



# Dearne Goldthorpe Primary School

Inspection Report

**Unique Reference Number** 106580  
**LEA** Barnsley  
**Inspection number** 277589  
**Inspection dates** 28 November 2005 to 29 November 2005  
**Reporting inspector** Mr Terry McDermott CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Barnsley Road
<b>School category</b>	Community		Goldthorpe
<b>Age range of pupils</b>	3 to 11		Rotherham, South Yorkshire S63 9NG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01709 892044
<b>Number on roll</b>	301	<b>Fax number</b>	01709 881196
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs A Jenkinson
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mr G McHale

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 28 November 2005 - 29 November 2005	<b>Inspection number</b> 277589
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Dearne Goldthorpe is an average sized primary school. It serves a former coal mining area of well above average social disadvantage. About half its pupils are eligible for free school meals. This is well above the national average. The number of pupils with learning difficulties and/or disabilities is very high. There are very few pupils with a minority ethnic heritage, and a very small number whose first language is not English. The school has gone through a period of significant and damaging turbulence and a new headteacher has recently been appointed.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school evaluates itself as satisfactory and inspectors agree. The new leadership know the school's strengths and weaknesses and are successfully moving it out of a period of significant disruption. A wide range of strategies to improve teaching and learning has been implemented but the school has yet to see the full benefit of these. Actions taken to improve standards have been successful in English and science, less so in mathematics.

Teaching and learning are satisfactory overall, but good in the Foundation Stage where teachers focus all activities well and no time for learning is wasted. In Key Stages 1 and 2, teachers gather information to track how well pupils are learning but do not use this information enough to set individual learning targets. Throughout the school, pupils with a range of learning difficulties and/or disabilities progress as well as other pupils, as a result of early and accurately placed support.

The recently introduced curriculum gives many opportunities to enrich pupils' learning. Pupils like being at school and enjoy their learning experiences. They feel safe, and know who to turn to when they need help. All pupils make good progress in their personal, social and emotional development, they are polite, and come to classes prepared to learn. Adults provide a high level of care and support for children in a calm and safe atmosphere. There are good links with parents and the local community that ensure good support for pupils' learning.

The school provides satisfactory value for money and has the capacity to improve further.

### What the school should do to improve further

Raise standards and improve achievement by:

- rigorously applying strategies to improve the quality of teaching and learning
- maintaining the close partnership with parents and the wider community
- using performance information to set individual targets for pupils.

## Achievement and standards

### Grade: 3

Attainment on entry to the school is well below the national average and pupils entering school have significant deficits. Good provision in the Foundation Stage helps them achieve well although standards remain below those expected when they begin Year 1. The school set ambitious targets and worked very hard last year to raise standards by correctly identifying the gaps in pupils' knowledge, understanding and personal development, and targeting support well.

Improving provision in Key Stages 1 and 2 is arresting the decline in standards and beginning to build more effectively on Foundation Stage learning. Current work and lessons indicate that pupils are achieving soundly and standards of attainment are

rising. However, overall standards remain significantly below the national expectation in both key stages. Elements of good achievement exist where pupils exceed the expectations based on their prior attainment, such as in writing in Key Stage 1 in 2005. However, overall achievement has been limited by the inconsistent quality of recent teaching. Lack of consistency in staffing has particularly had a negative effect on the most recent 2005 results in Key Stage 2. This is being remedied through better teaching and more effective monitoring.

## **Personal development and well-being**

### **Grade: 2**

Inspectors agree that the personal development and well-being of pupils are good. The school's positive behaviour policy employs a range of rewards for good behaviour, which are appreciated by pupils. Relationships between staff and pupils are good. As a result, behaviour in school is good and this contributes to the positive atmosphere found in all classes. Pupils are helped to make choices between right and wrong and they are tolerant of, and care for each other. Older pupils take pride in helping younger children. The school provides many opportunities for children to contribute to the local community. However, their knowledge of other cultures and world religions is not yet secure.

