

Wombwell Park Street Primary School

Inspection report

Unique Reference Number	106594
Local Authority	Barnsley
Inspection number	336701
Inspection dates	20–21 January 2010
Reporting inspector	Nigel Cromey-Hawke

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 of pupils on the school roll	278
Appropriate authority	The governing body
Chair	Mrs E Oliver
Headteacher	Mrs Joanne Bentley
Date of previous school inspection	4 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons and spent 70% of the time looking at learning, including looking at pupils' work. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a wide range of school documentation, including development planning, self-evaluation records, policies and performance data. Sixty-seven parental, 97 pupils' and 15 staff questionnaires were scrutinized.

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

- whether the past improvements in standards are sufficiently evidenced across current groups to merit the schools' judgement of good achievement
- is teaching, learning and the use of assessment consistently good across the school
- are higher ability pupils sufficiently challenged
- are leaders and managers at all levels, especially those new to the school, well informed, focused and effective in the pursuit of improvement.

Information about the school

This is a larger than average primary school. The majority of pupils are of White British heritage and there are few whose first language is not English. The number of pupils with special educational needs and/or disabilities is below the national average. The proportion eligible for free school meals is broadly average. The provision for Early Years Foundation Stage is through a Nursery and two Reception classes. Over half the school's staff or their responsibilities has changed in the last year. The school has a wide range of awards, including Healthy Schools, Artsmark, Activemark and Basic Skills.

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

This is a good school. It has many outstanding features and its capacity for sustained improvement is good, helped by its excellent practices in self-evaluation. These have prompted a concerted programme of challenge and development that have resulted in considerable improvement, notably in academic standards. The vast majority of parents, pupils and staff are fully supportive of its work. Parents typically comment that: 'My children and I are completely happy with all aspects of the school.'

Children make excellent progress in the Early Years Foundation Stage because of the very good leadership, teaching, curriculum and very effective care and support provided. Pupils within the main school make good progress, helped by the excellent curriculum and any differences in progress are minor ones. The use of information communication technology (ICT) and pupils' success in the arts is substantial: standards reached in these areas are high. Senior leaders have introduced new systems for measuring and monitoring progress that are enabling the school to respond quickly to pupils' needs. An extensive programme of additional support operates throughout the year and ensures that the progress of pupils with special educational needs and/or disabilities is good. Attainment on exit from the school is broadly average. Assessments indicate currently that the majority of pupils are on track to meet or exceed the challenging targets the school has set.

Pupils are clear that they feel exceedingly safe within the school, as a result of the excellent safeguarding practices and good care, guidance and support they receive. They show their enjoyment of school through their good behaviour and attendance and have an excellent understanding of healthy lifestyles. Pupils' social development is very good. Their spiritual and moral development, and awareness of cultural diversity are good. Teaching is good overall, with some that is outstanding. By contrast, some is satisfactory at best. Good teaching engages pupils well: variety and pace keep them interested. Assessment is well used to support learning. In the satisfactory lessons, progress slows, as pupils, especially the more-able, are not fully challenged.

The talented headteacher has driven improvement since the last inspection with great energy, very well supported by her staff. Governance is challenging, yet supportive and well informed. Local links in the community are excellent, but community cohesion is overall good. Increasing international links are beginning to impact well upon pupils' understanding of the diversity of the world outside their immediate area, but it is too soon to see their full impact.

What does the school need to do to improve further?

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- Consolidate the gains made in raising attainment by ensuring that the quality of learning and pupils' progress is good in all lessons, by:
 - consistently matching activities to fully meet the needs of all pupils, particularly the more-able.
- Extend existing international links so that pupils have a better appreciation of the richness and diversity of the wider world.

Outcomes for individuals and groups of pupils**2**

Since the last inspection, there has been a significant improvement in learning and pupils' personal development. Learning is good in the majority of lessons, with pupils fully engaged as a result of the good and sometimes outstanding teaching. Pupils clearly enjoy the vast majority of their learning. Partner work is regularly used to engage pupils actively in their learning. They enjoy responding to the challenging targets, which are set for each year group. Most pupils work well collaboratively and respond to the wide range of activities provided.

