

Joseph Locke Primary School

Shaw Street, Barnsley, South Yorkshire, S70 6JL

Inspection dates 10–11 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Strong and effective leadership at all levels, including governance of the school, drives rapid improvement.
- The acting headteacher’s leadership has had a very positive impact on teaching quality. Pupils’ progress has speeded up and standards are rising as a result.
- Good leadership of the early years ensures a good start to all children’s learning in Nursery and Reception classes.
- There is high quality provision for those pupils who are visually or hearing impaired. They make excellent progress.
- Pupils’ behaviour and attitudes to learning are consistently good. Pupils respect adults and are very mindful and tolerant of one another. Pupils feel very safe in school.
- The quality of teaching is good. Some teaching is outstanding. Staff have responded very well to new opportunities to develop and improve their skills. Pupils say, ‘We learn something new every day.’
- Pupils’ spiritual, moral, social and cultural development is promoted well.
- Parents’ views of the school are very positive.

It is not yet an outstanding school because

- Standards in writing and mathematics are not high enough.
- There are some inconsistencies in the levels of challenge for some pupils. In some instances assessment of pupils’ learning during lessons is not used effectively. Not all teachers’ marking picks up common errors well enough or helps pupils to improve quickly.
- Some pupils do not present their work tidily enough.
- Pupils’ attendance is below average and a small proportion of pupils are persistently late for school.

Information about this inspection

- Inspectors observed learning in a range of lessons, three of which were observed jointly with senior leaders.
- Discussions about the school’s work took place with members of staff, pupils, parents, members of the governing body, a representative from the local authority and with local leaders of education (LLE) who support the school.
- The inspectors took account of responses from 25 parents who completed the Ofsted online survey (Parent View).
- Inspectors observed the school’s work and examined a range of documentation including: national assessment data and the school’s own assessments; external reports and the school’s own view of its work; minutes from governing body meetings; safeguarding information and samples of pupils’ work.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Lynne Davies

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- A significant proportion of pupils are from White backgrounds other than British.
- An increasing proportion, currently about 20%, speak English as an additional language.
- The proportion of pupils who are supported by pupil-premium funding is double the national average. The pupil premium is additional funding the school receives for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The school's progress is monitored by the local authority. A Teaching Schools Alliance began to provide LLE support at the beginning of the school year. This arrangement was made by the local authority.
- The proportion of disabled pupils and those with special educational needs is average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The school hosts funded provision for pupils who are hearing or visually impaired.
- Provision for children in the early years is part time in Nursery and full time in Reception Years.
- The school provides a breakfast club during term time.
- The acting headteacher, formerly the deputy headteacher, has led the school since September 2014.

What does the school need to do to improve further?

- Remove the few inconsistencies in teaching quality and thereby raise standards further in writing and mathematics by:
 - making sure that work provided for pupils always matches their varying abilities accurately
 - using assessment during lessons effectively by responding promptly to what pupils know and taking their learning to the next step
 - ensuring that teachers' marking consistently picks up common spelling errors and includes time for pupils to do corrections
 - challenging the way some pupils present their work in order to improve its overall quality.
- Improve pupils' attendance overall, and the punctuality of those who are persistently late.

