

Barnburgh Primary School

Church Lane, Barnburgh, Doncaster, South Yorkshire DN5 7EZ

Inspection dates

12–13 October 2016

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching is not yet consistently good across the school and this has led to inconsistent progress.
- The most able pupils sometimes have to mark time before tackling more challenging tasks. This slows their progress.
- Achievement in reading has been variable over time for different groups and not enough pupils are reaching higher standards.
- Senior leaders have not checked closely on the progress of different groups. They are unable to evaluate the effectiveness of teaching for these pupils.
- Pupils' learning attitudes are variable across classes. Pupils' behaviour at lunchtime lacks care.
- The strategy for using pupil premium funding has not been clear. Provision has not been informed by an analysis of individual pupils' needs.
- The curriculum is not yet strong across all subjects. Pupils' understanding of other faiths and cultures is weak.
- In the early years, use of the outdoors does not fully support all areas of learning. There are not enough investigative or collaborative activities for children to experience.
- There is a disproportionate workload falling on a minority of governors. This means that they are not able to support and challenge leaders as effectively as they should.

The school has the following strengths

- The new headteacher has a sense of urgency around school improvement. She has already quickly begun to implement actions to improve teaching and raise standards.
- There are robust arrangements in place to support pupils who have special educational needs and/or disabilities.
- Recently, pupils' work in books has improved in response to teachers' higher expectations.
- Parents and carers and staff are very positive about the changes that the headteacher has introduced. They feel that communication from school has improved greatly.
- There is an increasingly strong focus on the safety and care of pupils. Leaders place a high priority on safeguarding.
- The school council is playing a key role. It is instrumental in communicating pupils' views to leaders and setting a good example.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and so accelerate progress by:
 - making sure that tasks for all pupils are purposeful and set at the right level to sustain engagement
 - ensuring that pupils tackle more challenging activities as soon as they are ready to do so.
- Strengthen leadership and management by:
 - evaluating the assessment information in greater depth for all groups, with special focus on the most able and disadvantaged pupils, to better inform next steps in learning
 - implementing a clear strategy for the use of pupil premium funding so that provision is specifically tailored to the needs of individual pupils
 - ensuring that all governors play a full role in holding leaders and managers to account for the performance of the school.
- Improve the provision in the early years by:
 - creating a more stimulating outdoor learning environment that supports the full range of learning for all groups of children
 - providing opportunities for more challenging activities that promote investigational and collaborative learning.
- Improve pupils' learning attitudes and behaviour by:
 - establishing clear expectations for the way in which pupils conduct themselves across lunchtime and around school
 - checking on any patterns of inconsistent behaviour or low-level disruption so that these can be addressed in a timely way
 - using the best classroom management practice within school to develop more consistent approaches by all adults.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Changes in leadership and staffing at the end of the previous school year have slowed school development because recruitment and restructuring were required at the start of September. As a result, the current leadership team has only recently been consolidated and therefore has had limited time to bring about change.
- Several issues raised in the previous inspection report are still evident. The quality of teaching has remained variable, assessment information has not been used to its full potential and the work of the governing body has been slow to develop.
- The new headteacher and the chair of governors show an urgent sense of resolve in addressing these deficiencies but have not been in post long enough to show impact. They have an accurate view of the school and know where urgent improvement is needed.
- A focused and coherent single improvement plan is now in place with key priorities linked to training and more rigorous staff appraisal. The headteacher has communicated to staff in no uncertain terms that higher standards are expected and she has introduced a very rigorous programme of monitoring to drive this ambition.
- Leaders have not kept close checks on the progress of the most able or disadvantaged pupils. They are unable to evaluate whether teaching approaches for these pupils have been effective. Leaders and governors accept that a well-conceived strategy for the use of pupil premium funding is required.
- The curriculum does not systematically promote opportunities for pupils to apply their key skills sufficiently in subjects other than English and mathematics. From pupils' work, there was limited evidence of any use of mathematical elements in science or the humanities.
- Until recently, leaders have not checked that teachers have consistently followed the school's written policy on feedback to pupils about written work.
- While there are very few serious incidents, the management of behaviour over the lunchtime period is not as effective as at morning breaktime. Leaders and the school council are drawing up plans to make this part of the day a calmer and more sociable occasion.
- Attendance is well managed by the administrative staff and by leaders who promote good attendance positively. They have taken a firm line on term-time holidays.
- Several subject leaders are new to their responsibilities but have already formed a clear view of what is required across the curriculum. The headteacher supports them well and provides release time to guide their work.
- The new special educational needs leader has worked closely with the local authority to review provision and policy. As a result, the school is better placed to support pupils more effectively.
- Staff report positively about the recent training they have received. A partnership link with Copley Junior School and the Partners in Learning initiative, brokered through the local authority, is now in place to provide support to leadership and staff.