Pupils enjoy school, recognise the efforts made by staff to make learning enjoyable, and want to learn. School council members are excited by the opportunities offered by this new initiative. Pupils are aware of the need to keep themselves safe; for example, they can talk sensibly about what to do in the event of finding a syringe. They are beginning to understand the importance of practising a healthy lifestyle, the need to enjoy a healthy diet and take exercise.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school evaluates teaching and learning as satisfactory and inspectors agree. In the Foundation Stage, however, children are taught well because teachers let them know what they need to do to get better. The best teaching throughout the school is based on thorough planning, high expectations, and lessons that proceed at a good pace. Where teaching was less than good, work was not always well matched to the needs of individual pupils, and teachers did not make the best use of marking to focus pupils on what they need to do to improve. Pupils' good behaviour and their clear desire to learn have a positive impact on the progress they make.

Teachers accurately track pupils' progress in English and mathematics but make inconsistent use of this information. It is used well to allocate resources and provide successful additional support to those with learning difficulties and/or disabilities and, increasingly, to higher achieving pupils. However, insufficient advantage is taken of the information to set targets for individual pupils to enhance teachers' planning to

help pupils learn. The school knows this is an area for development and is actively working to improve its use of data so that it can better meet the needs of individuals and groups within lessons.

## **Curriculum and other activities**

### **Grade: 3**

The school judges curriculum to be satisfactory and inspectors agree. The curriculum in

the Foundation Stage is very well planned to provide a wide range of activities both inside and outdoors.

The school has recently begun to tackle low overall attainment by changing its curriculum for Key Stages 1 and 2 to link subjects together in themes. The new curriculum plan is broad and balanced and meets national curriculum requirements.

However, in the coverage of literacy and numeracy, not all work meets the needs of pupils with sufficient accuracy. This does not give pupils the opportunity to achieve all

that they might. There is a wide range of enrichment activities that enhance the work in

the classroom and contribute to pupils' academic and personal development. For example, visits within the local community and to museums and visitors into school, including storytellers and sports coaching.

## **Care, guidance and support**

### **Grade: 3**

The school thinks that the care, support and guidance it provides for pupils are good. Inspectors judge them satisfactory, because older pupils are not guided well enough to know how to improve their work. They lack individual targets, and the few comments on their marked work do not help them clearly enough.

Pupils are well cared for. Health and safety and child protection procedures are secure and much improved since the last inspection. Pupils' views are gathered via the recently formed school council. Pupils with challenging behaviour are well supported by a learning mentor throughout the school day. This has a good impact on improving behaviour in lessons.

The care, guidance and support for children in the Foundation Stage are exemplary. Their progress is tracked meticulously and there are good arrangements to prepare nursery children for their transfer to the Reception class. The support and identification of pupils with learning difficulties and/or disabilities is good, as a result of the recent review of the range of individual learning needs across the school and more effective allocation of support.

## Leadership and management

### Grade: 3

The school accurately evaluates its overall leadership and management as satisfactory. The recently appointed headteacher is thoughtful and committed, and has set a clear direction for improvement and acts as a strong stabilising force in the school. The school development plan is well considered, with demanding timeframes for action. It demonstrates that the school leaders know the school's strengths and are working well to redress weaknesses by focusing on the right things to improve the quality of provision. Significant changes in both curriculum and tracking, particularly in the Foundation Stage, lead inspectors to believe that the school is well placed to improve further.

The new leadership team has created a strong and dedicated partnership of staff, governors and parents. It has put in place well founded developments that have yet to have their maximum impact throughout the school but which are showing clear effects, particularly in the Foundation Stage. Effective action is beginning to directly address shortcomings, especially those in teaching, which determine the quality of learning and progress, with energy and a growing sense of optimism. Senior managers are well supported by the governing body and together they closely monitor developments to ensure the effectiveness of improvements. Equality of opportunity is promoted well.

The school operates a balanced budget, which is driven by a clear desire to improve the quality of the learning experience for all pupils.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	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	3	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	3	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

As you know, we visited your school recently to see how you were all getting on.

Thank you for being so polite and helpful to us. It was really nice to see you enjoying your lessons so much and working hard.

You told us about how excited you were to be involved in making your school better, and we could see that you looked after yourselves, and the building.

We think that the school is good at getting you to work together, and looks after you well. However, the teachers would help you to learn faster if they told you exactly what you needed to do to get better at your work.

Mr McHale is a good headteacher, and he gets lots of help from the other people who are in charge of the school, so the school is improving all the time.

Thank you once again for helping us with our work, and we wish you good luck for the future.