

# Joseph Locke Primary School

## Inspection report

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<b>Unique Reference Number</b>	106611
<b>Local Authority</b>	Barnsley
<b>Inspection number</b>	336704
<b>Inspection dates</b>	30 November –1 December 2009
<b>Reporting inspector</b>	Andrew Clark

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>	309
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Carolyn Clay
<b>Headteacher</b>	Mr K Armitage
<b>Date of previous school inspection</b>	1 March 2007
<b>School address</b>	Shaw Street Barnsley South Yorkshire S70 6JL
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at a range of documentation, including policies, the improvement plan and analysis of school records on pupils' progress and attainment. The inspection team received and analysed 37 questionnaires from parents as well as a number of questionnaires completed by pupils.

- progress children make through the Early Years Foundation Stage
- the learning and progress of all pupils in mathematics
- the use of assessments in lessons
- the effectiveness of the new curriculum leadership roles.

## Information about the school

The school is larger than average. The percentage of pupils eligible for a free school meal is above average. The majority of pupils are from White British backgrounds. A small proportion of pupils from minority ethnic families speak English as an additional language. A higher proportion of pupils than average are identified with special educational needs and/or disabilities. The Early Years Foundation Stage consists of a Nursery and two Reception classes. The school houses a Sensory Unit for the local authority.

Since the last inspection the school has moved to new premises on a new site.

**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?**

**3**

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

**3**

## Main findings

Joseph Locke primary is a satisfactory school. It provides a safe and caring environment for all its pupils. The focused leadership of the headteacher has guided the school through a period of change. Parents are proud of the school. 'It's a great school which offers everything my child needs' is typical of their views.

The achievement of pupils of all abilities is satisfactory. Pupils get a good start to their education in the Early Years Foundation Stage and make satisfactory progress throughout the rest of the school. Progress is not consistent in all lessons, especially in mathematics where it is slower. Pupils leave Year 6 with average attainment. Those with special educational needs and/or disabilities make at least satisfactory progress because of the sharply focused learning programmes for developing their basic skills. Pupils have a good understanding of how to live a healthy life style and take full advantage of the wide range of physical activities during and after school. Pupils behave well and are thoughtful and considerate towards others. Pupils take on a range of responsibilities as school councillors, fitness leaders and running the healthy tuck shop.

The quality of teaching is satisfactory. Relationships are good. However, teachers do not always use their knowledge of pupils' past achievement to set the right level of work. The quality of teachers' marking is inconsistent in providing enough guidance for pupils to improve their work. Pupils' learning is enriched by many out-of-school clubs and a range of visits and visitors, such as the residential visit to Kingswood. Some opportunities are missed to make links between different subjects and therefore make learning more relevant and exciting.

Following the last inspection, well-targeted initiatives led to improvements in pupils' achievement in English, and the development of teachers' leadership skills. The rate of improvement faltered during the past academic year due to circumstances beyond the school's control. The headteacher and his team have now restored the momentum and the school is moving forwards again. The school's self-evaluation is accurate. It is based on regular monitoring of many aspects of provision, although checks on the quality of learning sometimes have too narrow a focus and do not lead to the fastest rates of improvement. As a result, the school currently has a satisfactory capacity to improve further.

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

- Improve the quality of teaching and learning in order to increase pupils' progress, especially in mathematics, by:
- - the effective use of assessment to ensure that work closely matches pupils' needs

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- - using teachers' marking to help pupils quickly improve their work.
- Enrich the curriculum to make the learning and application of basic skills relevant and interesting by:
- - closely matching work in literacy and numeracy lessons to the pupils' studies in other subjects
- - ensuring pupils apply their reading, writing and mathematical skills throughout all subjects at a level appropriate to their age and ability.
- Ensure that the monitoring of provision by senior leaders and other staff takes account of all aspects of teaching and learning, as well as those under closer scrutiny.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils work hard in the classroom. They are making increasing use of reference material such as the 'learning wall', a means by which pupils' good ideas are shared with each other.

