremely strong. Everybody follows the headteacher’s example, always on the lookout for an opportunity to improve the provision and pupils’ prospects. Consequently, even those new to their role take the initiative and drive improvement measures. All leaders and staff are involved in monitoring and analysing the school’s performance. The outcomes of the work feed into extremely well-focused plans which are highly successful. For example, reading has improved as a result of approaches such as using the school’s website to enable pupils to recommend books.

The governing body is very supportive and well organised. Its members ask questions to ensure that new developments are having the planned impact on outcomes and they are increasingly influencing the direction taken by the school. The governing body contributes particularly well to the outstanding arrangements for safeguarding. For example, one governor devised a questionnaire for pupils to establish how safe they feel. The school’s extensive policies and practices are monitored closely and kept up to date. The e-safety policy is revised as new developments, such as enhancements to communications with parents and carers, are introduced. Equal opportunities are promoted to excellent effect. As a result, there is little unevenness in the performance of different groups of pupils and no evidence of discrimination. Rather, the reverse is true as the school goes to great lengths to make sure that every pupil can, if they wish, enjoy the same experiences as everyone else. Recognising that the school’s largely White British population reflects the local community, the school places great stress on encouraging cohesion. An excellent example is its link with a school in London that has a very different

population. That is providing both sets of pupils with opportunities to work and play with children from cultures with which they might otherwise have little direct contact. Close liaison between the Children's Centre manager, who leads the childcare provision, and Early Years Foundation Stage leader support the smooth running of both childcare and school settings.

These are the grades for the leadership and management

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

Early Years Foundation Stage

From the start of the Nursery Year, children make outstanding progress, particularly in their personal, social and emotional development. By the end of the Reception Year, the gap between their performance and the national average has been narrowed greatly. Children in the Nursery and Reception classes, including those from the childcare setting, are settled, considerate and increasingly independent learners. They enjoy learning both indoors and outside, choosing to work and play in superb, varied and exciting environments such as the 'mud kitchen', garden area, chalet and garage. Children play extremely well together and learn from each other. For example, one called another over to share images of a tiger he had located using ICT. The children are equally content to follow their own interests, such as the engrossing work of pegging out items on a washing line. Skills such as counting and early reading are taught carefully and thoroughly, taking full account of each child's stage of development. Staff take full advantage of opportunities to reinforce children's learning when they are playing, by stepping in to ask a question, demonstrate how to form letters, or encourage counting.

Outstanding leadership means that links between school and the Children's Centre are excellent. The childcare provision promotes a warm and welcoming environment that complies with the requirements for registration and has a highly positive impact on children's learning and attitudes towards school. Parents' and carers' appreciation of the vital role they play in their children's education is nurtured at this early stage, for example, through invitations to spend time working and playing with their children, or telling staff about their interests. Systems such as those for assessing and recording children's stages of development and progress are common across both childcare and education settings, enabling a smooth transfer of information.

That is enhanced by the shared arrangements for teaching the nursery-aged children, which are characterised by highly effective collaboration and teamwork. All babies and children have a key worker who retains an overview of their development and care. Children whose circumstances may make them vulnerable are identified quickly and the support of relevant agencies sought at once.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

All the parents and carers responding to the questionnaire were happy with the school. Several wrote to express their appreciation and used words such as 'fantastic', 'excellent' and 'amazing' to describe it. Parents' and carers' very positive views are reflected in the inspection findings. A very few parents and carers raised issues about aspects of their experience of the school, which the inspectors considered carefully when making their judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Worsbrough Common 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	74	12	26	0	0	0	0
The school keeps my child safe	32	68	15	32	0	0	0	0
The school informs me about my child's progress	29	62	18	38	0	0	0	0
My child is making enough progress at this school	26	55	19	40	2	4	0	0
The teaching is good at this school	32	68	15	32	0	0	0	0
The school helps me to support my child's learning	30	64	17	36	0	0	0	0
The school helps my child to have a healthy lifestyle	33	70	14	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	55	20	43	0	0	0	0
The school meets my child's particular needs	28	60	16	34	3	6	0	0
The school deals effectively with unacceptable behaviour	30	64	15	32	1	2	0	0
The school takes account of my suggestions and concerns	23	49	23	49	1	2	0	0
The school is led and managed effectively	31	66	16	34	0	0	0	0
Overall, I am happy with my child's experience at this school	33	70	14	30	0	0	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.

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.



25 November 2011

Dear Pupils

Inspection of Worsbrough Common Primary School, Barnsley, S70 4EB

Thank you for being so friendly and helpful when we inspected your school. We enjoyed our short time with you very much and have some lovely memories, such as meeting a pirate! Special thanks go to the pupils who met with us to share their views about the school. We judge that Worsbrough Common is an outstanding school and we know that you agree with us. These are some of the things that impressed us most.

- You feel very safe in school and know how to stay safe when you are out and about or using the internet.
- The school takes excellent care of you.
- You behave extremely well and you are always ready to help others, in school or in the community.
- You make outstanding progress because teaching is first-rate at your school.
- The school provides you all with an excellent range of exciting activities and experiences, during lessons, on visits and through clubs.
- The babies and children in the Early Years Foundation Stage get off to a great start.
- Leaders of the school do an outstanding job. They have made sure that the school has improved a lot since it was last inspected and they are determined to make sure that it continues to improve.

Most of you do better in reading and mathematics than in writing. We have asked the school to help you to improve your writing. You can help by:

- trying to speak in sentences when you answer questions so you practise organising your ideas
- making sure that your handwriting is as neat as possible and joining your letters if you can.

We send each one of you our best wishes for the future.

Yours sincerely
Rosemary Eaton
Lead inspector (on behalf of the inspection team)

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