

# Wombwell Park Street Primary School

Park Street, Wombwell, Barnsley, South Yorkshire, S73 0HS

**Inspection dates** 19–20 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The inspirational leadership of the executive headteacher, coupled with highly skilled management of other leaders, has brought about significant improvements in teaching and pupils' behaviour. As a result, pupils are making increasingly rapid progress.
- Leaders, managers and governors at all levels focus strongly on ensuring that their actions always improve pupils' achievement. Leaders have an exceptionally accurate view of the school's strengths and areas for development and provide high quality training and support for all staff.
- Pupils' conduct and attitudes are excellent. They show great respect for each other, their teachers and their school. Pupils are polite, respectful and readily take on additional responsibilities with maturity and confidence. Pupils feel very safe at school and know how to keep themselves safe.
- Pupils' spiritual, moral, social and cultural development is promoted effectively and enhances the school's caring atmosphere.
- Consistently good teaching enables all pupils, including disadvantaged pupils and those who have special educational needs, to achieve well.
- All pupils make good progress from their starting points and rates of progress are accelerating. Pupils who left Year 6 in 2014 made outstanding progress.
- Early reading skills are taught most successfully and pupils reach levels which are above average in the Year 1 national reading check on phonics (the knowledge of letters and the sounds they make). Pupils go on to become confident readers who often read for pleasure.
- Children make good progress in the early years because teaching is good and it is well managed. Children settle quickly because of the good quality nurturing they receive.
- Vibrant displays throughout the school show the breadth and balance of subjects taught.
- Governors are very knowledgeable. They provide a good balance of challenge and support to senior leaders in order to make sure that teaching and achievement are consistently good.

### It is not yet an outstanding school because

- Teachers do not always challenge the most able pupils and these pupils do not always build on the levels they achieve in the previous key stage.
- Although making good progress, disadvantaged pupils are not yet reaching the same standards as other pupils in the school or nationally.

## Information about this inspection

- Inspectors observed teaching in all classes. They saw 17 part-lessons, five of which were jointly observed with the executive headteacher or head of school.
- Discussions were held with groups of pupils, members of the leadership team, the executive headteacher, the headteacher and members of the governing body. Inspectors also spoke to a representative from the local authority.
- Inspectors took account of the 22 responses to the online questionnaire (Parent View). They also spoke informally with parents as they brought their children to school.
- Responses to the inspection questionnaire from 35 staff were received and their views taken into account.
- The inspection team listened to pupils read, talked with them about their learning and reviewed the work in their books.
- The inspectors reviewed a number of documents, including the school’s checks on how well it is doing, the school improvement plan, data on pupils’ current progress, leaders’ reports following lesson observations, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Faheem Chishti

Additional Inspector

Jennifer Firth

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The early years provision comprises a Nursery, a Reception class and a mixed Reception and Year 1 class. Children attend the nursery on a part-time basis, either in the morning or the afternoon.
- Most pupils are White British and almost all speak English as their first language.
- Approximately a quarter of the pupils in the school have special educational needs. This is above average.
- A fifth of all pupils are eligible for the pupil premium, which is slightly lower than the national average. The pupil premium is additional funding provided for disadvantaged pupils known to be eligible for free school meals or who are looked after by the local authority.
- Before- and after-school care is provided by the school.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The leadership structure has changed since the previous inspection. An executive headteacher now oversees the leadership and management of this school along with two other partner schools. She is also a National Leader of Education and provides support to other local schools.
- The head of school has responsibility for the strategic direction and the daily running of the school. She is supported by a deputy headteacher and an assistant headteacher.

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

- Raise the quality of teaching to outstanding and thereby accelerate pupils' progress by making sure that:
  - pupils move on to more challenging work when they show they are ready, especially most able pupils
  - work set in all classes for disadvantaged pupils promotes rapid progress so that they reach standards which are at least in line with other pupils nationally and within the school.