In both key stages, pupils make satisfactory progress from their individual starting points and by the end of Year 6 attainment is average overall but stronger in English than in mathematics. As a result of well targeted initiatives and good support for pupils with special educational needs/and or disabilities, there has been a rising trend in the rates of pupils' progress and attainment, in English especially.

National test results for Year 6 pupils dipped in 2009 because circumstances beyond the school's control had a significant impact on the implementation of improvements in mathematics. These issues have been addressed in full and inspection evidence shows improved rates of progress throughout the school, although they are not yet consistent in all lessons. The small number of pupils who speak English as an additional language often makes good progress in the early stages of learning English, and continues to learn at least as well as their peers.

Pupils are happy and settled in school. They say they feel safe and cared for. They understand school routines well and as a result, behaviour is good throughout school. Pupils are polite, friendly and tolerant. There is little or no bullying and pupils feel staff attend to their concerns. Attendance is average. The school council gives pupils the opportunity to develop their leadership and organisational skills and they develop enterprise skills through planned projects and running the tuck shop. They make a proactive contribution to pupils' healthy lifestyles through running 'Freddie Fitness' sessions and as play leaders. Pupils' social skills are developed well through working alongside pupils based in the Sensory Unit. Well-planned assemblies, often led by local religious and community visitors, encourage reflective and thoughtful attitudes, although pupils' experiences and understanding of other faiths and cultures is underdeveloped.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<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>3</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The quality of teaching observed ranged from satisfactory to outstanding. In the best lessons, teachers make full use of accurate assessments of pupils' achievements that are subsequently used well to set challenging targets for pupils of different abilities. They make good use of information and communication technology (ICT), physical activities and games to suit pupils' different learning styles and link work through well-planned schemes. The pace of teaching has improved since the last inspection. However, sometimes the work does not provide a suitable level of challenge to the different abilities and, as a result, progress is too slow. In a few lessons, learning is overly directed and not exciting enough, so pupils, especially the more-able, do not progress at the fastest rate they could. Although there are examples of the effective use of teachers' marking to help pupils improve their own work, this is not consistent and teachers do not always check that the improvements have been made. Teaching assistants make a strong contribution to pupils' learning through carefully planned activities to bridge gaps in pupils' basic skills.

Pupils have the opportunity to take part in residential visits, for example, to Kingswood, with a strong focus on outdoor pursuits. The school is beginning to make links between subjects to make learning more relevant and interesting. For example, mathematical work involving converting different measures was brought to life through the Victorian classroom in Year 5. However, teachers sometimes miss opportunities to relate work in

<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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literacy and numeracy lessons to other subjects, or to promote the practical application of basic skills through all subjects. The promotion of pupils' social and emotional learning is a strength of the school and contributes to the access all pupils have to all that the school offers, especially the most vulnerable. There are good opportunities for pupils to sing and learn a musical instrument and perform in many local events. They learn French from a specialist teacher. The partnerships with local secondary schools and colleges allow pupils to benefit from specialist teaching skills and helps prepare them for future learning.

Pupils receive good care and support in an inclusive environment. It is built on robust, well-planned policies and procedures and the strong commitment of all, including administrative and non-teaching, staff. This has a positive impact on pupils' attendance and punctuality. A close partnership with specialist welfare and support services promotes good personal development for vulnerable pupils and those with special educational needs and/or disabilities. The welfare of all pupils, especially the most vulnerable, is paramount and staff are persistent in ensuring good care.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Since the last inspection the school has made a smooth transition to its new premises, with a new name, and has continued to improve. The headteacher and governing body provide a clear and calm direction for the school, which has quickly restored staff morale. The newly structured leadership team, including curriculum co-ordinators, is working closely with the local authority and School Improvement Partner to raise standards. The school improvement plan sets appropriate priorities based on a range of reliable data. However, the rigour with which monitoring is carried out is not consistent and comprehensive enough to ensure that all teaching and learning priorities are firmly embedded as fully and quickly as they could be. This is particularly the case with the school's marking procedures. The school uses its assessment data well to break down barriers to the achievement of vulnerable pupils and those with special educational needs and/or disabilities and thus equality of opportunity is satisfactory as a result. The governing body seeks a wide range of independent information to ensure it provides critical support. The sound management of all resources ensures the school gives satisfactory value for money. The school provides good opportunities for parents to develop their skills in supporting their children's behaviour and academic work.

