

# Ward Green Primary School

Vernon Road, Worsbrough, Barnsley, South Yorkshire, S70 5HJ

## Inspection dates

21–22 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well, including those with special educational needs and those supported by the pupil premium funding. They make good and sometimes better progress in English, especially in reading.
- Teaching is good. Well-planned lessons capture and build on pupils' enthusiasm for learning. Good relationships mean pupils work well together and become keen and increasingly confident learners.
- Pupils are happy and proud of their school. They say they feel safe because, 'the teachers take good care and help us with our learning'.
- Behaviour is good. Pupils are polite, very friendly, and caring and considerate towards others.
- The headteacher's inspiring and motivational leadership has brought stability to the school after the extended period of disruption. Staff morale is high.
- Leaders, staff and governors form a strong, united team with a determined ambition to continue to move the school forward.
- Since the previous inspection, teaching and learning, pupils' achievement, attendance and provision in the Early Years Foundation Stage, which is now good, have improved.
- Parents expressed largely positive views and say their children are safe and happy

### It is not yet an outstanding school because

- Achievement in mathematics is not as strong as in English because pupils' progress is slower.
- Some pupils do not always arrive punctually at the start of the day and so miss valuable learning time.
- Some parents do not feel they receive enough information about the progress their children are making.

## Information about this inspection

- The inspection was carried out with half a day's notice.
- Inspectors observed eighteen lessons, heard some pupils read, observed pupils at play and at lunchtime, attended a school assembly and watched Years 3 and 4 pupils in their concert.
- The inspection team met with staff, pupils, parents, members of the governing body, and a representative of the local authority.
- School documents, including self-evaluation, teaching and learning monitoring records, the school's survey of parent and pupil views, pupils' workbooks and progress records were scrutinised and safeguarding arrangements were checked.
- The 21 responses in the on-line questionnaire (Parent View) were taken into account.

## Inspection team

Kathleen McArthur, Lead inspector	Additional Inspector
Michael Wintle	Additional Inspector
Mark Randall	Additional Inspector

## Full report

### Information about this school

- The school is larger than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium funding is above average.
- The proportion of pupils supported at school action is above average, the proportion at school action plus is below average and very few have a statement of special educational needs.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The private day-care in the school building is not managed by the governing body and is subject to a separate inspection. The inspection report can be found on the Ofsted website.
- There have been a number of staffing changes and turbulence over the past 3 years, and the headteacher was appointed in September 2010.

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

- Raise achievement in mathematics to match that in English by:
  - increasing pupils' ability to calculate mentally swiftly and accurately
  - providing more opportunities for pupils to use and apply their mathematical knowledge to solve problems in a range of situations
  - ensuring that teachers' marking gives pupils clear feedback about how to improve their work
  - raising the profile of mathematics around the school.
- Further enhance the good relationships between home and school by:
  - working with parents to ensure that their children arrive on time every day
  - ensuring that parents are better informed about the progress their children are making in school.

## Inspection judgements

### The achievement of pupils

is good

- When children start school, their skills are below those typical for their age, especially communication, language and personal skills. Good teaching and care for their welfare make them feel safe and secure so they progress well. Stimulating activities capture children's imagination, for example, developing speaking skills by talking confidently about what they would like to do when they grow up, or working outdoors and becoming excited and engaged using foam to create 'snow'. By the end of the Reception year, standards have risen steadily in recent years and children are well-prepared for further learning in Year 1.
- The school's system for checking pupils' progress shows that in Key Stages 1 and 2 pupils are now making faster progress than in the past and more are reaching the higher levels. Attainment is steadily rising so by the end of Year 6, pupils reach national levels. Standards are higher in English than in mathematics because many pupils find it hard to solve word problems or to calculate swiftly, such as 8 times 9. School data and inspection evidence indicate that pupils in Year 6 are on course to meet challenging targets and continue the rising trend in attainment.
- Pupils write at length with confidence, and reading is taught well so pupils make good and sometimes better progress and acquire the skills they need to support their learning in all subjects. They are well-equipped for the future. Well-organised activities for younger pupils in small groups each day are often made into games, such as using magnet fishing lines to 'catch' letters, then using these to write words. Pupils 'sound out' unfamiliar words and many say they read at home. When Year 1 pupils were tested on their knowledge of letters and the sounds, results matched national standards.
- Carefully planned activities were observed in the daily guided reading sessions. Many older pupils read well above the level expected for their age. They make good use of the high quality books in the well-stocked school library and enjoy a variety of reading material and authors such as Michael Morpurgo.
- Provision for pupils with special educational needs is well-organised and closely directed to their individual needs, such as working in small groups or through additional support in lessons. Consequently they progress just as well as their classmates do and are fully included in all activities.
- Those entitled to the pupil premium funding receive well-targeted additional adult support and activities, such as play therapy. These are boosting their achievement and ensure that they progress well in relation to their starting points.

