



# Worsbrough Bank End Primary School

Inspection Report

**Unique Reference Number** 106598  
**LEA** Barnsley  
**Inspection number** 277592  
**Inspection dates** 7 December 2005 to 8 December 2005  
**Reporting inspector** Mrs Linda Murphy 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>	Underwood Avenue
<b>School category</b>	Community		Worsbrough Dale
<b>Age range of pupils</b>	3 to 11		Barnsley, South Yorkshire S70 4AZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01226 282549
<b>Number on roll</b>	221	<b>Fax number</b>	01226 285892
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs J Goldthorpe
<b>Date of previous inspection</b>	18 September 2000	<b>Headteacher</b>	Mrs Lisa Hepworth

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 7 December 2005 - 8 December 2005	<b>Inspection number</b> 277592
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This average sized school serves an area of social and economic disadvantage. A high proportion of pupils are eligible for free school meals and the proportion with learning difficulties and/or disabilities is above average. Most pupils are of white British heritage. A small proportion, from families seeking asylum, speak English as an additional language. Attainment on entry is well below average. In 2002 the school attained a school achievement award. Since autumn 2005 the school has been led by an acting senior leadership team. Building works are currently being undertaken to provide new nursery accommodation.

## **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 judges that it provides a satisfactory education for its pupils: inspectors agree. Strengths are in the pupils' personal development, the good quality care and support and the enrichment to the overall satisfactory curriculum.

Provision in the Foundation Stage is satisfactory. Pupils make satisfactory progress by the end of the Reception year yet do not attain the expected standards because of their well below average attainment on entry. Pupils' achievement is satisfactory overall although uneven over time. In Year 6, pupils achieve well and reach broadly average standards, although in English they are below average, with weaknesses in writing skills. The school's self-evaluation is accurate and has pinpointed improvements required such as improving the below average attendance. The acting headteacher has introduced what works well in Year 6 to all year groups so that now all teaching staff analyse data from tests and set achievable targets for pupils. The satisfactory quality of teaching is monitored carefully. The fruits of these initiatives are already evident in terms of faster progress throughout the school. Since the last inspection, there has been a dip in the quality of teaching although sterling work at Year 6 has meant that standards have been maintained overall through a period of staff changes.

The school's work is underpinned by secure procedures and systems for management and good links with external agencies. The acting headteacher has the confidence of staff, governors and parents to provide a well rounded education for the pupils. Satisfactory leadership and management, including governance, show that the school has the capacity to improve. It provides satisfactory value for money.

### **What the school should do to improve further**

- Raise standards in writing throughout the school.
- Ensure more good teaching so that all pupils learn and progress at the same rate.
- Improve attendance.

## **Achievement and standards**

### **Grade: 3**

The school accurately evaluates pupils' achievement as satisfactory. Different groups of pupils achieve at the same rate as others in their class depending on the quality of the teaching. Until recently, uneven progress was evident between the nursery and Year 5. Now strategies that work well in Year 6 to raise standards are embedded across the school to improve pupils' progress at each stage. Standards on entry to the nursery are well below average. Pupils do well in their part-time placements in the nursery and consolidate their learning in the Reception class. Although standards remain well below average at the end of the Reception year there are signs of an improving picture and provision overall in the Foundation Stage is adequate. Standards in the current Year 2 are below average. They are not as low as the school's results in the national tests in 2005 at Year 2 when a very large proportion of pupils had learning difficulties and/or

disabilities. By Year 6, standards are broadly average because of the extra lessons and good teaching pupils have traditionally had in their last year at the school. Indeed, in 2005, pupils in Year 6 reached above average standards in mathematics and science and average standards in English. Standards in the present Year 6 are below average in writing. Targets are soundly judged and usually met.

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

### **Grade: 2**

Pupils' personal development is good. The school underestimates its success in this area. Arrangements for spiritual, moral, social and cultural development are good. As a result, pupils behave well and the attitudes of regular attendees are good. The school deals well with occasional challenging behaviour from a minority. Last year a high number of exclusions gave a clear message that a lack of respect is not tolerated. As a result, the number of exclusions has fallen dramatically. Pupils feel safe in the school, readily ask for help if they are upset or in difficulty and agree that 'teachers are kind'. The school works hard to promote attendance and punctuality. Current attendance has improved since the last inspection, however, it is still below the national average and the punctuality of a minority of pupils is poor.

