

# High View Primary Learning Centre

Inspection report

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|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 134686          |
| <b>Local authority</b>         | Barnsley        |
| <b>Inspection number</b>       | 395634          |
| <b>Inspection dates</b>        | 18–19 June 2012 |
| <b>Lead inspector</b>          | Bernard Jones   |

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>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 466   |
| <b>Appropriate authority</b>               | The governing body                                |
| <b>Chair</b>                               | William Ward                                      |
| <b>Headteacher</b>                         | Geraldine Foster-Wilson                           |
| <b>Date of previous school inspection</b>  | 16 May 2007                                       |
| <b>School address</b>                      | Newsome Avenue<br>Wombwell<br>Barnsley<br>S73 8QS |
| <b>Telephone number</b>                    | 01226 273220                                      |
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| <b>Email address</b>                       | highviewadmin@barnsley.org                        |

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## Introduction

### Inspection team

Bernard Jones  
Bobbi Mothersdale  
James McGrath

Additional Inspector  
Additional Inspector  
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 24 lessons involving 15 teachers and listened to a group of pupils reading. Meetings were held with pupils and staff, parents and carers, members of the governing body and a local authority adviser for the school. Inspectors observed the school's work and looked at documentation provided by the school, which included pupils' work, teachers' planning, assessments of pupils' progress and information about safeguarding and child protection. Questionnaire returns from staff and pupils were analysed along with 162 returns from the questionnaires sent out to parents and carers.

## Information about the school

High View Primary Learning Centre is a larger than average size primary school. The percentage of pupils from minority ethnic groups or who speak English as an additional language is very small. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils who are supported by School Action Plus or have a statement of special educational needs is broadly average. The school meets the floor standards which set the government's minimum expectations for attainment and progress.

The school has achieved the National Quality Mark, Healthy School status, the Arts Council Gold Award and the International School Award. There is a 'Cheeky Monkeys' breakfast-club on site organised by a local private company, which is inspected separately and the report is available on the Ofsted website.

**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

|                                       |          |
|---------------------------------------|----------|
| <b>Overall Effectiveness</b>          | <b>1</b> |
| <b>Achievement of pupils</b>          | <b>1</b> |
| <b>Quality of teaching</b>            | <b>1</b> |
| <b>Behaviour and safety of pupils</b> | <b>1</b> |
| <b>Leadership and management</b>      | <b>1</b> |

## Key Findings

- High View is an outstanding school. Its many strengths are harnessed very effectively by the inspiring headteacher. School leaders at every level collectively ensure that the clear vision for the school, centred on driving up standards through a relentless pursuit of excellence, is kept at the heart of all school activities.
- Children in the Early Years Foundation Stage enter with skills and knowledge that are well below those expected for their age. By the time they join Year 1, they are much closer to expected levels owing to the excellent provision. Pupils make outstanding progress through Key Stages 1 and 2 so that attainment in English and mathematics is significantly above average by the end of Year 6. However, attainment is lower in writing than in reading and mathematics, particularly among boys. The overwhelming majority of parents and carers appreciate the high level of provision their children receive.
- Pupils' behaviour is excellent and pupils make a very strong contribution in classes through their positive attitudes and willingness to take responsibility for their own learning. Pupils feel safe. On the rare occasion when bullying does occur, it is dealt with quickly and efficiently. Attendance has improved rapidly and securely and is now above average.
- Teaching is outstanding overall. The school has a comprehensive range of data on pupils' attainment levels and the progress they make. This is used very effectively to plan lessons to challenge pupils of all abilities and to check regularly that all pupils are achieving the best they can.
- All teachers with management responsibilities and the very active governing body make significant contributions to self-evaluation. This ensures that the school is in a strong position to maintain further improvement. The leadership of teaching and the management of performance are well-planned and effective.

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

- Improve the progress pupils make in writing, particularly that of boys, to bring attainment to the same level as that in reading and mathematics by:
  - ensuring that teachers plan more formally to improve speaking and listening skills and use these as a foundation to promote writing
  - using information and communication technology (ICT) in more exciting ways to capture pupils' interest in writing
  - capitalising on the positive relationships the school has with its parents and carers to engage them further in helping pupils to write in the home setting.