- Funding for physical education and sport is used well to pay for high-quality sports coaching. The number of pupils taking part in inter-school sport has increased and a sports club takes place after school. Staff observe the coach to improve their own practice.
- Responses from the online Parent View questionnaire and from face-to-face discussions with parents were extremely positive. Many parents praised the changes that the new headteacher has introduced, with one parent commenting, 'Mrs Potts is doing a fantastic job so far. She has walked in with an amazing attitude and most of all a very stiff yard brush sweeping through the school.'

Governance

- The present chair and a minority of governors are fully committed to the school but they are shouldering a disproportionate workload. This means that it is hard to cover the full range of governor responsibilities.
- Governance has improved since the previous inspection following a reconstitution of the governing body and a review of practice. However, governors acknowledge that they need to develop their expertise further so that they can effectively challenge and support the new leadership team.
- Governors are in the process of recruiting new governors who can offer specific skills. They understand that new governors must have a clear commitment to the role.
- The chair of governors has drawn up a draft plan to allocate governor responsibilities and improve the working practices of the governing body and its committees more sharply. This is yet to be discussed at the first governing body meeting set for November.

Safeguarding

- The arrangements for safeguarding are effective. The headteacher has made this a first priority and has introduced new procedures so that all staff know what to do if they suspect a pupil may be at risk. She has quickly provided additional training around safeguarding to all groups of staff.
- The school site is secure with appropriate risk assessments in place. The headteacher has already agreed plans to make the entrance foyer more attractive and at the same time secure.

Quality of teaching, learning and assessment

Requires improvement

- Standards reached by many pupils are close to what is expected typically but not enough pupils go beyond this. This is because teachers' expectations have not been high enough to challenge all groups of pupils to make good progress.
- Sometimes teachers set activities beyond the pupils' abilities or do not give them sufficient time or resources to complete them. In a minority of lessons, learning slowed because pupils took time to settle after a different activity. Not all teachers consistently reinforce expectations for conduct in lessons.
- Sometimes teachers fail to clarify the way in which tasks should be done and the purpose behind them. Pupils are then uncertain about how to tackle the work and lose concentration.

- The quality of teaching phonics is variable across the school and pupils do not routinely use their skills to blend sounds or as a basis for spelling. Leaders have scheduled training so that all adults in school can follow consistent approaches effectively.
- While presentation has improved recently, there is a lack of a cohesive policy around handwriting. Not all adults write neatly and there is little additional support for pupils who struggle to form letters correctly.
- The provision for the most able pupils is not yet consistent across the school. In some writing and grammar lessons, the most able did not have opportunities to stretch their thinking. Some pupils also reported that they have to wait for others or read a book before moving on to a new piece of work.
- Where teaching is most effective, pupils are quickly engaged, are clear about the task to follow and sustain their efforts. In a Year 6 English lesson, for example, pupils watched a short video clip about a surprise visit by a giraffe before producing rich descriptive writing.
- Teachers are starting to use more effective questioning to probe understanding and explain the meaning of new words. In Year 6, the teacher explored what was meant by 'being proactive'.
- Written work is improving because teachers are setting tasks that extend previous learning and are providing more opportunities for pupils to write for different purposes.
- In mathematics, the most able pupils occasionally complete too many practice examples before moving on to more challenging tasks. In English, teachers sometimes miss opportunities to stretch the thinking of the most able pupils.
- The school is successfully encouraging pupils to read at least three times a week. Some weaker readers need more support at school than they currently receive to develop fluency and expression. Leaders are aware of this and have plans in place to improve provision for these pupils.
- In mathematics, some teachers provide pupils with more complex work through a range of challenge, as seen in a Year 5 lesson on subtraction. Pupils completed basic skills questions for the teacher to check before moving on to more demanding sections. This approach motivated pupils to try to go deeper in their learning.
- Teachers provide homework on a weekly basis, which is welcomed by pupils and parents. The challenge is set to encourage pupils to complete it independently and the school is using it to offer practice in key skills.
- Teaching assistants support pupils well in lessons and provide additional focused teaching of key skills for specific groups or subjects. In a Year 2 lesson, for example, the pupils recounted vividly the story of the Good Samaritan that had been taught by a skilled teaching assistant previously.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.

