

Worsbrough Bank End Primary School

Underwood Avenue, Worsbrough Dale, Barnsley, South Yorkshire, S70 4AZ

Inspection dates 16–17 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
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.

- From below typical starting points, children get off to a positive start in the early years. They make good progress and, by the end of Year 6, standards in reading, writing and mathematics are in line with national averages.
- In all years, staff create imaginative learning experiences for pupils. As a result, pupils enjoy their lessons and learn well. Overall, teaching has a good impact on pupils' achievement.
- Disadvantaged pupils achieve well. By the end of Year 6, there is no difference in the overall attainment of these pupils compared to non-disadvantaged pupils in the school. Previous gaps in attainment have been closed.
- Pupils' behaviour is outstanding. They have a very clear understanding of right and wrong and conduct themselves well in lessons, in corridors, at playtimes and during lunchtimes. Pupils are proud of their school.
- Pupils say they feel very safe and well cared for by the adults in the school. There are very positive and respectful relationships between pupils and between pupils and adults.
- The pupils' spiritual, moral, social and cultural development is promoted exceptionally well through a rich and engaging curriculum. Pupils successfully participate in a wide range of after-school clubs and sporting activities.
- School leaders and governors have an accurate view of how the school is performing. They have worked well together to improve the quality of teaching and pupils' behaviour and attendance since the previous inspection.
- The headteacher has worked hard to develop a range of partnerships with schools, other organisations and parents in order to ensure high-quality provision and support for children and families.

It is not yet an outstanding school because

- Over time, in Years 3 and 4, the progress pupils have made has been too slow.
- There is still some teaching that requires improvement and not enough that is outstanding.
- Teachers and other adults do not always assess pupils' learning at regular enough intervals. This means that sometimes pupils do not make as much progress as they could.
- The advice teachers write on pupils' work is clear but it is not always as useful as it could be in helping them to improve their learning. This is because pupils are not always given sufficient time to respond to teachers' advice.
- Teachers in the early years do not provide enough opportunities for children to practise their writing skills.

Information about this inspection

- Inspectors gathered a range of evidence about the quality of teaching over time, including observing parts of 14 lessons. All teachers were observed. Two observations were carried out jointly with the headteacher.
- Inspectors held meetings with school leaders, two governors including the Chair of the Governing Body, and with a representative of the local authority.
- Meetings were held with two groups of pupils, one from Year 6 and one from Years 2 and 3, and inspectors talked informally with pupils in all year groups, in lessons and during breaks and lunchtimes.
- A wide range of pupils' books were scrutinised; inspectors listened to pupils read and talked with them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, school development plans, leaders' own evaluation of the school and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and external consultant reports were also taken into consideration.
- Inspectors met informally with parents as they brought and collected their children to and from school and considered 25 responses to the staff questionnaire. They also considered the 11 responses to the online questionnaire Parent View.

Inspection team

Helen Gaunt, Lead inspector

Additional Inspector

Sheila Loughlin

Additional Inspector

Full report

Information about this school

- Bank End Primary is an average-sized primary school.
- The vast majority of pupils are of White British background and speak English as their first language.
- The proportion of disadvantaged pupils, those eligible for the pupil premium, is well above average and accounts for almost two-thirds of the pupil population. The pupil premium is funding for pupils who are known to be eligible for free school meals and children looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is average.
- In 2014, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school works in close partnership with Hunningley Primary School and the headteacher of Bank End is the executive headteacher of this partnership. Bank End also works with a local cluster of primary schools, within the Barnsley Teaching Schools Alliance, and a neighbouring secondary, Barnsley Academy.
- Provision for children is part time in the Nursery Year and full time for children in the Reception Year.

What does the school need to do to improve further?

- Improve the quality of teaching even further in order to increase the rates of progress pupils make, particularly in Years 3 and 4, so that they reach even higher standards by the end of Year 6, by ensuring that:
 - teachers and teaching assistants regularly assess pupils' progress during lessons and use this information to ensure that children make rapid progress and reach the highest levels of which they are capable
 - teachers give pupils time to respond to the advice given in written feedback, as soon as possible after their work has been marked, and check pupils' responses to make sure that they fully understand teachers' comments
 - teachers in the early years create more opportunities for children to write more often and through a wider range of activities.