## Main Report

### Achievement of pupils

Almost all parents and carers who responded to the questionnaire agreed that their children make good progress. Inspectors found that pupils achieve exceptionally well throughout the school. Almost invariably, teaching engages pupils and their responses are enthusiastic. In a Year 6 mathematics lesson, for example, the teacher fired questions using the language of mathematics and demanding the same in pupils' answers as they explored how to solve problems. They quickly and enthusiastically shared their answers with partners, exploring the number of stages used to find answers, happily discussing 'multiples' and 'products'. Behaviour was excellent and the reinforcing of mathematical concepts ensured outstanding progress.

The manner in which staff in the Nursery and Reception classes use accurate assessment to identify children's needs, and then ensure good-quality learning experiences across a wide range of activities to meet those needs, ensures the excellent progress made by children in the Early Years Foundation Stage. Pupils' achievement in Key Stages 1 and 2 is also excellent overall. Attainment in reading is above average at the end of Year 2 and significantly above average by the end of Year 6, reflecting the outstanding teaching throughout the school of letters and the sounds they make. Overall, attainment is significantly above average by the time pupils leave Year 6.

The school is very successful in identifying and closing gaps in the attainment of different groups of pupils when compared to others in school and pupils nationally. The excellent use of data about pupils' progress and attainment is scrutinised regularly and rigorously to ensure that all achieve the best of which they are capable. Pupils known to be eligible for free school meals have made significant gains so that they attain in line with their peers. Similarly, disabled pupils and those who have special educational needs make excellent progress because of effectively targeted support. Teachers and their assistants organise well-managed interventions that make a positive impact on the attainment and achievement of these pupils, and those pupils who speak English as an additional language.

### Quality of teaching

Teachers' expectations are set consistently high regarding pupils' behaviour and the quality of work they produce. Pupils respond well to these high standards and classrooms are typically characterised by pupils working effectively, whether independently or with adults.

Their very positive attitudes are significant factors in the outstanding learning that takes place in most classrooms. For example, imaginative use of 'talking partners' is eagerly seized upon by pupils. In a Year 5 lesson, pupils learned how to use persuasive language, relishing the opportunity to collaborate as they tried out their ideas with a partner. In this way, they extended their vocabulary and enjoyed the process of sharing their efforts.

Teachers use information about pupils' progress very effectively to ensure that the materials produced to help learning are challenging and are at a level appropriate to different pupils' needs. In lessons, little time is lost to routines, because teachers' class management skills are of a high order and because they share excellent relationships with their pupils, who are always keen to co-operate. Teachers' depth of subject knowledge and their understanding of how pupils learn ensure clear direction to lessons. Learning targets are used appropriately to help pupils stay on track and most know their own targets and can identify the longer-term progress they are making. Teachers' use of questioning is very productive. It is used well to assess pupils' understanding and to reinforce points where any initial confusion needs to be cleared up. Teachers ensure that all are involved and there are no hiding places. However, there are not sufficient planned opportunities for pupils to improve their speaking and listening skills in order to give a stronger foundation for the development of their writing skills. Effective use is made of ICT by teachers to engage pupils, capitalising on their interest in new technology. However, pupils are not given enough opportunities to use ICT themselves in their own writing activities. Classroom assistants play a valuable role in supporting teachers in the classroom. They are also fully involved in planning and evaluating the very successful interventions used to ensure that disabled pupils and those with special educational needs and other potentially vulnerable pupils make the progress they should.

Teachers ensure that classroom and corridor displays are of the highest order. They enhance the environment, celebrate pupils' work and are used very effectively to extend learning. Good attention is paid to pupils' personal and wider education, underpinned by teaching values that make an impact on pupils' personal development, which is excellent. This is supported through the outstanding curriculum and through visitors to the school and visits out of school. The school works very productively with a range of partners.