Inspection judgements

The leadership and management are good

- The acting headteacher's incisive and accurate evaluation of the school's work and the resulting changes since he was appointed have rapidly transformed the school for the better. The new approach to school management has a dramatic impact. It embraces staff, governors and parents and has a very positive impact on pupils' attitudes to learning and behaviour which results in their good progress.
- The quality of the learning environment has improved enormously. It impressively reflects the range of pupils' work and celebrates equality of opportunity and the way in which discrimination is challenged. For example, a fine display of work done by the pupils from the resourced unit exemplifies their excellent achievements and hails them, justifiably, as the school's 'Sensory Heroes'.
- Senior leaders have confronted the former challenges regarding teaching quality head-on. Their thorough checking of teachers' work, the new appointments to the teaching staff and the increased opportunities for professional development have paid dividends. Their response to effective advice and support from the local authority and LLEs has resulted in teaching quality being raised to good, with some outstanding, in rapid time.
- Leaders use the strengths within teaching in the school very effectively. The teacher who successfully raised standards in Year 2 in the previous year is currently doing the same in Year 6 while modelling best practice for colleagues throughout the school.
- The early years leader is knowledgeable about how children learn and leads her team skilfully. Records show year-on-year improvement in the numbers of children making good progress from their starting points, particularly those who speak English as an additional language.
- Leadership of the resourced unit and the provision for pupils with sensory impairment are excellent.
- Middle leaders, responsible for different subjects, contribute well to the development and management of the curriculum. They are clear about their roles in raising standards and actively seek to build on their good subject knowledge and leadership skills. It is an engaging and enriched curriculum that caters well for all pupils' needs and interests, and enables them to achieve well across the range of subjects.
- The school promotes pupils' spiritual, moral, social and cultural development strongly through the curriculum. In lessons, for example, working collaboratively with peers is strongly encouraged. Pupils have opportunities to develop their resourcefulness and independence. They learn to be tolerant of others and to appreciate others' achievements, whatever their backgrounds or individual circumstances. Pupils have a good understanding of how democracy works, and about the individual rights of others. They are clear about what is considered right or wrong and overall they are well prepared for their future lives in modern British society.
- The acting headteacher ensures that the school's sports funding is put to best use. There is a clear purpose to all physical education (PE) activity which is linked closely to making pupils more aware of all aspects of healthy lifestyles and physical well-being, including a healthy diet. Lessons include theory as well as activity. Lessons are led by a specialist in the subject, assisted by a qualified coach. Both provide models of good practice for class teachers as well as pupils. The impact of PE provision is closely checked not only to measure pupils' fitness and success in the increased range of sports activity but also its impact on pupils' social development, attitudes to learning and personal achievement in other areas of the curriculum.
- Leaders check the impact of pupil-premium spending rigorously. The funding has been re-allocated to ensure all disadvantaged pupils get the help they need. This has brought about increases both in teaching staff and the amount of focused group teaching planned for pupils. Those who speak English as an additional language also benefit well from the additional teaching support. Currently, the impact on disadvantaged pupils' achievement is positive with attainment gaps having closed at a considerable rate.
- Safeguarding arrangements are well established and meet all requirements, giving pupils a feeling of security in school. Staff and pupils are aware of their responsibilities for their own and others' safety. The school works hard with parents when following up attendance issues and there are frequent reminders and discussions about its importance. Attendance levels have risen as a result and the level of persistent absenteeism has decreased. Nevertheless, leaders acknowledge that attendance is below average and punctuality is not good enough.
- **The governance of the school:**
 - The reshaping of the governing body and recruitment of members with the relevant skills to challenge the school effectively has strengthened governance considerably. Governors know how well the school performs academically. They check its progress in relation to schools nationally in order to challenge any perceived lack of improvement. Governors support school leaders strongly and have played a

crucial part in bringing about the school's rapid improvement in the current year. They gather their own view of teaching quality through school visits as well as information shared by school leaders about arrangements to manage teachers' performance. They are well equipped with the skills and information they need to apply the school's pay policy effectively in order to secure good improvement. Financial management is efficient including the management of the impact of pupil premium and primary sports funding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils have very positive attitudes to school. Older pupils say that the school has got better over time, while younger pupils state, 'We enjoy our extremely hard challenges.' Pupils enjoy their learning and one of the top favourites among pupils is PE. They are proud of their school and what they achieve.
- Pupils' eagerness to learn is consistently evident in lessons. In some lessons, pupils' attitudes to learning cannot be faulted and this leads to at least good and sometimes excellent progress.
- Regular reviews of pupils' targets, with help from teachers, let them know how well they are improving.
- Around the school, pupils behave sensibly. They are very polite and well mannered. Relationships between pupils are positive and pupils share trusting relationships with staff members.
- Pupils contribute well to the everyday life of the school. They arrive at school, some not always on time, but nevertheless smartly dressed in uniform. Every pupil has a voice in school matters because of the work of the school council. Some serve on the charities committee to decide which organisations should benefit. Others are play leaders, buddies or lunchtime helpers to make sure that days in school run smoothly and safely.

