

Dearne Goldthorpe Primary School

Barnsley Road, Goldthorpe, Rotherham, South Yorkshire, S63 9NG

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- From their starting points, almost all pupils make good progress throughout the school and achieve well in reading, writing and mathematics.
- Children's learning gets off to a very good start in the Early Years Foundation Stage.
- By the end of Year 6, the standards attained by pupils in reading, writing and mathematics are average and improving. This is because the quality of teaching is improving.
- Pupils are extremely polite and well-mannered to each other and to adults.
- The behaviour of pupils and their attitudes to learning are good.
- This is a very inclusive school where every pupil is valued equally.
- Pupils say they feel very safe in school and are cared for exceptionally well.
- The curriculum offers a good and interesting range of subjects and topics that ensure pupils enjoy school. Pupils' spiritual, moral, social and cultural development is promoted well.
- The headteacher provides excellent leadership and direction that is moving the school forward quickly.
- Senior leaders and the governing body have a clear view of how successful the school can be and what needs to be done to improve it further. They demonstrate a clear commitment to raise standards and have already been successful in improving teaching and raising pupil achievement.

It is not yet an outstanding school because

- Pupils' progress as they learn is not always checked well enough to ensure that the work set is hard enough and enables them to learn quickly.
- The marking of pupils' work does not always clearly inform them what they need to do to improve and is not always used to help them learn well.

Information about this inspection

- The inspectors observed teaching in 14 part-lessons. Four lessons were observed jointly with senior leaders.
- Inspectors also visited several classrooms to look closely at the work in pupils' books.
- Inspectors reviewed a wide range of documentation including minutes of meetings of the governing body, the school's analysis of how well it is doing and its improvement plan, documents relating to attendance, behaviour and safeguarding and the school's data on pupils' progress.
- Inspectors talked with pupils and listened to some pupils reading.
- Meetings were held with staff, three members of the governing body and a representative of the local authority.
- There were not enough responses to the online questionnaire (Parent View) for results to be published. However, inspectors took account of the 26 responses to a parental survey carried out by the school in November 2013. Informal conversations were held with some parents at the end of the school day.
- The inspectors took account of the 20 responses to the staff questionnaire provided by Ofsted.

Inspection team

Alan Parkinson, Lead inspector

Additional Inspector

David Halford

Additional Inspector

Steve Rigby

Additional Inspector

Full report

Information about this school

- Dearne Goldthorpe Primary School is larger than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium is well above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is similar to the national average. The proportion of those supported through school action plus or with a statement of special educational needs is slightly above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The proportion of pupils that leave or join the school at times other than at the usual starting and leaving points is higher than that seen nationally.
- The school's senior leadership team has recently been newly formed, including the appointment of the headteacher and two assistant headteachers.
- In 2013, the school achieved the Leading Parent Partnership award and has recently achieved the Eco-Schools Silver award.

What does the school need to do to improve further?

- Improve the quality of teaching to raise pupils' achievement further by ensuring that:
 - work set always provides pupils with an appropriate level of challenge so that they make as much progress as possible
 - the marking of pupils' work is always used to help them to further improve their work.