### **Behaviour and safety of pupils**

Almost all parents and carers who responded to the questionnaire and those who met with inspectors thought that behaviour was good that their children were kept very safe. Inspectors judged both behaviour and safety to be outstanding. Pupils feel secure in school and at no point during the inspection was learning directly interrupted by inappropriate behaviour in classrooms. More characteristically, inspectors found that pupils' excellent behaviour was a positive force. In class, pupils' well-developed independent learning skills ensure that they work well on their own or in groups and can be relied upon to maintain their efforts while the teacher helps other pupils. They show politeness, consideration for others, and are keen to make a contribution to school, whether acting as 'counsellors' on the playground or helping on the school council. Pupils have a very good understanding and awareness of different forms of bullying. During the inspection, all groups of pupils said that they felt safe in the school and bullying was not an issue. Pupils play well together in break times. This typifies the harmonious relationships between pupils as reflected in the school's records of behaviour, which show that no exclusions, either permanent or fixed-term have taken place in recent years. Pupils are taught well how to adopt safe practices on the Internet. This is part of the excellent curriculum that successfully sets out to ensure that

pupils can identify areas and situations where there is potential for danger to their well-being and where they may encounter unsafe situations.

## **Leadership and management**

The headteacher and senior staff are very successful in giving a clear vision for the school's development based on raising attainment, improving pupils' achievement and attaining excellence in all aspects of its work. All staff are involved in some aspect of the management of the school and their leadership roles and responsibilities are clear and readily accepted. Leadership at all levels is excellent. This is an ambitious school where morale is high and staff and pupils share a common purpose to achieve at the highest level. The school has built strong relationships with its parents and carers and they share the school's ambitions. The school does not capitalise sufficiently on this relationship in order to involve parents and carers more closely to help pupils undertake writing at home. The day-to-day organisation of the school is managed very effectively. The school's own evaluation of its status is accurate. It has correctly identified areas of weakness and is rigorous in tackling areas of any underperformance. For example, the school has already noted the weakness in boys' writing and has put in place interventions to tackle the issue. Thorough procedures for monitoring learners' progress and teachers' effectiveness ensure a sharp focus on improvement and a culture of accountability.

Whole-school planning is excellent, with emphasis on appropriate priorities to drive improvement. This reflects the school's excellent capacity to sustain improvement. There have been significant improvements in the quality of teaching and learning, reflected in the outstanding achievement of pupils. The broad and balanced curriculum is excellent and meets all statutory requirements. As well as stimulating pupils to enjoy their learning, it has a profound impact on their spiritual, moral, social and cultural development. School leaders, in conjunction with the governing body, promote equality of opportunity very well and ensure that no form of discrimination is tolerated. As well as being very supportive, the governing body challenges vigorously and appropriately. It ensures, through direct school links, that it knows the strengths and weaknesses of the school and is in a very strong position to hold the school to account for the quality of education provided. Procedures for safeguarding are effective and meet all statutory requirements.

## 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      | 54  | 42   | 2            | 2          |
| Primary schools      | 14  | 49   | 32           | 6          |
| Secondary schools    | 20  | 39   | 34           | 7          |
| Special schools      | 33  | 45   | 20           | 3          |
| Pupil referral units | 9   | 55   | 28           | 8          |
| All schools          | 16  | 47   | 31           | 6          |

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

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

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

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

## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning and development taking account of their attainment.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Attendance                 | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.   |
| Behaviour                  | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.   |
| Capacity to improve:       | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.                    |
| Floor standards            | the national minimum expectation of attainment and progression measures   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.                            |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.  |
| Overall effectiveness:     | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.  |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety                     | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.             |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 June 2012

Dear Pupils

**Inspection of High View Primary Learning Centre, Barnsley, S73 8QS**

Thank you for your friendly and warm welcome when my colleagues and I inspected your school recently. Please thank your parents and carers for their questionnaire returns and for taking the time to talk to us. We found High View Primary Learning Centre to be an outstanding school. We thoroughly enjoyed watching and listening to you in your lessons, reading your work and talking to you. It was a real pleasure to hear your singing in Assembly. The care your teachers give you and your levels of achievement mean that you make excellent progress in developing into mature young people, ready for the next stage in your education.

The teaching you receive is excellent. This means you make outstanding progress through the school from when you started in the Nursery class. You were very positive in your questionnaire responses about your teachers, how much you learn and how you feel that the school helps you to do well. You were also positive about how you feel safe. Most of you felt that behaviour is good and we confirmed this; in fact we found it to be excellent. To make things even better, we have asked your headteacher and teachers to help you make the same outstanding progress in writing as you do in reading and mathematics, particularly the boys. To do this you need to practise your writing at home more than you do and improve your speaking and listening skills so that you can draw on these to help with your written work. We also feel that you could use ICT more to help you become more interested in writing.

I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely,

Bernard Jones  
Lead Inspector

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