Inspection judgements

The leadership and management are good

- The headteacher, other senior leaders and governors are ambitious for the school. They have high expectations of pupils' progress and behaviour and this is communicated to staff. Staff morale is high and adults work well together to achieve the school's aims. The school checks to make sure that all pupils have equal opportunities and that any discrimination is tackled.
- The headteacher is driving improvements in teaching which are leading to increasing standards and higher rates of progress. She leads by example and works closely with all stakeholders to secure good relationships, commitment to the school and improvement in outcomes for pupils. She has been responsible for developing a range of partnerships with local schools which are benefiting children and staff in all of the schools involved.
- Leaders, including governors, have an accurate view of the school's strengths and areas where further improvement is required. The correct priorities for improvement have been identified in the school development plan and there is clear information about what actions are being taken to ensure that improvements are being made. The targets within the plan are specific and the plan is reviewed regularly so that the school can see at an early stage if actions taken are having the desired effect. Leaders have the capacity to secure further improvements.
- The quality of teaching is monitored accurately and frequently. The information gained is used to inform decisions about pay, which are linked closely to pupils' progress, and to provide appropriate training for all staff. A range of leadership development opportunities are available for leaders at all levels and leadership is strong across the school.
- Senior leaders rigorously check the progress of each pupil and provide extra support where there are any concerns.
- Subject leaders are held fully accountable for raising achievement and improving the quality of teaching. They produce clear development plans. The new National Curriculum has been established and subject leaders are monitoring its impact on the progress pupils are making.
- The imaginative curriculum, the wide range of clubs, trips and visits made available to pupils to help broaden their experiences and the high-quality assemblies to which all regularly take part, contribute well toward the very good spiritual, moral, social and cultural development of pupils. A scheme of work has been developed, and teachers have received training, so that British values can be effectively promoted through activities and within day-to-day teaching. A 'British Value Week', in which all pupils were involved, was held recently. This is all contributing well to pupils being effectively prepared for life in modern Britain.
- The primary school sport funding has been supplemented by funding from the school budget and is being used well to provide pupils with specialist coaching in particular areas, such as football and dance. Two specialist sports coaches, who work full time in the school and accompany pupils on all their trips and visits, are responsible for a range of lunchtime and after-school activities. Pupils have been involved in a wider range of sports. Every pupil is attached to one of six house teams, each of which is given the name of a famous Olympian. This is promoting pupils' enthusiasm about participating in sport, thus further promoting their health and well-being.
- Leaders have developed clear guidelines for behaviour. Behaviour is consistently well managed by all members of staff. Pupils all understand what is expected of them and incidents of misbehaviour are extremely rare. The school works well with parents to ensure that the school's expectations are consistently enforced. Consequently, pupils' behaviour is outstanding and their attendance is improving. There is a good focus on the progress and attainment of pupils as individuals and groups through clear tracking systems.
- School leaders ensure that safeguarding requirements are fully met and that children are kept safe. All staff and governors regularly receive child-protection training and parents are provided with much useful information, for example in respect of how children should safely use the internet.
- The pupil premium funding is used appropriately to ensure that disadvantaged pupils reach standards and make progress that are at least in line with those of their peers.
- Leaders place a strong focus on putting the school at the heart of the community. Parents are very supportive of the school and value the opportunities that have been created to involve them in their children's learning. Without exception, parents said they would recommend the school to others. They are highly positive about the headteacher and say that she goes to great lengths to ensure that children are happy, cared for and well taught.
- A representative of the local authority visits the school half-termly. In the last twelve months, she has

provided appropriate external challenge to senior leaders and governors and has supported the appointment of a Head of School, who will be starting in September 2015.

■ The governance of the school:

- Since the previous inspection, governors have ensured that the areas for improvement highlighted in the last inspection report have been addressed and they have undertaken training to improve their skills and effectiveness. They are well informed about the quality of teaching, learning and pupils' achievement; they have a very clear understanding of the use and analysis of data about pupils' achievement and progress and how this is linked to the quality of teaching. They have established a strategy committee which holds the school to account very effectively by asking searching questions about how well the school is doing and where it could do better.
- Governors also hold the school to account by setting challenging targets as part of the headteacher's appraisal. They make sure that pupils' performance is considered when making decisions about teachers' pay. Governors are involved in the day-to-day life of the school in a variety of roles and manage the school's finances effectively. They have a good knowledge of how the pupil premium funding is spent and the impact it is having. They make sure that the school meets all its statutory duties, including those related to safeguarding.
- Governors are highly visible in and around the school. They work alongside the headteacher to promote positive relationships within the community, with families and a wide range of organisations. Governors place a high priority on equality of opportunity and discrimination is not tolerated in any form.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils have a clear understanding of how they are expected to behave. Children are prompt to school and at the start of lessons. There is smooth transition between activities because it is very rare that teachers have to remind pupils, even the youngest, of the school's expectations.
- There is a calm and welcoming atmosphere in the school. Visitors are warmly welcomed, by pupils and staff, and there are very positive relationships between staff and pupils.
- Pupils value the support, encouragement and care they receive from adults. They say that teachers make them work hard but that lessons are fun. They told inspectors that some of the best things about the school are their teachers, their friendships and that they feel safe and well cared for.
- Pupils say they love coming to school and cannot think of anything they would do to improve it.
- Pupils are usually strongly involved in their learning and eager to succeed. One pupil told an inspector that he had just had so much fun in a mathematics lesson, even though it was hard work, that he did not want the lesson to end.
- It is very rare to see any lapse in pupils' concentration during lessons because teachers plan interesting and exciting activities. Pupils are keen to get on and enthusiastic about their learning. They very rarely misbehave. They play and work together well.
- Pupils present their work neatly in their books. They wear their uniform with pride. There is no litter or graffiti.
- The school makes good use of outdoor spaces at breaks and lunchtimes to help pupils develop cooperation and other social skills.
- Pupils take responsibilities seriously and support others. They are very actively involved in the school council, house activities, team games and fundraising activities. They appreciate the opportunities they have to discuss their ideas with teachers and governors.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say they feel safe. They have a good understanding of the different forms of bullying, including racial and cyber-bullying, and are very clear that people should be treated equally despite their individual differences or the varied choices they make. Pupils are very clear that everyone is of equal worth.
- Pupils say that bullying is extremely rare and any incidents are quickly dealt with by the staff. This is confirmed by the school's record-keeping procedures and parents agree with the pupils' positive views.
- Pupils are well prepared for keeping themselves safe in later life. There is an excellent personal development programme, which ensures that children are well prepared for the many challenges and issues they will face as they move through life. They learn about the dangers of drugs, the importance of keeping themselves healthy and the benefits of developing positive relationships.