Safety

- The school's work to keep pupils safe and secure is good.
- There are many reminders in school to help pupils to reflect on their responsibilities for their own conduct and their behaviour towards others. Outside one classroom, for example, pupils have posted, in their own handwriting, their understanding of what it means to show respect.
- This understanding is reflected as much in pupils' own attitudes as in the way that they look after the fabric of the school.
- Pupils have a very good understanding of the ways in which their actions can affect others' feelings of safety. As part of Anti-Bullying Week, pupils made their own video to raise awareness and discourage any form of bullying. This included internet bullying, as forcefully pointed out by pupils from Year 1.
- Consequently, pupils feel safe in school and enjoy playtimes that are free from bullying and name-calling.
- Parents fully support their children's view that they are cared for well in school. They are also appreciative of the thriving breakfast club which provides additional care and safety for pupils. A notable benefit is that the breakfast club has helped attendance and punctuality to improve. Nevertheless, attendance and punctuality are areas for improvement for the school.

The quality of teaching is good

- The new approach to learning is very strong throughout the school and fully embraced by all staff. Teachers and support staff relish the opportunities they have for further training. They reflect on their own work and the advice they get from senior leaders. They have made good progress in improving their effectiveness and making a significant difference to pupils' learning.
- Teaching assistants make a considerable contribution to pupils' progress. They team well with class teachers in lessons and manage the learning of focused groups of pupils skilfully.
- Learning is enhanced for disadvantaged pupils and others whose circumstances may make them potentially more vulnerable by the range and quality of additional teaching support which takes place constantly throughout the day. This includes support for the most able pupils as well as teaching to boost the skills of pupils with average abilities. Pupils with sensory impairment receive first-class support from their teaching team.
- English is taught well. Pupils have access to a good range of reading from the well-stocked library. The school also receives copies of the weekly local newspaper which provides extra challenging reading for

groups of the most able readers. They discuss articles with their teaching assistant and keep up with what is happening in their community.

- Discussion is a major part of all lessons and the expectation that pupils will choose the best vocabulary for their writing task during discussion is very high. This means that they are well prepared to write and to express ideas fluently. Some of their best descriptive writing stems from carefully chosen language. Such an example in a pupil's book is, 'As she cautiously entered the room the light from a small candle flickered to attention.' This captured the mood of the story as well as the reader's attention.
- Pupils learn well in mathematics. The daily emphasis on learning about number systems and how they work means that pupils learn to calculate accurately. Mathematical investigations, such as plotting different positions for shapes on a grid by using coordinates or using coins to solve money problems, allow pupils to put their knowledge to the test.
- Displays of pupils' work and their topic books confirm that there is good depth to pupils' learning in history and science, and a great enthusiasm for PE and arts subjects. Learning is often linked well to literacy, mathematics or computing.
- Pupils' work, and some lessons, however, show inconsistencies in the levels of challenge for pupils. In writing and mathematics there is sometimes too little difference between what is expected from pupils with different abilities. This means they do not make as much progress as they could in those lessons. In addition, expectations regarding neat handwriting and tidy setting out of work are not consistent across all classes.
- Assessment is used well to check pupils' progress and refresh targets. Good headway has been made in preparing systems for assessing pupils' work when National Curriculum levels are no longer used. There are good aspects to day-to-day assessment. Pupils are questioned skilfully and some marking is very helpful in enabling pupils to make speedy improvements to their work. However, there is also evidence that common spelling errors are not consistently picked up by all teachers. As a result, they occur in pupils' books more frequently than they should because they are not corrected at the time.
- Also, the checking of pupils' learning during lessons is not always effectively building on what pupils know and improving the pace of learning. The result is that on these occasions pupils continue to do the same things without further challenge.

