

Wombwell Park Street Primary School

Inspection report

Unique Reference Number	106594
Local Authority	Barnsley
Inspection number	287557
Inspection dates	4–5 July 2007
Reporting inspector	Joan McKenna

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 on roll	
School	276
Appropriate authority	The governing body
Chair	Mrs E Oliver
Headteacher	Mrs Joanne Bentley
Date of previous school inspection	24 June 2002
School address	Park Street Wombwell Barnsley South Yorkshire S73 0HS
Telephone number	01226 752029
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school serves a community which is of mixed social and economic circumstances, but overall it is less advantaged than typically found. The large majority of pupils in the school are of White British heritage with a very small proportion from other heritages, most of whom speak English fluently. There are more girls than boys on roll and this is quite pronounced in some year groups. The proportion of pupils with learning difficulties and/or disabilities is below average.

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. It has strengths in the high quality pastoral care and support it provides and this is reflected in pupils' good personal development. Academic aspects of the school are not as strong. The new headteacher, however, has very quickly and accurately identified what needs to be done to improve the school. The work she has done during her first year in post is already having a very positive impact. She has introduced measures such as rigorous tracking of pupils' progress and comprehensive monitoring arrangements which are resulting in all staff having a clear understanding of both the need to implement change and how to do so. As a result, the school has a good capacity to improve further.

The pastoral strengths of the school shine through its daily work. There is a warm and caring atmosphere in which all pupils are valued as individuals and as members of the school community. Staff know and care for pupils well, making sure that they are, and feel, safe and well supported. Particularly good attention is given to ensuring that those with any specific additional needs receive appropriate support. As a result, pupils feel secure and their good relationships with adults mean they feel able to raise worries or concerns, confident in the knowledge that they will be resolved. Older pupils play a significant role in caring for younger ones. Pupils have positive attitudes towards school and behave well. They have a clear sense of pride in their school and in their lovely new building. The promotion of pupils' health is outstanding and is reflected in the very positive way pupils take active responsibility for their own health.

Pupils' academic achievement is satisfactory. They get off to a positive start in the Foundation Stage and make good progress as they settle into school. They make satisfactory progress thereafter. They reach average standards at the end of Key Stages 1 and 2, and have done so, with just slight fluctuations, for several years. Teaching is also satisfactory. Some is good, especially for the youngest and oldest pupils, but the quality is not consistent. This inconsistency results in different rates of progress and levels of engagement across classes. The newly introduced assessment arrangements are helping staff to know how individuals are progressing so that teaching can be adapted to meet pupils' needs better, but these are in the early stages of implementation. The curriculum is satisfactory with some good features. The range of enrichment and extra-curricular activities has been broadened and this is adding to pupils' enjoyment of school. Nevertheless, some aspects are limited, especially the range of additional activities and programmes to help pupils make faster progress.

Leadership and management are satisfactory. The headteacher provides very good leadership. She has a clear vision for how the school can be improved and is demonstrating a strong determination to bring this about. She manages the school efficiently and effectively. By securing the support of staff and governors she has created conditions conducive to managing change. There is a clear sense of teamwork, enthusiasm and commitment. Leadership at other levels is not yet as effective. There are detailed and realistic plans to build on the developments that have already taken place to promote further improvement.

What the school should do to improve further

- Increase the rate of progress made by pupils by ensuring greater consistency of teaching and learning across the school.
- Use information gained from assessing pupils to make sure that curriculum activities and tasks set for them in lessons fully meet the needs of all.

- Develop the leadership skills of teachers so they all play an effective part in monitoring and improving the areas for which they are responsible.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Overall, all groups of pupils, including those with learning difficulties and/or disabilities and the very small number of pupils from minority ethnic backgrounds, make satisfactory progress during their time in school. The youngest and oldest pupils make the fastest progress, reflecting the good teaching those groups receive. Children enter the school with standards slightly below those expected for their age. They make good progress in the Foundation Stage and by the end the majority have met most of the goals set for children of their age. Pupils achieve satisfactorily throughout the rest of their time in school, reaching average standards at the end of both Key Stages 1 and 2. The results of national assessments and tests at the end of Years 2 and 6 have been broadly in line with the national figures for the past several years. There are some slight fluctuations from year to year, including by gender, generally reflecting the differing composition of the groups of pupils concerned. There was a slight increase in results in reading, writing and mathematics at Key Stage 1 in 2007. Slight increases are predicted by the school in mathematics and science at the end of Key Stage 2, with a slight decrease in English anticipated. Again this masks some small fluctuations in the standards of girls and boys from the previous year and the fact that slightly fewer pupils have attained above average levels.