Standards by the end of Year 6 have improved to broadly average, as a result of a programme of challenge and support led by the incoming headteacher, following a dip in 2007. Improved assessment practices have been introduced to identify each pupil's needs and extensive and well-resourced programmes of support have been put in place. All pupils, especially those with special educational needs and/or disabilities now acquire new knowledge, develop their understanding and learn new skills well, which contribute to their good future economic well-being. Some pupils do not attain as well as they could in the key skills of literacy, but achievements in ICT and art are outstanding across the school. There are good relationships in lessons and behaviour is good, and inspectors agree. Progress for some pupils is very good as a result of the intensive support provided by the team of talented teaching assistants.

Pupils say they feel exceptionally safe. Attendance is good. The progress pupils make in developing key skills is good, often from low starting points, and, together with their ICT skills, helps to promote pupils' future economic well-being. Pupils have a highly developed sense of what it means to lead a healthy lifestyle, reflecting the school's award, and they take full advantage of the extensive range of sporting activities provided by the school. The school council is very effective, and pupils take a major part in many aspects of school life, applying through the school's 'job-centre' to act as, amongst other things, trained junior wardens and Eco warriors. Contacts with the local community are extensive.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching and use of assessment to support learning is good overall. There is some outstanding practice but also some that is satisfactory. In the best lessons, teachers demonstrate good subject knowledge and use this and different teaching methods successfully to make learning interesting and relevant. Assessment data is used well by teachers in the good lessons. However, in satisfactory lessons, the match of activities to pupils' needs, especially for the more-able, is less well thought out. Targets are often too broad and, as a result, learning slows as not all pupils are sufficiently challenged. Moreover, pupils become restless. Pupils with special educational needs and/or disabilities are well supported in their learning by the talented teaching assistants, who often take additional support groups alongside the main class teaching. The curriculum is outstanding in its range and flexibility and helps to engage pupils' interest and develop their learning. The use of both ICT and the arts is exceptional, with the school leading the Broadcast in Barnsley project that works to raise standards in writing through the use of media, film-making and journalism. This has brought about considerable and rapid improvement in standards, especially for boys. Despite the high staff turnover recently, with the need to establish school expectations and practices, the curriculum provides an excellent range of experiences. A high priority is given to supporting pupils' personal development through the social and emotional aspects of learning and the personal learning and thinking skills programmes. Special themed weeks extend and enrich the everyday curriculum, including science developments and international studies. There is a very wide range of extra-curricular visits and activities, including two major residential visits that contribute significantly to pupils'

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self-confidence and personal development.

