



Worsbrough Common Primary School

Inspection Report

Unique Reference Number 106576
LEA Barnsley
Inspection number 277588
Inspection dates 7 November 2005 to 8 November 2005
Reporting inspector Mrs Rosemary Eaton CfBT Lead Inspector

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

Type of school	Primary	School address	Bruce Avenue
School category	Community		Barnsley
Age range of pupils	3 to 11		South Yorkshire S70 4EB
Gender of pupils	Mixed	Telephone number	01226 289989
Number on roll	170	Fax number	01226 293635
Appropriate authority	The governing body	Chair of governors	Mr Peter Doyle
Date of previous inspection	15 November 1999	Headteacher	Ms Ann Skelton

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Many of the pupils come from the more disadvantaged parts of Barnsley. Far more than average are eligible for free school meals. The number with learning difficulties and/or disabilities is above average. Very few pupils are from minority ethnic groups or have English as an additional language. These include a small number of asylum seekers. None of the pupils are 'looked after'.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features, providing sound value for money. The inspectors agreed with the school's judgements about its overall effectiveness and most aspects of its performance. Pupils make satisfactory progress during their time in school. Standards are average overall, but they are exceptionally low in English. Pupils find writing very difficult and make slow progress, but the school is working to improve this. Foundation Stage children are provided for satisfactorily, and make correspondingly sound progress. Throughout the school, the quality of teaching is satisfactory. Teachers do not all explain difficult work clearly enough. The curriculum is good, with lots of interesting activities helping pupils to enjoy learning. These, and the high quality care, guidance and support provided, contribute to the good progress made in pupils' personal development. They behave well and are happy to help each other. Staff know pupils well and work hard to meet their particular needs. The school judged itself to be well led and managed, but recent changes in roles and responsibilities have not had time to have an impact on achievement. Leadership and management are satisfactory, with the headteacher providing a clear sense of direction. Senior staff and governors keep a close eye on how the school is performing and plan carefully to make improvements. There has been satisfactory improvement since the previous inspection and the school's capacity to improve is also satisfactory.

What the school should do to improve further

- Implement the school's plans to raise standards in English.
- Share best practice in order to achieve consistently high quality teaching.
- Ensure that all aspects of the school are led and managed well.

Achievement and standards

Grade: 3

When they join the nursery, children's attainment is often below average and many have poorly developed language skills. During the Foundation Stage, they make satisfactory progress, although a significant number do not reach the standards expected by the end of their Reception year, especially in communication, language and literacy.

Since before the previous inspection, the school's results in the Year 2 and Year 6 national tests have been below average. However, the trend is now one of improvement. For example, in 2005, more pupils than before reached the higher Level 3 in Year 2 and Level 5 in Year 6, exceeding the school's targets.

Taken as a whole, standards across the school are now average. However, in English they are exceptionally low. Partly because they find it hard to organise their ideas and express them through speech, pupils are particularly weak when it comes to writing. This has been identified by the school and measures put in place to improve matters.

All pupils, including those with learning difficulties and/or disabilities, make satisfactory progress and, likewise, their achievement is satisfactory. When their Year 2 and Year 6 results are compared, most pupils have moved on at the same rate as pupils who have similar starting points and attend similar schools. Progress is slowest in English, where pupils do not achieve as well as they should.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Most like school. They are keen to please teachers and succeed, and they follow instructions well. Pupils are friendly and chat happily to each other and to visitors, although some lack confidence when answering questions or expressing their views, because their speaking skills are not well developed. They have good social skills overall, and work well together. One boy in the Reception Year was very proud of his 'special mention' for being kind to others. Most pupils behave well in lessons and around the school, although a very small number exhibit behavioural problems. They feel safe and know how to keep healthy through physical activity and diet. The school promotes healthy eating through school lunches and the tuck shop, although chips are still a popular option when on the menu. Pupils' cultural development is particularly good; they gain a detailed knowledge of major faiths and their festivals, for example. They make an effective contribution to their own and the broader community. The school council has been influential in making improvements - for example, in acquiring more playground equipment. Attendance is satisfactory overall, although too many pupils are taken on holiday in term time, and a few are often late.