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However, there are limited links with the wider world and, therefore, community cohesion is satisfactory. There are robust systems to keep pupils safe.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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>3</b>

### **Early Years Foundation Stage**

When they start school, children's development is well below that expected for their age, especially in the use of language and mathematical skills. They get off to a good start and are well prepared for future learning. Children make good progress. There has been a good trend of improving progress and standards are now close to average by the time they start Year 1. Robust arrangements for promoting children's welfare and positive relationships ensure that children feel safe and secure and settle quickly following home visits by staff. The quality of teaching is good. There is a wide range of activities that children select for themselves to promote all areas of learning. Staff skilfully intervene to boost children's self-esteem, support their language development and to get them thinking hard. The exciting outside area generally reflects the good quality of learning provided indoors, although some opportunities are missed to promote early writing and numeracy skills. The committed staff team are constantly seeking ways to improve the provision further. There are close links with parents who contribute to the good quality of assessments made of children's progress. As a result of the good provision, children grow in confidence and make good progress. They are clearly very proud of their accomplishments. The quality of leadership and management is good because it is driving up standards further. All welfare requirements are met.



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*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

## **Views of parents and carers**

Parents express positive views of the school. They feel it is a caring and welcoming environment and is central to the community. The inspection team agrees with these positive views. The majority of parents feel that their children make good progress. The inspection team believe that pupils could achieve more still.

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

Ofsted invited all the registered parents and carers of pupils registered at Joseph Locke 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 309 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	49	19	51	0	0	0	0
The school keeps my child safe	14	38	22	59	0	0	1	3
The school informs me about my child's progress	8	22	24	65	4	11	0	0
My child is making enough progress at this school	11	30	20	54	4	11	1	3
The teaching is good at this school	10	27	22	59	3	8	1	3
The school helps me to support my child's learning	8	22	22	59	6	16	0	0
The school helps my child to have a healthy lifestyle	7	19	27	73	0	0	1	3
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)	8	22	19	51	2	5	1	3
The school meets my child's particular needs	12	32	20	54	2	5	1	3
The school deals effectively with unacceptable behaviour	8	22	19	51	3	8	5	14
The school takes account of my suggestions and concerns	7	19	21	57	2	5	5	14
The school is led and managed effectively	10	27	17	46	6	16	2	5
Overall, I am happy with my child's experience at this school	14	38	19	51	3	8	0	0

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"> <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.**



2 December 2009

Dear Pupils,

Inspection of Joseph Locke Primary School, Barnsley, S70 6JL

Thank you for the warm welcome you gave the inspectors and me when we visited your school this week. We really enjoyed talking to you about your work. You should be proud of yourselves, because you are polite, friendly and very helpful.

Your school provides you with a satisfactory education. The headteacher and his staff work hard to make sure you are safe and happy in your learning. Your parents told us that they are pleased with the care the school shows you. You are fit and healthy because you take part in many sporting activities and eat well at lunchtimes. You make suitable progress in most lessons, but sometimes you could achieve even more, especially in mathematics. Lessons are well planned and teachers often make learning fun. Sometimes the work you are given in lessons is not at quite the right level for you. Occasionally, teachers do not give you enough guidance to help you to improve your own work. You told us that you are involved in planning and running the healthy school tuck shop. Children get a good start to their learning in the Nursery and Reception classes. You get on well together and take good care of each other.

To make your school even better, we have asked the headteacher and staff to do the following:

- make sure the work you are given is at just the right level
- use marking to help you make your own work even better
- help you achieve even more by making sure work is always exciting and interesting to you
- regularly check to make sure that lessons are always the best they can be.

You can help by carrying on working hard and enjoying your time at school!

Yours sincerely,

Mr Andrew Clark

Lead inspector

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