Inspection judgements

The achievement of pupils is good

- Standards are rising across all year groups as pupils make better progress in reading, writing and mathematics. Pupils leave school at the end of Year 6 well prepared for the next stage of their education.
- The well-above average number of pupils coming into the school across all year groups and classes other than at the normal September joining time, makes it challenging for the school to gain a clear overall view of the progress of pupils.
- The vast majority of children join the Nursery class with skills and abilities that are below those expected for their age. Some children's skills and abilities are well below those expected, particularly in personal, social and emotional development and in speaking and listening. The very good teaching throughout the Early Years Foundation Stage enables children to learn well. The very large majority of children make rapid progress across all areas of learning.
- At Key Stage 1, there is an improving trend in pupils' attainment in reading, writing and mathematics. Current school data shows that by the end of Year 2, attainment in reading, writing and mathematics is broadly average indicating that pupils make good progress from low starting points.
- By the end of Year 6 in 2013, the proportions of pupils making the progress expected of them from their very low starting points, was similar to the national average in reading and mathematics and above average in writing. The proportions making more than the progress expected of them was below average in all subjects, particularly in mathematics. The proportion of pupils achieving the higher level in mathematics and reading fell. This was, in part, due to the large number of newcomers and the high proportion of pupils with additional educational needs.
- The 2014 unvalidated results indicate that the proportions of pupils making the progress expected of them and the proportions making more than the progress expected of them is above average in reading, writing and mathematics. The proportion of pupils reaching higher levels in reading, writing and mathematics has also increased.
- The small number of most able pupils make good progress and achieve standards that were above the national average in mathematics, reading and writing by the end of Year 6. They make more progress than expected when compared to other pupils in mathematics and writing and a similar rate of progress to other pupils in reading.
- The whole-school reading programme is very effective and is helping to develop pupils' literacy skills well. In 2013, the proportion of pupils reaching the expected standard in the Year 1 screening check in phonics (linking letters to the sounds that they make) was above average. Pupils make good use of their skills in phonics to help them read difficult words. Pupils say they enjoy reading and read regularly. This is helping to support pupils' learning across a range of subjects and topics.
- In 2013, Year 6 pupils receiving support through pupil premium, including those eligible for free school meals, were approximately 16 months behind other pupils in mathematics and writing and 22 months behind in reading. By the end of Year 6, in 2014, data indicates that those pupils receiving additional support are nine months behind in mathematics and 12 months behind in reading and writing. This shows that the gaps in performance are closing because of the effective use of the funds to provide additional support.
- Disabled pupils and those with special educational needs receive very effective support that enables them to make good progress. This is because they receive very effective targeted support from their class teachers and teaching assistants that is helping to develop their speaking, reading, writing and numeracy skills well. This supports the school's aims of providing equal opportunities for learning and success for all pupils.

The quality of teaching is good

- Pupils say they enjoy their lessons and learn well. The vast majority of parents believe that the quality of teaching is good and inspectors agree with this view.
- The provision for children in the Early Years Foundation Stage is outstanding. The very good teaching ensures that children make rapid progress. This is because the wide range of resources and equipment available provides children with numerous opportunities to express their creative and imaginative ideas well and develop their learning through play.
- Pupils learn well when teachers' questioning challenges them and checks their understanding of the work they are doing. They learn well, for example, when given opportunities to work together, to share and develop ideas. For example, during an English activity, pupils worked in pairs to research information from the internet about the World Cup final so they could write an article for a magazine.
- Evidence from observations and work in pupils' books, indicates that the work set for some groups of pupils, whatever their ability, is sometimes too easy and does not always provide an appropriate level of challenge for them to make rapid progress. Pupils' work is not always checked and tasks adjusted quickly enough to ensure pupils make as much progress as possible.
- Pupils' work is marked regularly and praise is used effectively to encourage pupils. However, marking does not always provide pupils with clear and specific written comments on what they need to do to improve. When comments do tell pupils what they need to do to improve, pupils do not always act quickly enough on this guidance. This means that chances to take learning even further forward are missed, particularly in mathematics.
- Teaching assistants are used well and make a significant contribution to pupils' learning, particularly for lower-ability pupils, disabled pupils and those who have special educational needs, and those identified as requiring additional support including those supported through the pupil premium. They help pupils to learn, develop skills and achieve as well as all other pupils.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are extremely polite and well-mannered and are welcoming to visitors. The relationships amongst pupils and between pupils and adults are very good. This promotes good attitudes to learning.
- Pupils are fully aware of the different forms of bullying. They report that bullying is rare and any instances are quickly resolved. Pupils feel confident to talk to an adult if they have any concerns.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe because they are well cared for by teachers and other adults. They understand how to keep themselves safe. For example, pupils learn about internet safety and healthy eating.
- The school provides opportunities for pupils to develop as responsible individuals. For example, as the school council, eco-council or by helping younger pupils with activities at playtime. Some Year 6 pupils gave a presentation of their opinions for the new school building to a group of governors and contractors. Pupils also work hard to help others by raising money for charities, such as Children in Need, the Salvation Army and the Early Bird Centre for Autism.
- Playtimes are lively but friendly. Pupils behave sensibly and safely in the playground at breaks and are well supervised by staff. A wide range of playground equipment is available for pupils to use and the staff on duty outside are fully involved in participating in games with the pupils. This helps to promote the very good relationships and helps develop pupils' social skills well.
- The responses to the school's parental survey are very positive. The vast majority of those responding agree that pupils behave well in school, are well cared for and feel safe at school.
- Attendance is in line with the national average. The school's work to reduce the number of persistent absences and improve attendance has been effective.