Quality of provision

Teaching and learning

Grade: 3

Teachers have high expectations and want all pupils to learn well. For example, during a good Year 1 art lesson, the teacher pointed out where pupils' 'Fireworks' pictures included particularly effective use of pastels. This successfully enabled others to improve their work. However, teaching and learning are satisfactory overall, with not enough high quality lessons to enable pupils to make consistently good progress as they move up through the school.

Teaching assistants make strong contributions to pupils' learning, often helping those with learning difficulties and/or disabilities to focus on their work. Teachers try to ensure that lessons cater equally well for all pupils - for example, by identifying what they intend different groups to learn. However, they do not always present new work in ways that enable pupils to readily understand it. In these instances, progress slows because the steps in learning are too great and pupils struggle to cope with key messages.

There are suitable systems to collect information about what pupils have learned and how fast they are progressing. This data is used to identify those who need extra help and to set targets for all pupils to achieve. Pupils' written work is not marked consistently well. They do not always know how they can improve.

Curriculum and other activities

Grade: 2

The curriculum provided is good. All required subjects and areas of learning are taught, with an appropriate emphasis on promoting the basic skills of literacy and numeracy. Additional activities to enhance pupils' learning are a strength. They go on many visits, locally and further afield - for example, to the seaside and museums. Visitors come into school to work with pupils, generating interest and enthusiasm. A visiting artist helped them to design a sculpture of a dinosaur. The final product stands impressively in the playground and is known affectionately as 'Steggie'. New clubs, instigated by the school council, include a very popular cookery club, water-colour painting, and French. Pupils' personal development and their health and safety are well promoted through the curriculum. The building provides a very attractive environment for learning, although there is no covered outdoor play area for the Foundation Stage, which restricts children's physical activity in bad weather.

Care, guidance and support

Grade: 2

Pupils' well-being is regarded as being very important and the school provides good care and support to help meet their personal needs. Arrangements for ensuring they are safe and protected are fully in place. Adults know pupils well and are trusted by pupils, who feel confident to approach them with problems. The learning mentor plays a particularly effective role in breaking down barriers to learning, by helping pupils deal successfully with a range of personal and social issues, and by promoting positive partnerships with parents. There is good liaison with external agencies to support pupils with specific needs - for example, those with learning difficulties and/or disabilities. A very strong feature is the way in which pupils are involved in caring for each other. Years 5 and 6 pupils are trained as 'buddies' and they look after other pupils and help support them with sensitivity and maturity.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall, but the headteacher provides good leadership. Her clear vision for the school's future is based firmly on enabling all pupils to make the most of their time in school - for example, by enjoying learning and acquiring high aspirations for their future lives. The school benefits from highly committed senior staff, who support fully the drive to raise standards. Other leadership and management roles are in transition. Individual subject responsibilities are being replaced by a team structure; recently appointed staff are still settling in; the special

needs co-ordinator is new to the role; and there is no leader in the Foundation Stage. Prior to the inspection, the school judged leadership and management to be 'good', without sufficient reference to these issues.

A range of systems - for instance, to check on the quality of teaching - contribute well to the school's largely accurate self-evaluation. Where weaknesses are identified, considered action is taken, although inconsistencies in the quality of teaching have not yet been eradicated. Parents, pupils, and governors are consulted regularly and their views taken into account when planning future developments. Governors are very supportive and make strong contributions to the school's effective community links. There has been satisfactory improvement since the previous inspection and the school's capacity to improve is also satisfactory.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so helpful and friendly when we visited your school.

What we liked best about your school:

- you all work hard, behave well, and are kind to each other
- the school council comes up with good ideas to help you enjoy school even more
- your teachers arrange lots of interesting clubs and visits
- Ms Skelton and everyone who works at school do their best to make sure you are all safe and happy

What we have asked your school to do now:

- help you to get better at writing
- make sure that all your lessons are good and the school keeps improving