The achievement of pupils is good

- The proportion of pupils who enter Year 1 at an expected good level of development is below average. Nevertheless, pupils make good progress from their starting points and achieve well by the end of Year 6.
- A lower than average proportion of pupils in Year 1 in 2014 achieved the expected standard in the phonics (letters and their sounds) screening check. The check included some pupils who started later than nursery and did not speak English when they joined the school. Most of those who did not reach the expected standard have caught up in Year 2. School assessments show that an increased proportion are on track for the expected standard in the current Year 1 because of improved teaching and a particular drive on reading.
- There was a significant improvement in standards of reading, writing and mathematics at the end of Year 2 in 2014. From being consistently well below average, standards rose to average because of highly effective teaching. That trend has been sustained in the current year with more pupils on track to achieve better than expected from their starting points.
- Published data from national tests in 2014 show that standards overall in reading, writing and mathematics were below the national average at the end of Year 6. Although pupils reached the expected level in reading and writing too few did better than that. Added to which, standards in mathematics were too low. A contributing factor was that pupils' progress was hampered by earlier less effective teaching.
- Progress began to improve in 2014 and was better than the national expectation in reading and close to it in writing.
- In the current year progress has speeded up considerably thanks to the immediate impact of better leadership of teaching by the acting headteacher and more focused learning. School assessments, which accurately match pupils' work in writing and mathematics, show that the rate of progress seen in Year 6 is reflected in all classes and that standards, particularly in mathematics, are rising.
- Achievement in reading is good. Pupils in Year 2 are enthusiastic readers. They put their phonics knowledge to good use when working out unfamiliar words, and enjoy talking about the books they have read. In Year 6, pupils' good knowledge of past and present authors indicates how widely they read. Their reading is fluent and they know how important it is to read well for different purposes.
- Published data indicate that in 2014, disadvantaged pupils did not attain as well as non-disadvantaged

pupils nationally nor did they do as well as other pupils in the school. In mathematics they were more than a year behind pupils nationally in terms of progress made and two terms behind in reading and writing. Compared with others in the school their attainment was one term behind in mathematics but similar to others in reading and writing.

- Current comparisons are very different and show the progress the school has made in closing the gaps. Disadvantaged pupils are exceeding expectations in writing and reading and making slightly better progress than others in mathematics. This is an indication of the effective use of funding by employing specialist teachers to support those pupils, as well as the school's commitment to providing equality of opportunity.
- Pupils who speak English as an additional language consistently make at least expected progress as they move through the school. The extra daily help they get with their phonics and reading skills is planned well and effectively taught in groups or individually. As confidence grows, so does their achievement. In Year 6 all pupils in that group have reached the expected standard in reading and are keeping pace with others in writing and mathematics.
- Disabled pupils and those with special educational needs achieve well. The teacher in charge of their learning uses her knowledge and experience effectively. She maintains a clear overview of pupils' progress and communicates expectations clearly to colleagues. Productive links with parents and outside agencies mean that pupils receive the specific help they need.
- Pupils receiving support because of their sensory impairment achieve exceptionally well. Staff are highly skilled at working with pupils who spend much of their time in classes with individual support and with the right resources to learn writing and mathematics skills. They are also taught a range of life skills such as cooking, road safety and dressing and are given responsibilities that will help them to develop their independence.
- The most able pupils are well provided for. They receive booster lessons in mathematics and English by specialist teachers to help them reach their potential. Some pupils are working towards the highest Level 6. Those who previously achieved Level 3 at the end of Key stage 1 are well on track to achieve Level 5 or better at the end of Key Stage 2.

The early years provision

is good

- On entering the nursery a high proportion of children have abilities that are below those typical for their age across all aspects of their learning.
- As a result of excellent care and good teaching, they make good progress in both the Nursery and Reception Years.
- Children who have additional needs and may be considered to be most vulnerable, including those who speak English as an additional language, are well provided for. Their social and communication skills are nurtured well to ensure they settle to routines and quickly develop alongside others in their class.
- By the end of the Reception Year the proportion who reach a good level of development is improving. It was just below average in 2014. Assessments currently show that the proportion is likely to be similar to the national average.
- Teaching is good and staff plan activities that encourage children to explore their surroundings and learn well. The classroom and outdoor areas are full of things to test children's problem-solving skills and encourage their social development through working with others. Every opportunity is used to prepare children well for their move to Year 1.
- Children are happy and confident. They relate well to others because the development of their behaviour and social skills is managed well. Parents are welcomed. They share important information with staff to help keep children's records of progress up to date. They prepare children well for their start in nursery through a pre-nursery group offered by the school.
- Good leadership is firmly established. It is characterised by the quality of staff teamwork, a clear action plan and shared vision, and the strong commitment to provide children with the best possible start. These strengths are recognised by the local authority which is beginning to point staff from other schools towards the early years classes in order to observe the good practice.

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

Unique reference number	106611
Local authority	Barnsley
Inspection number	448970

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	450
Appropriate authority	The governing body
Chair	K Armstrong
Headteacher	Matthew Jones
Date of previous school inspection	19 February 2013
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