Personal development and well-being

Grade: 2

Pupils' sense of pride in their school is seen in their appreciation of their attractive new building. Their spiritual, cultural, moral and social development is good, especially the latter two aspects. Pupils feel safe and well looked after. They have positive relationships with each other and with adults. Behaviour is good. Pupils respond well to the many opportunities they have to contribute to the school community. As a result, they develop important life skills and make a good contribution to caring for others. Some older pupils maturely and responsibly act as play leaders or 'Yellow Caps', while others run the healthy tuck shop or school magazine. Pupils say that the school and class councils 'make the school a better place', such as through successfully requesting water dispensers. Pupils show excellent commitment to keeping healthy by choosing sensible food and participating in opportunities for sport. They are developing good enterprise skills, for example organising stalls for the school fair in order to raise money to build an outdoor classroom. Pupils enjoy some aspects of school life, especially the good range of additional activities arranged for them at lunchtimes and after school. Their enjoyment of lessons is more mixed, reflecting how interesting the teaching is and how much it encourages them to be actively involved. Some pupils lack confidence when talking in class. Attendance is average.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory. Some is good, but it is not consistent across the school. In the Foundation Stage, staff have been successful in their aim to 'develop confident children who want to learn because they are genuinely interested in the work they do'. This is because they provide a stimulating balance of adult-directed and child-initiated activities. Across the school, pupils have good relationships with their teachers. There is a calm atmosphere in classrooms because pupils behave well and are keen to learn. Teachers generally have good subject knowledge and are clear about what they expect pupils to achieve. In the best lessons, more commonly with the oldest pupils, the good range of activities is designed to meet their different needs well. Tasks demand their active participation and are presented in a dynamic way which helps pupils enjoy lessons. Occasionally in other lessons, the pace is not brisk enough and pupils spend too much time listening rather than doing. Sometimes tasks are too hard or too easy. Pupils are encouraged to evaluate their own learning. They receive some clear information about how they can improve their work but comments in marking are often not specific enough.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and has good features. Appropriate attention is given to promoting literacy and numeracy. A review is underway to ensure that all subjects have appropriate emphasis and that links are made between them to increase their relevance and interest for pupils. There is only a limited range of additional activities and programmes in place to cater for the full range of pupils' needs, such as for those who are not making the progress they are capable of or for those who are gifted or talented. A good range of enrichment and extra-curricular activities is provided to develop pupils' interests beyond lessons. Pupils enjoy and participate enthusiastically in activities such as the cookery, art, music and sports clubs. The recent 'fashion show' and performance of Macbeth were popular events which helped to develop pupils' confidence. The curriculum makes a sound contribution to pupils' personal development and promotes their health very well.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. They are strong in relation to pastoral matters. Staff are very committed to pupils. They work closely with parents and, where necessary, with external agencies to help meet pupils' needs. For example, the support secured for the very small number of pupils who are at early stages of learning English has been excellent and has ensured that they have settled into school happily and successfully. Good relationships result in pupils feeling safe and well cared for. Appropriate arrangements for promoting health and safety and child protection are in place. Academic support and guidance are satisfactory. The newly introduced systems for tracking pupils' progress are providing a clearer picture of how well each pupil is learning, but they are in the early stages of implementation and so are not yet having maximum impact. Information gained is not yet fully used to inform teaching, nor to identify additional curriculum strategies or support required. Some marking, especially

of the 'Big Write', is good, but much does not give pupils information on how to improve their work.

Leadership and management

Grade: 3

The new headteacher provides a positive role model for others on how to lead and manage effectively. Leadership at other levels is not well developed but it is improving because appropriate steps are being taken strengthen it. For example, a new staffing structure is in place, designed to make the senior team stronger. All subject leaders have received training. The particular potential of some middle leaders has been identified and is being specifically developed. Governance is good. New, innovative approaches have been adopted which are resulting in governors being well informed about the effectiveness of the school, more questioning of it and more actively involved in promoting improvement. Strengths and weaknesses are accurately known and inspectors agree with all of the judgements the school makes about itself. Monitoring by subject leaders takes place but is not yet comprehensive. Value for money is satisfactory, as is improvement since the last inspection, with the pace escalating in the recent past. Parents are very positive about the school and the changes taking place. These changes are already having a beneficial impact, although many are too new to be having full effect. However the school is well placed to continue to improve.

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Annex A

Inspection judgements

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

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	1
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	2

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?	3
How well are learners cared for, guided and supported?	3

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.

Annex A

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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Inspection of Wombwell Park Street Primary School, Barnsley, S73 0HS.

Thank you for being so welcoming when we visited your school recently and for talking with us and giving us your views about your school. I would like to let you know our judgements about your school.

Your school is providing you with a satisfactory education, and it has several good features too. The way you are cared for and looked after is a strong feature. Adults want you to feel happy and safe and they give you good support so you are able to talk with them about any concerns you may have. People in school have good relationships with each other. You play a part in looking after each other, such as when some of you act as 'Yellow Caps' or play leaders. Your behaviour is good. You understand how to keep healthy very well. The school puts on a good range of activities and clubs for you outside of lessons and you enjoy these very much. You also like your new school building. We are not surprised by this - it is very nice.

Some of the teaching you receive is good and helps you learn well, but overall it is satisfactory because not all lessons are interesting enough or help you to make as much progress as you could. We have asked the school to try to make all lessons as good as the best. We have also asked the school to use information it has about how you are progressing to make sure the work you are set is at the right level for you. We would like additional activities and programmes to be provided to help some of you make faster progress. Your headteacher is doing a good job of improving your school, and we would like all teachers who have special responsibilities to check how well you are doing in the areas they are responsible for so they know how to help you learn best. All of this is so the school makes sure that all of you are achieving as well as you can. You are making satisfactory progress at the moment, but we would like to see you do even better.

You can help your teachers by coming to school regularly, continuing to work hard and doing your very best.