- School leaders have made strenuous and sustained efforts to promote the benefits of good attendance. They work hard with families and external agencies, and this has led to improvements in attendance and a reduction in the number of children who are persistently absent from school.
- A breakfast club, which is available to all, ensures that all children are able to have a good meal at the start of the day so that they are ready for their learning.

The quality of teaching

is good

- The quality of teaching over time is typically good across the school. This enables pupils to learn well. The school's records of pupils' progress and the quality of teaching confirm this.
- Teachers use information about individual pupils to plan a range of activities to suit every individual child. Teaching assistants are well deployed in lessons to work with individuals and small groups of children.
- Teachers plan tasks and activities that require pupils to think for themselves, to cooperate and to apply their skills across a wide range of subjects. This enthuses and engages pupils in their learning. As a result, they are keen to learn and develop good team skills. They work well individually, in pairs and in small groups.
- Improvements in the teaching of phonics (letters and the sounds they make) and other aspects of reading, as well as the school's work to encourage all pupils (with their parents) to read regularly and often, have had a positive impact on the standards pupils reach in both phonics and reading. Pupils enjoy reading and selecting their own books. Improvements in pupils' ability to read well are impacting on the progress they are making in other subjects.
- Teachers use a wide range of ideas and topics to encourage pupils to write imaginatively, which also promotes pupils' spiritual, moral, social and cultural development. For example, pupils in Year 3 were learning about the Ancient Egyptians and then writing about how they thought the pharaohs would have viewed the process of mummification. In a Year 6 transition lesson, pupils had discussed, in groups, what the rules and sanctions should be when they move into Year 7, in their new secondary school. They were then, individually, required to write a persuasive letter to their new headteacher, introducing themselves and explaining their proposals.
- The teaching of mathematics is good. Pupils have well-developed numeracy skills and make good progress in mathematics. They increasingly have opportunities to use and apply their mathematical knowledge and skills to investigate and solve 'real-life' problems, both in mathematics lessons and in other subjects.
- School leaders ensure that there is a wide range of additional support for pupils who find learning more difficult. This includes some disadvantaged pupils and those who have special educational needs. Teachers, teaching assistants and external agencies work very well together to help these pupils, and this additional support enables them to achieve well and make good progress. School leaders work hard to involve families and to ensure that appropriate support is available to parents where it is needed.
- Overall, the teaching in Years 3 and 4 has been less strong than in other year groups and this has slowed down pupils' progress in the early part of Key Stage 2. Leaders have provided a wide range of additional training and support for the teachers in these year groups and, as a result, teaching has improved in the last twelve months. However, it is still not as strong as in other year groups and new teachers have been recruited to start in September 2015.
- Sometimes, during lessons, teachers and teaching assistants do not assess pupils' learning at regular enough intervals. They do not notice quickly enough when pupils' learning has slowed down and, therefore, they are not in a position to make any necessary adjustments to pupils' learning activities that would enable them to make more rapid progress. This sometimes happens when pupils are using whiteboards to record their responses to questions. Teachers are not always in a position to correct pupils' misapprehensions because pupils who make mistakes all too quickly erase their answers or rewrite them, even though they have not understood why they have got them wrong. Sometimes, teachers do not adequately monitor the effectiveness of learning that is being overseen by teaching assistants because they are working with a particular group of pupils and they do not check on the progress of all groups.
- Teachers mark pupils' work regularly and highlight what they have done particularly well. They provide useful and clear advice about how pupils could improve their work, consistently following the school policy. However, pupils are not always given time to act on the teachers' advice. This means that marking is not always as helpful as it could be in helping pupils improve on their learning.

