



Lacewood Primary School

Inspection Report

Unique Reference Number 106579
Local Authority Barnsley
Inspection number 287550
Inspection dates 4–5 October 2006
Reporting inspector Judith Tolley

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

Type of school	Primary	School address	Station Road
School category	Community		Bolton-on-Deane, Rotherham
Age range of pupils	3–11		South Yorkshire S63 8AB
Gender of pupils	Mixed	Telephone number	01709 893238
Number on roll (school)	261	Fax number	01709 893238
Appropriate authority	The governing body	Chair	Cllr Sharron Brook
		Headteacher	Mrs Julia Chalkley
Date of previous school inspection	1 July 2002		

Age group	Inspection dates	Inspection number
3–11	4–5 October 2006	287550

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school with a nursery unit. Most pupils are from White British backgrounds. The proportion of children entitled to free school meals is higher than average, as is the proportion of children who have learning difficulties. No child is at an early stage of learning English as an additional language. The headteacher commenced her appointment in September 2005.

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 some good features. Parents rightly feel that it provides their children with a secure foundation for the future. Pupils' personal development is good. They enjoy their time in school and have good relationships with each other and with their teachers. However, attendance remains below average. Behaviour is good. Pupils readily take on responsibility such as acting as members of the school council. They are given good standards of care, guidance and support and they become confident young people who are able to make the right choices about healthy living. They participate in a good variety of enrichment activities and residential visits.

Satisfactory teaching overall ensures all pupils achieve as they should. In the Foundation Stage good teaching ensures children achieve well. Good teaching in Key Stage 1 leads to average standards and good achievement by the age of seven. In Key Stage 2 the quality of teaching and learning is variable and this impacts on the progress pupils make; consequently by the age of 11, standards in English, mathematics and science are broadly average with the exception of writing where standards are very low. The school is working hard to improve this and standards have begun to rise. Assessment information is used effectively to monitor children's progress and set targets but is not always used as effectively as it might be in lesson planning and in informing children about how to improve their work.

The school provides satisfactory value for money. Satisfactory leadership and management and the clear direction of the headteacher have led to the school having a good understanding of its effectiveness and a clear vision of the way forward. There has been good improvement since the last inspection. The clear direction and determined leadership of the headteacher has won both the confidence and the commitment of staff. She has been successful in creating an effective team who share her vision for the future and in working in partnership with parents, so that the capacity to improve is good.

What the school should do to improve further

- Raise standards in writing for all pupils.
- Develop the everyday use of assessment to meet children's needs more effectively and to help them improve their work.
- Improve the quality and consistency of teaching and learning, particularly in Key Stage 2.

Achievement and standards

Grade: 3

Standards are broadly average and achievement is satisfactory. Many children start nursery with well below average attainment compared to children of their age. Children are keen to learn and achieve well during their time in the Foundation Stage. Progress

is particularly strong in the area of social development. This provides children with a firm foundation for learning higher up the school. Overall, children attain broadly average standards in the Foundation Stage. The outdoor area is being developed to further support children in all areas of the curriculum.

Standards achieved in 2005 were below the expected levels in Key Stages 1 and 2 in English, mathematics and science. However, results in 2006 indicate a marked improvement in levels of attainment across all core subjects. Test results show standards are now broadly average by the end of Key Stage 1 and Key Stage 2. Pupils are making good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Pupils with learning difficulties achieve well. The school has correctly identified writing as a cause for concern. There has been an improvement in writing throughout the school, but standards of writing at Key Stage 2 remain very low.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being is good. Pupils enjoy coming to school as

demonstrated by their considerate behaviour and positive attitudes to learning. 'Lessons are always fun. When you come out of the door each day, you know you've learnt something,' commented one child.

Children's spiritual, moral, social and cultural development is good. They express their feelings well, and know they are valued as individuals. Pupils learn about other faiths and cultures and are able to contribute to the wider community through fundraising initiatives. In their involvement in the consultation process of the building of their new

school and in developing happy playtimes with the support of play workers, children develop important life skills such as listening to others and problem solving.

Attendance remains stubbornly just below average, in spite of the good efforts of the school to maintain a positive trend. Pupils understand the importance of keeping safe and having a healthy lifestyle as shown by the presentation of the Healthy School's Bronze award. They enjoy taking part in community activities, such as the Dance in the

Dearne Project and swept the board at the 'Barnsley Oscars' film making event where they won first place for their animated film!