- Older pupils are developing more focused work habits but in several other classes, often when teaching was less engaging than typical, learning was impeded by off-task chatter, slow responses to teachers' requests to listen or a reluctance by a few pupils to settle down after a change of activity.
- Sports clubs operate weekly and offer a variety of activities, although the number of pupils attending has declined from last year. Additional opportunities to widen experiences through other after-school or lunchtime clubs are limited.
- Pupils are able to talk about rules and about how elections work but are less knowledgeable about other faiths and cultures. Some have very confused ideas in this respect. Leaders are aware that they need to broaden and deepen thematic work to better prepare pupils for life in modern Britain.
- Pupils know that too much fat or sugar in our diet can lead to poor health. Year 3 pupils explained that sweets are not allowed in school 'because we don't want that stuff sticking to our teeth'.
- Pupils speak enthusiastically about learning experiences out of school, and Year 5 pupils were especially excited about the residential visit to an outdoor centre.
- Pupils feel safe at school and trust the adults who look after them. They say that there is occasional name-calling or friendship falling-out over playground games, but they are not afraid to speak up to staff to get these issues resolved.
- Older pupils know how to use electronic communication sensibly. They know that it is unwise to give out personal details online, 'because users are not always who they say they are'.
- School council representatives take their role seriously and are eager to play their part in the life of the school. They canvass class opinion on a range of issues and know that leaders will consider their views. One councillor proudly said, 'We decided that pupils should be able to bring fruit for breaktime.'
- There are well-developed systems for recording and managing concerns over the small minority of pupils who may be at risk of harm. The headteacher and staff ensure that outside advice is sought where families in challenging circumstances need assistance.
- Good provision is in place to support any pupils who have significant additional needs. Leaders liaise well with external agencies in this respect so that the information they hold is up to date.

Behaviour

- The behaviour of pupils requires improvement. Leaders are on the point of introducing a new agreed behaviour policy that reflects core values identified by staff, pupils and the school council.
- Pupils understand consequences for poor behaviour and feel that these are fair. However, there is inconsistency in the way that teachers apply the current behaviour policy and as yet leaders have not routinely analysed behavioural incidents to identify any patterns.
- Although movement around school is generally calm, behaviour is less orderly at lunchtime, when there is some indoor running and voices tend to be too loud in the dining hall. Some pupils show a lack of care when returning lunchboxes to trolleys and cloakrooms are left untidy.
- Pupils like to join in with different games and activities in the spacious playgrounds. Although occasionally boisterous, play is generally good-natured.

- Pupils are polite, friendly and welcoming to visitors. They are keen to talk about their school and enjoy working with each other. Relationships are harmonious between pupils and adults.
- Current attendance is around the national average and is much better than at the same point last year. Leaders have promoted better attendance and have taken a firm line over term-time holidays. No groups are disadvantaged by poor attendance; persistent absence is minimal and reducing.

Outcomes for pupils

Requires improvement

- Outcomes for pupils require improvement because leaders are unable to demonstrate consistently good progress as pupils move through school and because not enough pupils are exceeding expected standards.
- In Year 1, the proportion of pupils meeting the required standard in the phonics reading check was lower than nationally in 2015 and 2016. Leaders have identified the teaching of early reading as a priority for the school.
- At key stage 1, proportions of pupils reaching the expected standard in reading and mathematics in 2016 were broadly typical, although in writing they were above the national average.
- Standards and progress were above the minimum national expectations for pupils at the end of key stage 2 in 2016 in reading, writing and mathematics.
- Proportions of pupils who met the expected standard in reading at the end of key stage 2 in 2016 were below those seen nationally. Performance in mathematics and grammar, punctuation and spelling was a little higher than national averages, while writing standards were broadly similar.
- Too few pupils reached a higher standard in writing and mathematics and no pupils attained a high score in reading. This is because teaching has not challenged the most able pupils enough.
- Boys were less successful than girls in reading and boys outperformed girls in mathematics at all key stages. Leaders have addressed these patterns in the new school improvement plan.
- The school's own assessment records include information about the attainment of the most able, disadvantaged pupils, and pupils who have special educational needs and/or disabilities, but leaders have not evaluated this well enough to provide an overview of progress over time.
- Pupils who have special educational needs and/or disabilities make progress from their starting points but the special educational needs leader accepts that they need to reach higher standards. New robust systems are now in place to track the progress of these pupils more closely.
- Work in the previous year's books across the school for all pupils showed variable progress across classes and subjects. It also showed a lack of application of mathematics in thematic studies. Written work in other subjects was not presented as well as that seen in English; some of it lacked depth.

- Current books show an improved picture of progress but this is very recent. Written work is detailed and better presented and mathematics includes more reasoning tasks. Work in science, religious education and geography is also now being produced with more care.
- Pupils are responding well to the school's drive to encourage reading. Year 6 pupils enjoy the chance to read to younger pupils and are keen to talk about favourite authors and types of fiction. They like the special events in school that promote reading, such as the recent celebrations around the centenary of the birth of Roald Dahl.
- Older key stage 2 pupils respond eagerly to teachers, apply themselves conscientiously and take an increasing pride in their work. These improving learning attitudes will serve them well when they move to senior school.