### The quality of teaching

is good

- School leaders' rigorous and decisive actions since the previous inspection have raised the quality of teaching and led directly to improvements in pupils' learning and achievement. Inspection evidence and school monitoring records show that, overall, teaching is good and some is outstanding.  
Teaching is usually enthusiastic and captures pupils' interest. Lessons move along at a brisk pace so pupils learn quickly, especially in English. Very effective questioning means pupils think more deeply about their learning and are always kept 'on their toes'. Staff make sure that pupils know what they are going to learn so they tackle their tasks confidently but many pupils lack the skills to calculate 'in their heads' in order to answer mathematical questions quickly.
- Happy relationships between pupils and staff and between classmates are strong and supportive, so pupils behave well and co-operate happily. They work hard individually, in small groups or when discussing questions with their 'talk partners'.
- Pupils say the prompts, words and useful hints displayed in their classrooms are helpful in literacy and numeracy. Displays around school give high value to pupils' work in English,

especially their writing but their work in mathematics does not have such a high profile.

- Teachers plan lessons well to get the most from their pupils and tasks are usually matched well to pupils' ability. An example of this was observed in an outstanding lesson for the oldest pupils. Very carefully planned activities closely matched pupils' interests and abilities so they made rapid progress in using and extending their reading skills.
- Teaching is less effective when pupils spend too long sitting on the carpet while their teacher talks. Teaching assistants provide skilled support for different groups of pupils but sometimes are not used to best effect when the whole class comes together at the beginning or end of a lesson.
- Pupils say their work is always marked, and they like to check how well they think they have done by using a simple red, amber or green system. However, teachers' feedback in mathematics is not as useful or thorough as in English, so pupils are not as clear about how to improve their numeracy work.

### **The behaviour and safety of pupils** are good

- The school is a safe, harmonious community due to the high quality care pupils receive, their good behaviour and enjoyment of all activities. The attractive, well-maintained environment and imaginative displays make a strong contribution to pupils' good spiritual, moral, social and cultural development by celebrating their achievements. Outside, pupils have plenty of space and plenty to do, so they behave well and enjoy break times. Most parents say their children are happy and safe at school.
- Pupils have a strong moral sense of right and wrong. The school behaviour management system is clear and applied consistently by all adults. Pupils know the 'golden rules', say they are fair and are keen to earn 'golden time' each week. They carry out any responsibilities sensibly, either as school librarians, councillors or as peer mediators to help pupils resolve any arguments amicably.
- Pupils show high levels of respect for the staff because they say that staff value them and listen to their views. They know they can trust all the adults to sort out any problems quickly.
- When asked if they feel safe in school, pupils were unanimous in saying 'definitely'. They do not regard bullying as an issue and understand that it may take different forms, for example cyber-bullying. Special events such as Anti-Bullying week ensure that pupils know what to do if they encounter any bullying. Exclusions are rare.
- Attendance has improved and is now average due to leaders' rigorous actions. However, a number of pupils still arrive late every day so they miss some of their lessons.

### **The leadership and management** are good

- There is a strong sense of teamwork between leaders and staff, united by a clear view and strong commitment to provide the best opportunities for every pupil. Senior leaders know exactly what needs to be done to secure further improvement, demonstrated in their searching and honest evaluation of how well the school is performing and highly focused plans for on-going improvement. Middle leaders and managers know their areas of responsibility well and are effectively involved in developing plans to support whole school improvement.
- The quality of teaching is checked very closely and regularly. To help teachers improve their skills, support is carefully directed where needed and good practice shared. Rigorous performance management strategies for teachers are in place, linking closely with ensuring that their pupils make at least good progress. As a result, the quality of teaching is now good and this has successfully boosted pupils' achievement.
- The local authority provides light touch support for this good school.
- The curriculum is planned and enriched particularly well so pupils are always engaged and

interested. They especially enjoy the termly visits that link to their topics, for example to Chester Zoo or local studies at Worsborough Mill. These, and additional activities such as music tuition and Spanish lessons broaden pupils' experiences and add to their good spiritual, moral, social and cultural development.

- Pupils use and extend their literacy skills in all subjects, for example writing about Viking longboats in history or describing how the locality has changed in geography but they have fewer opportunities to use and practise their mathematical skills in different situations.
  - Ensuring that pupils of all backgrounds and abilities have equal access to everything the school provides is given the highest priority.
  - Arrangements for safeguarding meet all statutory requirements. The school is safe and the site is secure and maintained very well and staff have all undertaken child protection training.
  - The school works well with parents who express largely positive views about the school. However, many say they would like more information about the progress their children are making in addition to that provided at parents' evenings or in annual reports.
  - **The governance of the school:**
    - The governing body is well-informed about all aspects of school performance, including standards, pupils' progress and the way the pupil premium funding is used. This is because governors are regular visitors to the school; they observe teaching or look at pupils' books and meet with subject leaders. Governors are not afraid to make difficult decisions or hold the school to account for standards and progress or the quality of teaching. They have a good grasp of the strengths of the school and what is needed to ensure further improvement.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106578
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	405043

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

<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>	334
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Clegg
<b>Headteacher</b>	Michelle Binns
<b>Date of previous school inspection</b>	29 September 2010
<b>Telephone number</b>	01226 286510
<b>Fax number</b>	01226 730968
<b>Email address</b>	m.binns@barnsley.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