The quality of care, guidance and support is good. The parent support advisor plays a central part in this, communicating very well with families. The school provides a good range of adult learning opportunities and works very well with a wide range of agencies and partners to support pupils in their learning, especially the most vulnerable. Pastoral support is very good, as is the number and range of additional programmes operating within the school at any time. These are well reviewed by the special educational needs coordinator. Individual education plans reflect clear and appropriate strategies for supporting pupils' needs.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The vision and talent of the headteacher in driving improvement are outstanding. She is supported by an extremely hard working staff who share this vision and are committed to bringing it about. Improvement since the last inspection has been significant, although the school recognises through its excellent self-evaluation that the effectiveness of its actions have yet to be seen in some areas of learning and teaching. The school is a vibrant, welcoming and harmonious place that has high expectations of its pupils. Challenging, but realistic plans are in place to move the school further forward, with high quality training supporting excellent staff development. The school engages with parents extremely well, with a high number of well attended parenting classes and support and guidance provided. The school promotes equality of opportunity very well, with gaps in learning between different groups quickly identified and rapidly reducing. More-able pupils learn well in general; there are only minor differences in the progress made by groups of pupils. The school uses its excellent partnerships, working with local schools and national organisations, to promote learning and pupils' well-being. Community cohesion is good overall. It is outstanding at school and local level, well supported by the curriculum and has good and growing links with schools and partners internationally. However, there is more to do in broadening pupils' understanding at a wider level. Governance is good, with skills well matched to the needs of the school. Governors challenge it effectively, although sometimes do not operate independently of it in their review of its work. Safeguarding arrangements and practices are outstanding, being rigorously monitored and updated by staff and reflected in the levels of safety felt by pupils and parents.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Comprehensive induction arrangements and very good communication with parents and carers ensure that children receive a very warm welcome when they start in school. They settle happily in the very safe and secure environment. The majority enter with knowledge, understanding and skills that are below and often well below those expected for their age, especially in communication, language and literacy and personal, social and emotional development. Children make very good progress due to the outstanding teaching and bright and lively learning environment. The quality of care and welfare support is excellent. Teachers communicate regularly with parents about their child's progress and are well aware of their interests and needs. There is a good balance of child-initiated and adult-led activities and the extensive grounds are often very well used to support high quality outdoor learning, for example, in the innovative 'welly walks.' Adults encourage children to get on well together and, as a result, they behave very well and develop highly positive attitudes to learning. They show their eagerness to play a full part in the school community at an early age and their personal, social and emotional development is outstanding and highly praised by parents. The leadership and management of the Early Years setting is very effective and its capacity for sustained improvement outstanding. Work in supporting boys' learning and progress is exceptional. Teachers constantly assess day-to-day learning, record it electronically and use it very effectively to plan the next steps in learning. By the time children enter Year 1, the majority have reached or exceeded the expectations in most areas of learning. They have become highly skilled for their age in the use of ICT and work independently

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for extended periods without adult input.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The very large majority of parents who returned the questionnaires are very happy with all aspects of the school. They consider it provides a very safe and caring environment for their children and that it is well led and managed. They consider that their children make good progress and that the school meets their needs well. Some parents expressed concern about behaviour. However, the large majority feel that behaviour is good and inspectors agree. Parents are full of praise for how the school makes learning enjoyable for their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wombwell Park Street 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 inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 278 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	52	30	45	1	1	1	1
The school keeps my child safe	37	55	29	43	1	1	0	0
The school informs me about my child's progress	19	28	39	58	3	4	2	3
My child is making enough progress at this school	27	40	30	45	8	12	0	0
The teaching is good at this school	23	34	40	60	4	6	0	0
The school helps me to support my child's learning	28	42	30	45	2	3	4	6
The school helps my child to have a healthy lifestyle	34	51	23	34	6	9	1	1
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)	25	37	31	46	7	10	1	1
The school meets my child's particular needs	27	40	33	49	5	7	1	1
The school deals effectively with unacceptable behaviour	22	33	32	48	11	16	1	1
The school takes account of my suggestions and concerns	16	24	39	58	8	12	2	3
The school is led and managed effectively	24	36	34	51	6	9	2	3
Overall, I am happy with my child's experience at this school	28	42	34	51	3	4	2	3

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



22 January 2010

Dear Pupils

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

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it.

Wombwell Park Street is a good school and there are many things about it that are outstanding. You get a very good start to your learning in the Nursery and Reception and do well as a result of the excellent teaching and care you receive there. In the rest of the school, you are mainly taught well and you make good progress. You say you feel very safe and highly valued and enjoy your learning, helped by the outstanding range of subjects and activities available to you. Those of you who find learning more difficult than others make good progress due to the good care and support you receive. You have an excellent understanding of what it means to lead a healthy lifestyle. You take a very active part in helping to run the school and in the local community. Well done! The school has excellent links with your parents and carers and makes very good use of partnerships with other organisations to help you in your learning. The headteacher and staff work exceptionally hard together to make your school successful. I have asked them to do two things that will help them make it an even better place to learn:

- further raise standards by improving any satisfactory teaching to that of the best in the school, especially in the match of activities to your abilities and in the levels of challenge for those of you who find learning more easy
- extend your understanding of, and contact with, different cultures and groups of people in this country and abroad so that you have a better appreciation of the richness of the wider world.

You can help by telling your teachers how best you learn and if you have any problems. I wish you the best for the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector

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