Early years provision

Requires improvement

- Children join the Nursery with abilities that are typical for their age. The proportions of children reaching a good level of development by the end of the Reception Year were similar to those seen nationally in 2016. They make steady progress across the early years but given their starting points, more could be achieved.
- Staff track progress over the year with notes and evidence in learning journey books. While these are informative about children's different learning experiences, they do not identify next steps for learning sharply enough.
- The early years leader knows where further improvements can be made but the early years action plan is not clear enough about how success and progress will be measured.
- Teaching is not yet consistently good because some activities are not sufficiently engaging or are pitched at the wrong level of children's development. Children needed frequent reminders about the need for good listening in focused phonics and number sessions.
- Leaders have not made sure that arrangements for indoor activities that children choose for themselves and outdoor provision allow for adults to ask children questions that deepen their learning.
- Outside activities do not yet fully support early reading, writing and number skills. For example, there are limited opportunities for children to work together on investigational tasks that promote discussion.
- At times, children are able to cooperate together well. A group in Reception worked together to construct a path with cushions, blocks and crates. They then took turns to negotiate it, changing the course in response to each other's suggestions.
- Where adults are working closely with children on focused activities, learning is productive and lively. Nursery children handling shaving foam on plastic trays were intrigued when the effect of suction meant that they could lift up their plastic trays as if by magic!
- Welfare systems are securely in place for first aid and medicine administration. Staff ensure that children wash their hands before eating and after using the toilet.

- Children mix well and are kind to each other. They know that they should follow the rules and do as the adults tell them. One Nursery child told another sternly during role-play, 'Make sure you behave!'.
- Close links with pre-school settings provide useful information for staff so that they can plan for children's needs in advance of their start in Nursery. Good liaison also takes place with Year 1 to smooth the transition into main school.
- Leaders and staff communicate well with parents through home visits and home-school learning log diaries. Reading workshops and 'share a book time' have also been provided.
- Parents have a positive view of the early years and are pleased with the way children have settled in quickly with minimal anxiety.

School details

Unique reference number	106694
Local authority	Doncaster
Inspection number	10019704

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Janine Reid
Headteacher	Jo Potts
Telephone number	01709 893125
Website	www.barnburghprimary.co.uk
Email address	admin@barnburgh.doncaster.sch.uk
Date of previous inspection	23–24 September 2014

Information about this school

- This school is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is much lower than average.
- The proportion of pupils who have special educational needs and/or disabilities is much lower than the national average. The proportion of pupils with statements of special educational needs, or education, health and care plans is below the national average.
- The school meets the government's current floor standards that set out the minimum expectations for pupils' attainment in reading, writing and mathematics by the end of Year 6.
- Children in the early years attend part time in Nursery and full time in Reception.

- There have been changes in leadership since the time of the previous inspection. The headteacher retired in August 2016 along with the deputy headteacher. The special educational needs coordinator also left the school. The current headteacher took up her post in September 2016 and is assisted by an acting deputy headteacher who is also the new special educational needs leader.
- The Year 1 class teacher, the inclusion manager and the business manager left the school in July.
- New subject leaders for mathematics, literacy and the curriculum took up their responsibilities from September 2016.
- The school does not meet requirements on the publication of information about the latest Ofsted report, links to the Department for Education performance tables, assessment information and details of governance on its website.

Information about this inspection

- Inspectors visited 26 lessons or part-lessons across all classes to assess teaching and learning.
- Inspectors listened to pupils from Years 2, 4 and 6 reading.
- Work in English, mathematics and a range of other subjects was sampled.
- Meetings were conducted with senior leaders, middle leaders, subject leaders, governors, newly qualified and recently qualified teachers, and three groups of pupils from key stage 1 and key stage 2. In addition, meetings were held with representatives of the local authority.
- Inspectors analysed information from a scrutiny of school documentation. This included published data about pupils' progress and attainment, previous inspection and monitoring reports, and the school's latest assessment information.
- Inspectors viewed school and subject improvement plans, the school's own evaluative judgements, information about the performance of current pupils, curriculum outlines and school monitoring information. Inspectors also looked at minutes of governing body meetings, safeguarding documentation and local authority reports about the school's effectiveness.
- The views of parents were taken into account through several informal discussions with them and by analysing responses from the 32 parents who completed the online questionnaire, Parent View.
- The views of pupils were taken into account through three planned meetings.
- The views of staff were taken into account by analysing responses from the 23 staff who completed the inspection questionnaire.

Inspection team

James Reid, lead inspector	Ofsted Inspector
Ian Clennan	Ofsted Inspector
Larissa Thorpe	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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