## Inspection judgements

### The leadership and management are outstanding

- The impact of working in partnership with a local outstanding school has been significant. It has enabled excellent practice to be shared across two schools. The executive headteacher, ably supported by the head of school, leadership team and governing body, has successfully created a united staff team who are very committed to improving their practice. Exceptionally effective leadership has led to improvements in pupils' achievement and behaviour across the school and there is excellent capacity to improve further.
- Senior leaders know their school very well and their evaluations are precise and accurate. They draw on their in-depth knowledge to generate tightly-focused action plans to rapidly drive identified areas forward. For example, leaders are honing in on improving standards in writing, as these are lower than those of reading and mathematics. Writing specialists lead training for staff and all teachers have writing as a target for improvement.
- All leaders, including middle leaders, carry out regular checks on the quality of teaching and carefully analyse information about pupils' progress. Leaders use this information to provide tailored training and development for all staff so that they have the skills and knowledge needed to improve the quality of their teaching. Mentors and coaches are readily available to model lessons and provide good quality feedback. This highly developed support structure has enabled all teachers to successfully improve their practice.
- Annual targets are set for both teaching and support staff. These targets are linked to whole-school priorities and staff pay. Only those who demonstrate that pupils make at least good progress receive pay awards.
- The school's leaders have adjusted and reviewed their planning in order to deliver the new curriculum. Leaders are working well in collaboration with partner schools to implement an assessment system in order to track and measure the progress of pupils in different subjects. Good links continue to be made between subjects to develop literacy and numeracy skills. After-school clubs, visits and visitors contribute to pupils' enjoyment of school and provide them with memorable experiences.
- Leaders strongly promote pupils' spiritual, moral, social and cultural development. Through topic work, religious education lessons and assemblies, pupils are taught to appreciate and respect those from different backgrounds and with different beliefs. As a result, pupils are well prepared for life in modern Britain. Discrimination of any kind is not tolerated and records checked show that there have been no reported racial incidents in the last few years.
- All leaders successfully promote a culture of excellent behaviour and highly positive attitudes to learning. The needs of all pupils are well catered for through additional support and this demonstrates leaders' commitment to equality of opportunity.
- Leaders have taken steps to make sure that disadvantaged pupils make as much progress as other pupils in the school. The pupil premium is used to good effect to employ additional staff to help these pupils with their literacy and numeracy skills and as a result, they achieve well and keep up with their peers in most classes. The school's own information shows that gaps in attainment between disadvantaged pupils and others are diminishing for all current year groups.
- The primary school sports premium has been used well to train teachers and employ a specialist sports coach. As a result, increased numbers of pupils attend sports clubs and they are having greater success in local competitions, for example, the girls' football team recently got through to the finals of the South Yorkshire football tournament.
- The school has very positive relationships with parents, who are actively encouraged to work in partnership with the school. For example, parents of children in the nursery are provided with a learning diary which shares information about what children are learning and invites parents to add their own comments about their child's skills and interests.
- The local authority provides light touch support as it rightly has full confidence in the leadership team. They utilise the expertise of the executive headteacher as a National Leader of Education to support other local schools.
- **The governance of the school:**
  - Governors have a broad range of skills and expertise which they put to good use to challenge and support school leaders. Governors do not automatically approve recommendations made by leaders unless governors feel they have all the information needed and that changes made are in the best interests of the school. For example, they did not give their approval to the proposal to convert to an academy school until they had strong evidence that effective systems and practices were fully established and sustainable.
  - Governors receive regular reports from senior staff on how well the school is performing compared to

other schools. Governors are familiar with published data and the school's information about the progress made by all groups of pupils. Governors know how the pupil premium and sports funding are used and the impact this funding is having on the learning of eligible pupils.