A wide range of opportunities enhances pupils' personal development. Pupils contribute well to the community. They apply for the available responsibilities and attend a formal interview which is good experience for the world of work. Members of the school council take their responsibilities seriously. Pupils are encouraged to eat healthily and to take regular exercise through, for example, the 'Freddy Fit Club'. Literacy and numeracy skills are satisfactory; these contribute to pupils' economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory with some good aspects. This judgement matches the school's self-evaluation which rightly identifies inconsistencies across the school. Well planned lessons in literacy and numeracy take account of the pupils' different attainments. These are carefully monitored and this results in appropriate challenge for pupils of all abilities. Added to this is the good support from teaching assistants which helps to speed up pupils' learning. Lesson planning in other subjects is not initially as well matched to pupils' needs. In the best lessons, teachers explain tasks clearly and no time is wasted. Questioning is thorough and develops pupils' skills in speaking and listening. Assessment in English, mathematics and science is satisfactory and helps to inform teachers what needs to be taught next. The use of group targets promotes pupils' learning soundly. However, marking is inconsistent and does not always explain to pupils how they can improve. The focus on bringing about improvements in writing is based on developing pupils' skills at speaking. This leads to improvements in what pupils write, although their handwriting and their use

of grammar are relative weaknesses. The quality of handwriting is inadequate because insufficient attention is given to promoting a particular style. The pupils have poor posture for writing and often their pencil grip is uncorrected which adversely affects the flow of their handwriting.

## **Curriculum and other activities**

### **Grade: 3**

The school is correct in its assessment that the curriculum is satisfactory. It is enriched well through visits, visitors and extra-curricular opportunities that widen the pupils' experience and make their studies more practical and meaningful. There is an appropriate daily emphasis on literacy and numeracy. Links between subjects have recently been improved to provide a curriculum which dovetails learning from many subjects. The use of English in other subjects is clearly planned but the use of numeracy is not well enough included. The school is piloting a curriculum to help the transition between the Foundation Stage and Year 1. This provides a good range of activities, but the depth of the tasks has yet to fully challenge all pupils. Pupils in the Foundation Stage benefit from a range of activities emphasising language and social development. A healthy lifestyle is taught through science, personal, social and health education and citizenship and physical education.

## **Care, guidance and support**

### **Grade: 2**

Care, support and guidance are good. The school is over modest about its support. The welfare, pastoral and emotional help for pupils is of good quality and pupils say that they feel safe and happy at school. Child protection is secure and effective arrangements are in place to check health and safety.

The school provides strong support and guidance to vulnerable pupils, those learning English as an additional language and those with learning difficulties and/or disabilities. This is through the wide use of external agencies and support staff including the learning mentor. An initiative to use the same people to support pupils in class and over lunchtime is working well and provides continuity for the pupils. Systems to track pupils' progress over time are satisfactory and are being used more often. Appropriate targets are set for pupils in the classroom but targets are not highlighted in the annual academic reports to parents in a consistent way.

## **Leadership and management**

### **Grade: 3**

The school judges leadership and management to be satisfactory and inspectors agree. The acting headteacher has a clear understanding of the school's strengths and areas for improvement. She is a leader with a vision that is well communicated to the school community. The acting headteacher, together with newly appointed senior staff, demonstrate through the effective actions already taken and focussed improvement planning, a determination to move the school forward.

Self-evaluation is mostly accurate although on occasion the school under-estimates itself. The school is not satisfied with the status quo even though it is satisfactory overall and is rightly implementing improvements which have already increased pupils' progress. For example, the spreading of good practice from Year 6 to other year groups to improve learning and progress at all levels. Parents speak highly of the acting headteacher and are largely very supportive of the school. There are very close working relationships with external agencies, particularly in trying to improve attendance.

The governing body is actively involved in the life of the school and ensures that statutory requirements are met. It has a satisfactory awareness of the school's strengths and areas for development and provides effective support to the acting headteacher and other staff.

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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	3	NA
The effectiveness of the school's self-evaluation	3	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	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

<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	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	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

<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>	2	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	3	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

<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**

Thank you for your help during our visit to your school. This is what we found:

- your behaviour is good and you enjoy your lessons and playtimes
- adults in school look after you well
- you have lots of visits, visitors and clubs to add interest to your learning.

Your acting headteacher has already identified what to do next to improve and we agree that the school needs to:

- help you get better at writing
- make sure all the teaching is the best it can be.

The third improvement needs you, your families and the school to work really hard together to make sure that:

- you all get up early and attend each school day so that you can learn new things quickly.

We wish you all well for the future - enjoy your work and play and always try your best!