

# Worsbrough Bank End Primary School

## Inspection report

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<b>Unique Reference Number</b>	106598
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	324430
<b>Inspection dates</b>	30 September –1 October 2008
<b>Reporting inspector</b>	John Rutherford HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	221
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Goldthorpe
<b>Headteacher</b>	Mrs M Tapp
<b>Date of previous school inspection</b>	7 December 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Underwood Avenue Worsbrough Dale Barnsley South Yorkshire S70 4AZ

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<b>Age group</b>	3–11
<b>Inspection dates</b>	30 September –1 October 2008
<b>Inspection number</b>	324430

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

This is an average sized primary school serving an area of considerable social and economic disadvantage. The percentage of pupils eligible for a free school meal is well above the national average. A higher than average percentage of pupils has a learning difficulty and/or disability. A very small number of pupils are from a minority ethnic group or speak English as an additional language. There is Early Years Foundation Stage (EYFS) provision for children aged three to five years. The school has received Sportsmark awards and the Silver Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is an improving school and it is now good. It gives good value for money. The school was judged to be satisfactory in the previous inspection. Since then, a new headteacher and senior leadership team have introduced improvements in leadership at all levels and in teaching and learning. Although not complete, these improvements are already making a positive difference to pupils' progress. The majority of pupils are now making better than expected progress and, although standards are below average, they are rising.

When children start in the EYFS, their skills and knowledge are well below those typical for their age. They make good progress, although their skills are still below those typical for their age when they move into Key Stage 1, most notably in language and literacy. During Key Stages 1 and 2 the majority of pupils continue to make good progress, especially in reading and writing, which have been recent priorities for school improvement. Pupils' progress slows in a small number of classes where the quality of teaching has not yet reached the good quality of that found in most classes. By the time pupils leave, the proportion who are achieving the levels expected for their age is broadly in line with the national average. However, very few pupils go on to achieve higher levels in English and mathematics.

The quality of teaching and learning is good overall. In the majority of classes, pupils make good progress because teaching is lively, interesting and well matched to their needs. In a minority of classes, pupils' progress is much slower because teaching is insufficiently challenging or stimulating for some groups. There are a very few good examples of marking that gives pupils clear guidance on how to improve their work, but this is not consistently seen in most classes.

The curriculum is good, providing pupils with a rich range of well-planned and interesting topics and after-school activities. Pupils extend their writing skills in a number of subjects. Pupils are very well looked after in school and teachers use assessment information effectively to help them to achieve as much as they can. Pupils' personal development and well-being are good overall. Their behaviour is good and their attendance is satisfactory. They understand how to stay safe and be healthy and they gain good experience in contributing to their community. The school has very effective procedures for identifying the needs of pupils with a learning difficulty and/or disability and planning support that helps them to make good progress. Teaching assistants make a strong contribution to this work.

The headteacher's very strong leadership encourages high levels of commitment and teamwork amongst all of the staff. The staff have the full support of the overwhelming majority of parents. The headteacher and the leadership team continuously scrutinise the work of the school to judge its impact on raising pupils' achievement. They do not hesitate to introduce improvements where they are needed. The governing body is well led. Governors clearly understand the strengths and weaknesses of the school and they provide good support and challenge. The strengths in leadership are already leading to improvements in pupils' achievement and this demonstrates that the school has a good capacity to raise standards further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

In the EYFS, which combines Nursery and Reception classes, the provision for children's learning, development and welfare is good and improving. Children enter the Nursery class with skills

well below those typical for their age and they make good progress throughout both Nursery and Reception, particularly in personal development. Children with behavioural difficulties make good progress because they are sensitively included in all activities and helped to play constructively with others through encouragement, praise and rewards. This is helped by a learning environment in which all children are encouraged to have good relationships with each other and to develop an understanding of feelings. Children enjoy eating healthy snacks and understand some basic points about healthy living.