- Governors set challenging targets for the executive headteacher and are aware of how teachers' performance is managed. Governors check that pay increases for teachers and leaders are only awarded where there is evidence that pupils are making good progress.
- Governors attend regular training and their range of skills and expertise ensure that they fulfil their statutory duties well, for example, in relation to finance and safeguarding. As a result, current safeguarding arrangements meet requirements.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils' excellent conduct and readiness to learn reflect the high expectations placed upon them by leaders, teachers and support staff. Pupils work enthusiastically in lessons and this contributes to their good progress. Good levels of respect are shown to adults and other pupils.
- Disabled pupils and those who have special educational needs show good determination in tasks set. Support is always on hand to help them if they get stuck. Very high levels of concentration are also evident in the early years where children become absorbed in the variety of activities on offer.
- Pupils, parents and staff who expressed their views agree that behaviour has improved since the previous inspection. Pupils behave very well in lessons and around school. They are well-mannered and everyone is made to feel welcome. A typical comment from pupils was, 'no-one is left out'.
- Pupils know the sanctions and rewards in place and know the difference between right and wrong. This helps maintain the calm and orderly learning atmosphere. Records checked show that there are very few serious incidents, but when they occur, they are dealt with swiftly and effectively.
- Pupils readily take on and enjoy additional responsibilities, for example, as members of the school council, eco-committee or e-safety ambassadors. They successfully contribute their views in bringing about improved changes, for example, reducing the number of warnings in place on the traffic-light behaviour system so that it is more effective.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Checks are carried out on all adults to make sure they can work with children. Robust systems and policies to keep children safe are in place. Staff are also trained to make sure they are very clear about their responsibilities in keeping pupils safe. Parents agree that the school staff do everything they can to keep children safe.
- Pupils feel safe and know how to keep themselves safe as a result of being taught about potential dangers. Pupils have an excellent understanding of computer safety and know that they should not disclose personal information. E-safety ambassadors are also on hand to give advice to other pupils.
- Pupils have a very good knowledge about different types of bullying, including cyber bullying. Those spoken with were adamant that bullying does not happen in their school. Where low-level incidents occur, they are confident that if reported, these are dealt with quickly by adults.
- Before-and after -school care provide a valuable resource for parents and pupils. Pupils enjoy the wide range of games and activities provided by staff.
- Attendance is average over time but was below average last year. This was partly due to a number of pupils who had medical conditions being absent from school for an extended period of time. Leaders strongly promote regular attendance and are doing everything they can to improve this, including carrying out prosecutions for holidays in term time and issuing families with alarm clocks. An attendance officer keeps a close check on those who are persistently absent and follows up with referrals to the education welfare officer.

## **The quality of teaching** is good

- Teaching is good throughout the school and there is an increasing proportion which is outstanding. This is as a result of effective staff training and development. There is a high degree of consistency in the quality of teaching that results in all groups of pupils making good progress and achieving well over time.

- Teachers have good subject knowledge and plan lessons which build on pupils' previous knowledge and skills. Teachers develop positive relationships with pupils which have a beneficial impact on pupils' motivation and learning. Teaching is good across a range of subjects and teachers plan interesting and exciting activities to interest and engage pupils during lessons.
- Effective and well-managed support is in place for those who have special educational needs. Teaching assistants and additional teaching staff, including those from external agencies, work on an individual or small group basis both inside and outside lessons. This focused in-put results in pupils being fully included in school life and achieving well.
- While disadvantaged pupils make good progress from their starting points, the work set in some classes does not always help them to make more rapid progress.
- The needs of the most able are also catered for through moving pupils into the higher ability groups particularly in reading and mathematics. Occasionally, work in some lessons does not always challenge these pupils thinking well enough and as a result, not all build on or extend the levels they reached at the end of Key Stage 1.
- Teachers create a very positive climate for learning. Excellent displays throughout the school celebrate the best examples of pupils' work and show the wide range of subjects taught. Displays in classrooms also provide helpful prompts to aid pupils during lessons. All rooms are kept neat and tidy so pupils can work efficiently and effectively.
- Marking is used purposefully to extend pupils' learning. Teachers add helpful comments to show pupils how to improve. The consistency of the school's policy of 'what worked well' (www) and 'even better if' (ebi) is widely known and fully understood by pupils. Pupils respond to the advice or tasks given. They also add their own comments to demonstrate their levels of understanding.

