

# Lacewood Primary School

## Inspection report

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<b>Unique Reference Number</b>	106579
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	336696
<b>Inspection dates</b>	11–12 January 2010
<b>Reporting inspector</b>	David Matthews

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

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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 of pupils on the school roll</b>	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clr Sharron Brook
<b>Headteacher</b>	Mrs Julia Chalkley
<b>Date of previous school inspection</b>	4 October 2006
<b>School address</b>	Carr Head Lane Bolton-on-Dearne Barnsley S63 8DA
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff, groups of pupils, and parents. They scrutinised pupils' completed work in a range of classes. They observed the school's work, and looked at the school's documentation including that relating to safeguarding, the school's monitoring of the quality of teaching, its plans for improvement, attendance and records of pupils' progress. Inspectors analysed and evaluated 47 questionnaires that were received from parents and carers and those received from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rigour and effectiveness of the school's drive to raise standards in writing
- the effectiveness of the support and challenge the school gives to pupils of average and higher ability in writing
- the impact of the school's curriculum on the development of pupils' writing skills
- the rigour with which the school promotes attendance.

## Information about the school

This is an average size primary school. Almost all pupils are from White British backgrounds. The proportion of pupils entitled to free school meals is much higher than average. Nearly 50% of pupils on roll are identified as having special educational needs and/or disabilities, well above the national average, and in some year groups the figure is significantly higher. The proportion of pupils with statements of special educational need is almost twice that found nationally. Since the last inspection, the school has moved into a new building. There have been numerous staff changes and absences. The school has gained the Healthy Schools Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Lacewood Primary is a good school. Pupils make good progress from their very low starting points. Achievement and enjoyment are good. The good outcomes for children in the Early Years Foundation Stage have been maintained and strengthened since the last inspection and the quality of teaching through the school has improved from satisfactory to good. Attainment is rising across the school and national test results are improving, although they remain low, particularly in writing, because of the very low starting points of a high proportion of pupils in the cohorts.

The school has introduced imaginative strategies to address low attainment in writing. However, these are not working sufficiently well to raise attainment swiftly. Some pupils have gaps in basic writing skills that inhibit their progress. Some do not have as many opportunities as they should to practise their writing skills across different subjects. In addition, the monitoring of writing lessons has not received a strong enough focus, given pupils' low attainment. Other aspects of the monitoring of teaching and learning are strongly effective in raising attainment, notably in mathematics and science. Attendance is improving, but still remains too low. Pupils behave well; they say they feel safe and they have a good understanding of healthy lifestyles.

Senior leaders and the governing body have an accurate picture and understanding of the school's strengths and relative weaknesses. School leaders are successful in sharing with other staff their ambitions to improve the school. Senior staff and governors have successfully managed numerous circumstances beyond their control, including the move from one school building to another and several staff changes and absences.

Management systems run smoothly. The strengthening of leadership and management since the last inspection and the improvements to teaching and learning give the school a good capacity for sustained improvement in the future.

## What does the school need to do to improve further?

- Raise attainment and achievement in writing across Years 1 to 6 by:
  - ensuring all pupils build handwriting, punctuation and other basic writing skills systematically year-on-year,
  - providing all pupils with ample opportunities to apply their writing skills across the curriculum,
  - rigorously monitoring the teaching of writing skills to share effective practice and to rigorously address weaknesses.
- Further improve attendance by increasing the range, rigour and effectiveness of

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strategies for its improvement

## Outcomes for individuals and groups of pupils

**2**

In lessons pupils behave well and most show they are ready to learn. However, a small number of older pupils apply themselves with less commitment than the majority. In the best lessons, pupils show real enthusiasm as when actively engaged in kung fu punctuation, an imaginative and active way of learning this aspect of English. Pupils display a good range of learning skills including working well together when sharing their ideas with a partner.

Pupils, including those with special educational needs and/or disabilities, make good progress overall across the school. In 2009, there was a marked improvement in the school's Year 6 national test results for mathematics and science although standards in writing were low. Some pupils have not built the basic skills of writing consistently well as they have moved through the school in the past. Consequently, they find it difficult to apply their limited skills in a range of writing tasks and in different subjects. The school has adopted effective procedures that are starting to make a positive difference to pupils' ability in writing.

Pupils say that they feel safe and they have a good understanding of what to do to promote a healthy lifestyle. They make a good contribution to the school community and are keen to play their part in helping it to run smoothly and to develop it through offering ideas for improvement. Older pupils help younger ones; the school council effectively has an impact on changes in the school and pupils say 'We are consulted'. Attendance rates are well below average although there has been a steady improvement over three years. Pupils develop satisfactory skills for their future economic well-being, with the development of teamwork skills being a strong feature of this. Their spiritual, moral, social and cultural development is good. They know about the world's major faiths and they have strong opinions about morality.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	<b>4</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers form good relationships with pupils; they manage their behaviour well and mostly provide them with exciting activities that effectively engage them in their learning. They vary the pace of teaching and use interactive whiteboards effectively to communicate ideas and inform pupils of what they will learn. Teachers have good knowledge of the subjects they teach and they skilfully help pupils to reflect on their learning. Teaching focuses appropriately on developing writing skills. However, in some classes teachers are not successful in meeting pupils' individual needs in handwriting and punctuation and, while teaching assistants are often effectively deployed, opportunities are sometimes missed to ensure they have maximum impact on learning, notably in whole-class lessons. Teachers effectively use their assessment of prior learning to set work that very largely matches accurately the needs of pupils of differing abilities.