Leadership and management of the EYFS are good. Children are well cared for and the environment is secure and stimulating. Children have lots of opportunities to learn through play in well resourced bases, both inside and outdoors. Staff work well together to ensure that a good balance of teacher-led and independent activities are provided for the children. Staff systematically collect information about children's learning, progress and development, and use this effectively as the basis for planning new activities. Children with a learning difficulty and/or disability are identified early and appropriate support is provided, including input from external support services, where necessary.

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

- Raise standards in English and mathematics, especially for higher attainers.
- Improve the consistency of good teaching across the school.
- Ensure marking provides more guidance to pupils on how to improve their work.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement in English and mathematics is good. Standards are below average, but they are rising. Evidence from the inspection shows that, in both Key Stages 1 and 2, the majority of pupils make better than expected progress. This is an improvement since the previous inspection, which has been brought about by the introduction of more effective methods for using assessment information to help pupils accelerate their progress. Because of this improved progress, standards are rising. The greatest improvement is in the proportion of pupils reaching the levels expected for their age by the end of Key Stage 2 and this is broadly in line with the national average. However, very few pupils go beyond this to achieve higher levels.

Standards overall in Key Stage 1 are rising as children move from the EYFS with improving knowledge and skills, and teachers are effectively building on this.

However, pupils' skills are still below those typical for their age, especially in speaking, reading and writing. Much work has been done on improving the teaching of writing and this has been effective, with the result that most pupils are achieving the expected levels for their age by the end of Key Stage 2. Low attaining pupils and the significant number with a learning difficulty and/or disability make good progress because there are effective systems for providing them with appropriate support as soon as they need it.

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

### **Grade: 2**

Pupils' personal development and well-being are good and this is reflected in their positive attitudes, their good behaviour and their enjoyment of school. 'School? We love it.' said one pupil, reflecting the views of many. Since attendance was judged to be inadequate in the last

inspection, staff have been working very hard to improve it. It is now much better although still below the national average.

Spiritual, moral, social and cultural development is good, notably in the moral and social aspects. Pupils have a very good understanding of how to behave in a community and they cooperate well with each other. Many gain good first-hand experience of contributing to the life of a community through a range of opportunities in school, for example: school council, playground buddies, lunch-time receptionist and headteacher's assistant. They also learn much by participating in local community projects such as litter picking, planting flowers and visiting the local centre for the elderly.

Pupils show good knowledge of how to stay safe and be healthy. Many take advantage of the 'healthy options' provided at lunch-time. They understand the importance of exercise and put this into practice in the Key Stage 2 Sports clubs and the very popular after-school Freddy Fit club. Pupils' personal and social skills and their basic skills in literacy, numeracy and information and communication technology give them a satisfactory preparation for the next stage of their education and the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good in the majority of classes and, in these, pupils make better than expected progress. In a very small number of classes, teaching is less effective and pupils' progress is no better than satisfactory.

Where teaching is most effective, teachers use assessment well to provide work that is suitably challenging for all groups of pupils. Some teachers are particularly skilful at checking how well pupils are grasping new ideas and changing the course of their lessons if necessary. Lessons are very well planned, lively and enjoyable and teachers give pupils a good balance of challenge and encouragement. Pupils respond by showing considerable interest and working very hard. Where teaching does not enable pupils to accelerate their progress, there is often insufficient challenge or stimulation for many of them and they do not engage fully in the lessons.

Teaching assistants make a very good contribution to ensuring that lessons meet the needs of all groups of pupils. They clearly understand the teachers' objectives and adapt tasks effectively to enable the pupils with whom they work to make good progress. When marking work, a small minority of teachers provide pupils with very helpful information. However, in most classes, marking does not guide pupils as to how they can improve their skills.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. Pupils' basic literacy and numeracy skills are extended well through carefully planned topics. The provision for information and communication technology is satisfactory, but it is not used as often as it could be to support learning in other subjects. Visits and visitors are used effectively to enhance the curriculum and extra-curricular clubs provide a wider range of activities that adds to the skills taught during the school day.