Quality of provision

Teaching and learning

Grade: 3

The school judges the quality of teaching and learning to be good. Inspectors judge them to be good in the Foundation Stage and in Key Stage 1, but satisfactory in Key Stage 2 where quality is variable. In the Foundation Stage children develop positive attitudes for learning as a result of stimulating, well planned activities. Across the school pupils with learning difficulties make good progress as a result of the support they receive in lessons, which is clearly focused on their individual needs. In the more effective lessons pupils understand new ideas rapidly due to clear explanations and effective questioning. They increase their understanding as a result of well sequenced practical activities, group work and drama where they investigate ideas for themselves. Speaking and listening skills are developing well because pupils are regularly asked to explain their ideas to others in plenary sessions. However, in some lessons, although assessment data is used to good effect to meet the needs of children with learning difficulties and/or disabilities, it is not always used effectively to meet the needs of other pupils, particularly the most able. In others, children find it difficult to maintain concentration during lengthy teacher-led activities which decrease opportunities for them to explore ideas for themselves. Teachers' marking is regular and designed to encourage, but does not always give pupils' sufficient guidance about how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good. It is enriched by an expanding range of activities such as German, sports, master classes, music and clubs. It is further enhanced by a wide range of residential and other visits. The school promotes the importance of healthy living. Circle time is used very effectively to promote pupils' personal development. The curriculum is planned and resourced well to develop pupils' skills in literacy, numeracy and information and communication technology across all subjects. Drama is used to good effect to develop pupils' listening and speaking skills and to deepen their understanding, for example, in history and English. The curriculum is being adapted effectively to promote pupils' interest and enjoyment and this has already had a positive impact upon attitudes and achievement. However, this is in the early stages of development and its full impact is yet to be seen. Despite recent successes, there is scope for improvement in the development of basic skills, particularly pupils' writing, which will better prepare them for the next phase of education and for their future economic well being.

Care, guidance and support

Grade: 2

The school judges care, guidance and support as outstanding, inspectors judge them to be good. Children are encouraged by all staff 'to always try your best to be your best'. Many aspects of pastoral care are particularly strong. Relationships in school are positive. All children are confident they could find someone to talk to in school if they had a problem. They greatly enjoy visiting the Rowan room for circle time, where they have the opportunity to think through personal issues and make the 'right choices'. Child protection arrangements are robust and regularly reviewed.

Very effective strategies are in place to identify and help pupils with learning difficulties and/or disabilities. Teaching assistants play a key role in helping these pupils make good progress, with outside agencies being consulted when appropriate. Rigorous procedures have been developed to monitor all pupils' achievements, and standards are rising as a result. However, assessment information is not yet used consistently across the school to guide pupils accurately about how they can improve their work.

Leadership and management

Grade: 3

The school judges leadership and management as good; inspectors judge them to be satisfactory. The headteacher's leadership is good. She gives clear direction based on a good understanding of the school's strengths and weaknesses and is well supported by the deputy headteacher. In the short time she has been in post the headteacher has been successful in creating a team with a common sense of purpose. Responsibilities are clear and there are effective procedures for evaluating success. However, the leadership and management skills of coordinators are still being developed and the school is making good use of local networks to achieve this. Whole-school planning is clearly focused upon raising standards and on promoting pupils' personal development and well-being. The school now has a rigorous system for monitoring children's progress and setting appropriate targets. It has very good links with outside agencies to support its work and its efforts to better involve parents are proving successful. This, together with a series of carefully considered initiatives, is having a positive impact on standards and on pupils' attitudes towards their learning. Resources are used efficiently and effectively. Teaching assistants are valued and their work channelled appropriately to make best use of their specific skills. However, there is scope to improve the monitoring and development of teaching and learning in order to achieve consistency across the school. Governors are very supportive and have a good understanding of its strengths and weaknesses.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome and for helping us when we visited your school. You really enjoy your school because you get on so well with your teachers and there are so many exciting things to do and learn. You are looked after very well and your behaviour is good. We were particularly impressed by the way you listen to each other and share your feelings in circle time. You know all about healthy eating and how important regular exercise is.

The adults are trying to make your lessons more interesting by using drama and different topics. This is working well in many classes. We have asked them to try to make all lessons as interesting. They also know how well you are getting on and what you need to do to do better. They are going to share this with you in future so that you will know how you can improve your work. They have been working hard to help you do better with your maths, English and science recently, and this has been successful. They think you can still do even better, especially in your writing, and we agree with them.

You play an important role in making your school as good as it is. You take pride in your work and your achievements. You are right to do so. We hope you carry on enjoying your learning and doing such good work. We wish you every success in the future.