The leadership and management are outstanding

- The headteacher, senior leaders and governing body know the school well. They have accurately identified the school's strengths and areas for improvement. They demonstrate a passion and commitment to improve what is provided for pupils and raise standards further. There is a strong focus on improving teaching and learning and this has resulted in the upward trend in attainment and achievement.
- The headteacher provides excellent leadership and has had a significant impact on raising standards, the quality of teaching and pupil achievement. The introduction of new lunchtime arrangements with 'family dining' has had a significant impact on improving pupil behaviour, develops pupils' social skills well, and provides additional time for pupils to take part in a range of lunchtime activities.
- Subject leaders make an effective contribution to the school's overall improvement and performance by checking and improving the provision, teaching and pupils' progress in their subject areas.
- The school's systems for checking pupils' progress are robust. Pupils at risk of falling behind in their learning or who display any cause for concern are quickly identified and appropriate support is provided. The school's support for pupils whose circumstances make them potentially more vulnerable is very effective. This shows the school's commitment to offering equal opportunity for all its pupils.
- Teaching has improved since the previous inspection. Regular observations of lessons carried out by the senior leaders provide teachers with accurate feedback on their performance. This information is used well when providing training opportunities for staff and to advise the governing body about teachers' pay awards. Training has been particularly effective in improving teaching skills in guided reading.
- The curriculum provides pupils with an interesting range of subjects and topics that ensures that they enjoy school. For example, a trip to Cusworth Hall to help pupils learn about the Tudors and growing their own vegetables, that are then picked and used in the school kitchen. This contributes very effectively to their spiritual, moral, social and cultural development and prepares them well for the next stage of their education.
- The school has strengthened its partnership with parents through activities such as 'Parents Week' where parents have worked alongside their children in the classroom. The school also holds regular 'Parent Power Workshops' where parents can find out how they can support their children with their learning.
- The school has made good use of the new primary sport funding to provide additional sporting activities at lunch-time and after-school. More pupils now take part in physical activities and are developing new skills, for example, in football, street dance and basketball. This is helping to develop healthy lifestyles and physical well-being for the pupils.
- The school has benefited from the local authority's effective and valuable advice, support and challenge, to improve the quality of teaching and learning. The local authority now only provides 'light touch' support for this good school.
- **The governance of the school:**
 - The governing body is well informed about the school's performance and the quality of teaching. They receive information from the headteacher and from their own regular visits to the school to observe lessons, speak to parents, staff and pupils about the work of the school and pupils' learning. As a result the governing body knows the strengths of the school well and has a clear understanding of the areas for further improvement. This information enables governors to provide support and challenge to school leaders. They demonstrate a firm commitment to ensure that the quality of teaching improves and standards are raised further. They ensure that performance-management procedures are used to set appropriate and challenging targets for staff and have implemented a clearly defined link between the quality of work that staff do and the arrangements for pay progression. The governing body has a good understanding of the school's finances and the allocation of additional funding, such as that received through the pupil premium. This includes the allocation of funding to provide

additional individual or small group support for pupils who are at risk of underachieving in their reading and numeracy development. They ensure that safeguarding procedures and policies meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106580
Local authority	Barnsley
Inspection number	425732

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	282
Appropriate authority	The governing body
Chair	Marilyn Gittner
Headteacher	Sarah Fields
Date of previous school inspection	10 November 2010
Telephone number	01709 892044
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