The achievement of pupils is good

- Overall, pupils' achievement and progress across the school are good and standards are rising.
- Children join the Nursery class with skills and knowledge that are overall below those typical for their age and many have particular difficulties in speech and language. They make good progress and the majority of children are well prepared to enter Key Stage 1.
- The teaching of phonics (letters and the sounds they make) is effective and this has a positive impact on pupils' reading skills. In 2014, in Year 1, the proportion of pupils reaching the expected standard in the national phonics screening tests was above average. The current cohort of pupils in Year 1 are making good progress and are able to apply their learning well.
- In 2014, the standards reached by pupils at the end of Key Stage 1 were average in reading, writing and mathematics. This represented overall good progress for this cohort of Year 2 pupils from their starting points.
- In 2014, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics. School leaders have addressed the relevant weaknesses that brought this about.
- The attainment on entry to Year 3 for the 2014 cohort of Year 6 pupils was well below average. By the time they reached the end of Year 6, standards were broadly average in mathematics and writing. This represented good progress from their starting points in these subjects. The overall standard reached in reading was below average because higher-ability pupils did not make as much progress as they should have. This was largely as a result of weaker teaching in Years 3 and 4, which meant these pupils did not make up for lost ground in their reading, even though they made better progress in Years 5 and 6.
- Inspection evidence from observing learning in lessons, looking at pupils' work, talking to pupils and considering the school's most recent data shows that all groups of pupils are currently making good progress and achieving well in all year groups. Pupils have started to make better progress in Years 3 and 4 because of the actions taken by school leaders over the past year to improve teaching.
- Pupils make good progress in reading because they have opportunities to read regularly and are well taught. School leaders have worked hard to engage parents in reading with their children and to nurture pupils' enjoyment of reading. Pupils achieve well in writing. There is a clear focus on spelling, grammar and handwriting, in all subjects, and pupils write well in a range of styles.
- Disabled pupils and those with special educational needs make good progress. Their needs are identified early in their school life and staff ensure that appropriate support is put in place for them. This, alongside the highly sensitive care provided for them and the school's effective partnerships with outside agencies, helps to boost their learning and confidence and to promote their involvement in all aspects of school life.
- The high proportion of disadvantaged pupils supported by the pupil premium funding make good progress and achieve well. In 2014, this group of pupils' attainment in the Year 6 national tests was close to the national average for all pupils in reading, writing and mathematics and close to the attainment of other pupils in the school. The school's own information shows that, in 2015, the within-school gaps have closed. These pupils make better progress overall than other pupils in the school and nationally to achieve these results. In all year groups, disadvantaged pupils work at standards which are increasingly close to those of other pupils.
- The most able pupils are increasingly challenged to reach above-average standards. They make good progress because they are increasingly being given opportunities to solve problems, to challenge themselves and to find things out for themselves. Many of the pupils who achieved Level 3 at the end of Key Stage 1 are currently working at Level 5 and beyond.
- The very small number of pupils who speak English as an additional language make good progress from their starting points because they receive well-targeted support.

The early years provision is good

- The majority of children settle quickly into the early years because adults are very caring and routines are rapidly established, which helps them to feel safe and secure in their new environment.
- School leaders have introduced a very productive pre-Nursery programme, 'Ready Steady Play', which provides opportunities for parents to get together and encourages them to support their children's learning, which contributes well to children's progress.
- Many children start Nursery or Reception at levels below those typical for their age and many have particular difficulties in social and communication skills. They begin to make good progress from their various starting points as soon as they arrive in Nursery or in Reception because adults provide an

individual and caring approach to children's learning and personal development.

- Children who have particular needs when they arrive are given personalised support to help them settle in and develop their social and communication skills so that they are better prepared for learning.
- Children are quickly helped to understand the school's expectations for behaviour and this has a positive impact in helping them to listen carefully, to follow instructions, to play and work well together and to make the most of their learning opportunities. Praise is well used by adults to boost children's confidence and self-esteem.
- Adults provide and plan a wide range of opportunities and resources in the indoor and outdoor spaces for children to develop early reading, language and number skills. However, there are not enough opportunities for children to practise their writing skills.
- Leadership of the early years is effective in ensuring that children make good progress in both Nursery and Reception classes. Teachers in the early years assess children's learning well and plan activities that enable children to make further progress.

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	106598
Local authority	Barnsley
Inspection number	461876

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	240
Appropriate authority	The governing body
Chair	Janine Stevens
Headteacher	Nichola Thorpe
Date of previous school inspection	9 January 2012
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