### **The achievement of pupils is good**

- Reading is taught very effectively from the outset and as a result, pupils across the school make good progress. The proportion of pupils reaching the levels required in the Year 1 national check of phonic skills is above average and rising. Letters and the sounds they make are taught well in the early years. Younger children use these skills to break down tricky words. Older pupils develop good reading habits and many read regularly and for pleasure.
- Pupils in Key Stage 1 make good progress over time and standards are now higher than at the time of the previous inspection. In 2012 and 2013, pupils' attainment was significantly above the national average, but this dipped in 2014 in all subjects and was average. This was due to a well-above average proportion of pupils in this cohort with special educational needs. However, school's own information shows that these pupils made good progress from their starting points.
- Progress in Key Stage 2 is consistently good in reading, writing and mathematics. Progress rates are accelerating and pupils who left Year 6 in 2014 made outstanding progress in all subjects. The school's own information shows that attainment across Key Stage 2 is now above average in reading and mathematics and average in writing. Checks made by inspectors during lessons and through examining pupils' books shows this to be accurate. Leaders' success in raising achievement in reading and mathematics is now being applied with the same rigour to writing. Improvements are already being seen in pupils' work.
- Disabled pupils and those who have special educational needs make good progress owing to the quality of teaching and support they receive in lessons. They make similar progress to their classmates as a result of this extra help.
- At the end of Year 6 in 2014, the attainment gap between disadvantaged pupils and others in the school was approximately four terms in grammar, punctuation and spelling and mathematics and approximately two terms in reading and writing. Compared to other pupils nationally, disadvantaged pupils were almost three terms behind in reading, writing and mathematics. However, disadvantaged pupils make good progress due to the effective use of the pupil premium and the gaps are now closing. In the current Year 6, there is only a one term gap in attainment in reading and writing and half a term gap in mathematics.
- The school's own information shows that the most able pupils make good progress across the school, but not all of them build sufficiently on the levels they reach at the end of Key Stage 1. For example, no pupils have reached the highest level (Level 6) at the end of Year 6 in any subject in the last two years, despite some of them reaching the highest level (Level 3) at the end of Year 2. This is because the work set by teachers is not always challenging enough.

**The early years provision****is good**

- The school's own records show that historically children were less ready to learn when they started in the nursery than is the case now. When they start, children's skills in language and literacy are stronger than in mathematics. Children make good progress and by the time they enter Year 1, the majority have achieved a good level of development.
- Teaching is good and children learn well as lessons are made interesting and exciting. Good use is made of both the indoor and outdoor areas. Every opportunity possible is taken by staff to develop children's early skills. For example, snack time is used to develop children's speaking and listening skills while also teaching them how to peel different fruits and the importance of good health. Early reading, writing and number are also successfully taught from the outset with children quickly developing the skills needed.
- Children behave very well because they become engrossed in activities that motivate them to want to learn. They play happily together, share resources and quickly make friends with classmates. Whether they are learning indoors or outdoors, adults ensure children are safe through the systems in place.
- The setting is led and managed very effectively. The leader has a clear vision for further improvement and a detailed action plan is in place. Records of children's achievements have been further developed using an electronic system for tracking children's progress. Photographic evidence and examples of children's own work are captured and stored on individual files. Teachers track children's progress and carry out regular observations to make sure that planning builds on children's interests and abilities.
- Parents are strongly encouraged to be involved in their child's learning and staff provide diaries with information about what children are learning so parents can support them at home. There are good procedures to support children's transfer from home to school and as a result, children settle quickly. Children's emotional health, safety and well-being are all catered for effectively owing to the high quality nurturing and support in place.

## 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

<b>Unique reference number</b>	106594
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	448326

This inspection of the school was carried out under section 5 of the Education Act 2005.

<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>	274
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	E Oliver
<b>Headteacher</b>	G.F. Wilson
<b>Date of previous school inspection</b>	20 January 2010
<b>Telephone number</b>	01226 752029
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