The curriculum makes effective provision for pupils' personal development and well-being, especially their moral and social development. For example, staff provide good opportunities for pupils to explore such issues as racism and bullying, with the outcome that older pupils can

talk about these issues in a responsible way. The school makes a good contribution to community cohesion through its close links with the local community and other schools in this country and abroad, and through its commitment to raising pupils' awareness of other cultures.

Additional programmes for low attaining pupils and those with a learning difficulty and/or disability are very systematically planned. This helps to ensure that the needs of these groups are being met and that they make good progress towards challenging targets.

The transition from EYFS to Key Stage 1 is very well organised with well-planned opportunities for children to experience the curriculum that they will receive when they move on. The transition to secondary education is well coordinated and pupils move smoothly to their new schools.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care is a significant strength in this school and every child is valued. The high level of care by all staff contributes to an upbeat atmosphere and pupils' eagerness to come to school to learn. 'All the grown-ups look after us.' said one pupil. The school does all it can to ensure the health, safety, protection and well-being of the pupils. Child protection procedures are in place. Pupils are clear that the school is a community where bullying is not accepted.

Teachers and teaching assistants work very well together to ensure that pupils with a learning difficulty and/or disability participate fully in lessons and make good progress. The learning mentor provides very good support for vulnerable pupils, including those who are going through a troubled period of time. The school works closely with outside agencies to support pupils who have additional needs.

Academic guidance and support are satisfactory. An effective system for tracking pupils' progress helps teachers to quickly identify those whose progress is stalling and to give them extra support. Arrangements for sharing targets with pupils are being developed and some imaginative methods for doing this are already in place. At this early stage, a small number of pupils understand how they are using personal targets, but this is not yet established in most classes.

## **Leadership and management**

### **Grade: 2**

The headteacher is a very strong leader with a style of leadership that is open, honest, positive and evaluative. She is successfully promoting the development of senior and middle leaders who, together, give the school a clear vision and direction. All staff show high levels of commitment and a real team spirit. As one member of staff said: 'Everyone feels valued and important to the success of the school.' The quality of teaching and learning is improving because senior and middle leaders systematically monitor it and provide support where necessary.

The school has a clear strategic improvement plan which is effective in bringing about improvements in leadership, teaching and achievement. Priorities are based on leaders' clear understanding of strengths and weaknesses in the school. Senior leaders make effective use of data to set challenging targets for raising standards. They recognise that they could be even more searching in their analysis of pupils' performance and they are improving their data systems to make this possible. They are also aware that they still have more work to do before teaching and standards are as good as they can be. However, they know exactly where their work needs to be focused.



The governors are well led by an experienced chair. They know the work of the school through their visits to classes and regular reports from leaders. They ask challenging questions to help the school improve the quality of teaching and pupils' progress.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</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>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Worsbrough Bank End Primary School, Barnsley, S70 4AZ

Thank you very much indeed for being so helpful and courteous when I came to inspect your school with my colleague, Peter Allen. During our discussions with you, you gave us some very valuable information which helped us to make our judgements of your school. I would now like to tell you what these judgements are.

Bank End is a good school. Your teachers help you to make good progress in your English and mathematics because most lessons are interesting and make you work hard. You play your part too by paying attention in lessons and always doing your best. Your behaviour is good and your attendance is much better than it was the last time the inspectors came to your school. Well done. Your teachers know exactly what work will help you to make good progress. They are starting to give you targets so you know what you are aiming for. We would like you to work very hard to achieve these targets. Your teachers also look after you very carefully. They help you to learn how to stay healthy and safe and how to avoid getting involved in bullying and racism. We could see that you have learnt a great deal about these matters.

Your governors, headteacher and staff are working very hard to make your school even better. To help, we have agreed with them three areas to concentrate on. These are:

- to raise standards even further in English and mathematics, making sure that more pupils can achieve the highest levels in national tests for their age group
- to make sure that pupils in every class receive the best possible teaching in the school
- to make sure that marking gives you useful information about how to improve your work in the future.

We are sure that you will do your utmost to help your teachers to bring about these improvements.

On behalf of the inspection team, I wish you the very best for the future