The curriculum is wide, varied and innovative and engages pupils' interests well. There is a strong focus on numeracy, reading, drama, developing speaking and listening and on role play. Well-thought-out initiatives are enabling the school to focus more specifically on the fundamental skills of writing, though the school has yet to evaluate the effectiveness of its curriculum, notably on the development of writing skills. The school recognises that there are insufficient opportunities for pupils to practice their writing skills and has plans to ensure that pupils are given more chances to write for different purposes. Pupils enjoy the range of extra-curricular activities, especially sporting events, and the curriculum is enriched by regular visitors and visits out.

Pastoral care is strong and supports pupils' well-being effectively. There are good arrangements to support pupils as they move from one stage of their education to the next. Support for vulnerable pupils is good and there are helpful and effective arrangements to nurture pupils whose behaviour is challenging. The school can point to many examples where pupils' attitudes have become more positive as a result of its effective intervention thereby improving pupils' academic and personal development. Support for pupils with special educational needs and/or disabilities is good. While the school has achieved some success in applying strategies to promote good attendance, it recognises that there is still much more to be done to raise attendance further.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Senior leaders and middle managers communicate high expectations to staff about securing improvement and use the enthusiasm of staff to good effect; improvements to teaching have resulted. Leaders and managers make good use of a range of monitoring activities relating to pupils' progress. Observations of teaching are often effectively focused on ensuring that teaching improves. The leadership and management of science and mathematics have contributed effectively to improved standards. The monitoring of the teaching of writing, however, has not been as rigorously focused on the improvement of basic skills as it might have been, and improvements in learning have not been swift enough. Governors are very supportive, though they do not hold the school to account as rigorously as possible.

The school effectively promotes equal opportunity. There is no evidence of discrimination. The school rigorously ensures that pupils at risk of not achieving as well as others are well supported. This applies equally to the vulnerable and those with behavioural or other needs.

The school fully meets current requirements for maintaining the safeguarding of pupils, and adopts recommended good practice across all areas of its safeguarding procedures. It has secure arrangements to promote pupils' security and well-being and staff maintain detailed policies and records that support the strong emphasis on this aspect of the school's provision. The headteacher has a clear overview of requirements and diligently ensures that they are met.

The school effectively promotes cohesion within its own school community and it has positive links with parents. There are links with a local care home and email contacts with international schools but the school has rightly identified the need to develop better global links.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle quickly into school because there is a wide range of different activities to interest and engage them across the areas of their learning. They soon become confident because they feel safe and they enjoy the opportunities available, developing a real appetite for learning as they explore the computers, enjoy the role play areas and learn to make marks through paint and other media. Children make good progress from very low starting points because provision is good. However, because of their starting points, their skills are still below the expected levels at the end of the Reception Year. Adults plan well for children to develop the skills they will need for the future. Children make notably good progress in aspects of their personal development as seen in the way they get on well with one another. At snack time they behave well and eat healthy food, peeling their own oranges. There is a good balance of activities from which the children can choose and those where adults focus on teaching. Adults make good use of the space indoors, especially when the weather makes outdoor learning impossible. Leadership of the Early Years Foundation Stage is effective because it involves all adults in planning activities for the children that are imaginative and that promote their good learning. Adults are mostly, but not entirely, discrete in their presence so that the setting is truly a place where the children are central. There is good provision for the children's welfare, safety and well-being. The school effectively engages parents so that they are enabled to have a positive impact on children's development.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## Views of parents and carers

The vast majority of parents and carers were very positive about the school in their questionnaires. Inspectors agree with parents' and carers' positive views, which included, 'staff at the school are friendly and easily approachable' and, 'they are available to answer any questions'. There were a very small number of negative responses regarding the promotion of pupils' behaviour, healthy lifestyles and help for parents in supporting learning. Inspectors did not find evidence to support these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lacewood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 47 completed questionnaires by the end of the on-site inspection. In total, there are 223 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	72	11	23	0	0	1	2
The school keeps my child safe	33	70	13	28	1	2	0	0
The school informs me about my child's progress	23	49	21	45	2	4	1	2
My child is making enough progress at this school	24	51	22	47	1	2	0	0
The teaching is good at this school	30	64	16	34	1	2	0	0
The school helps me to support my child's learning	25	53	18	38	3	6	1	2
The school helps my child to have a healthy lifestyle	22	47	24	51	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	49	22	47	1	2	0	0
The school meets my child's particular needs	24	51	21	45	1	2	0	0
The school deals effectively with unacceptable behaviour	23	49	21	45	1	2	1	2
The school takes account of my suggestions and concerns	21	45	23	49	1	2	1	2
The school is led and managed effectively	27	57	17	36	1	2	0	0
Overall, I am happy with my child's experience at this school	30	64	15	32	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 January 2010

Dear Pupils

Inspection of Lacewood Primary School, Barnsley, S63 8DA

Thank you for welcoming the team of inspectors to your school. We enjoyed talking to you and watching you learn in your lessons. I am writing to tell you what we found out. You said that you learn a lot in lessons, that the school helps you to be healthy and that adults care about you and are interested in what you think. You told us that adults help you to improve your work and that the headteacher and senior staff do a good job. A few of you think behaviour is not always as good as possible.

The inspectors found numerous good things at Lacewood. It is a good school. Teaching is good and you are given interesting things to do. We agree that adults take good care of you and we found that you make good progress in your work.

We have asked the headteacher, other staff and governors to make the school even better by:

- helping you to improve your writing especially by developing handwriting and punctuation, giving you plenty of chances to practise your writing and checking you are getting all the help you need
- encouraging everyone to attend school as much as possible so that you can all get the most out of their education.

You can help by all coming to school regularly, as most of you do, and by continuing to try hard.

The inspectors wish you well.

Yours sincerely

Mr David Matthews

Lead inspector

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