

Barnburgh Primary School

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

Inspection dates

8–9 May 2019

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher, ably assisted by her leadership team, has taken decisive and effective action to improve the quality of education in the school.
- Leaders at all levels have a secure understanding of what is working well in the school and the next steps required to ensure the school continues to improve.
- Governors have strengthened the way they work with the school. They use a wide range of information to stringently hold leaders to account.
- The quality of teaching has improved and is good. Teachers plan interesting and engaging activities across the curriculum, which inspires pupils to achieve well in a wide range of subjects. As a result, pupils enjoy lessons and apply skills well across the curriculum.
- Teachers use assessment information to respond to pupils' needs and shape tasks so that their varying needs are met. Current pupils, therefore, make good progress.
- The early years has been transformed. Children make good progress in an inspiring indoor and outdoor learning environment. However, some children's letter and number formation is not yet secure.
- Pupils' personal development, behaviour and welfare have improved. Pupils are polite and respectful and behave well in lessons and around school. The school's core values help to guide pupils to make positive choices and take an active role in school.
- Pupils' above-average attendance reflects their enjoyment and positive attitudes to school life.
- Leaders do not make close enough checks on the intended effect of the additional funding on disadvantaged pupils' attainment and progress.
- The recent strategies to improve teaching and learning in reading and mathematics are not firmly embedded and are yet to be reflected in pupils' outcomes by the end of Year 6.
- Although more pupils are becoming confident in explaining their mathematical reasoning, pupils do not receive the help they need to ensure their explanations are concise and precise.
- The vast majority of parents and carers are positive in their views about the school. Many commented positively about the changes introduced by leaders.

Full report

What does the school need to do to improve further?

- Further develop the quality of teaching, learning and assessment, by:
 - ensuring that strategies to improve pupils' outcomes in reading and mathematics are consistently applied and firmly embedded so that a greater proportion of pupils reach the standards of which they are capable by the end of key stage 2, especially the most able
 - helping pupils to develop their reasoning skills and clarity of explanations in mathematics
 - securing children's accurate letter and number formation in early years.
- Continue to strengthen the effectiveness of leadership and management, by ensuring that leaders make more thorough checks on, and evaluation of, the difference the pupil premium is making on the achievement of disadvantaged pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have successfully tackled and improved areas identified as requiring improvement during the previous inspection. As a result, the headteacher has created a culture where teachers are inspired to ensure that pupils achieve more highly. Across the school, attainment has risen and pupils in all key stages now make good progress.
- Leaders are very analytical in their approach to what is working well in the school and what needs to improve. Leaders evaluate the school's strengths and weaknesses accurately. They have worked closely with the local authority to develop coherent plans for improvement that reflect the school's performance. This has enabled leaders to eradicate a previous legacy of weaker teaching and to have an accurate view of the school.
- Leaders have introduced a range of initiatives and provided high-quality professional development opportunities for staff, particularly in the teaching of reading and mathematics. While pupils are now making good progress in these subjects, leaders are yet to ensure that these strategies are consistently applied and embedded firmly to ensure that a greater proportion of pupils reach the standards of which they are capable by the end of Year 6.
- Leaders prioritise pupils' spiritual, moral, social and cultural development. Pupils learn about different faiths and cultures. They use their knowledge to embrace, understand, and respect differences between different faith groups. Pupils study different religions in depth. Their experiences are enhanced by visiting different places of worship to deepen their knowledge of different religions.
- Leaders have designed a curriculum that provides many impressive and rich, practical learning opportunities. For example, as part of their topic on the heart and blood, pupils in Year 6 learned first hand about the workings of the circulatory system by dissecting a pig's heart.
- The physical education (PE) and sport funding received by the school is spent effectively. The funding has helped to broaden the range of opportunities for pupils to participate in a wide range of sports, including curling, golf, football, gymnastics and orienteering. Photographic evidence around the school demonstrates the impressive opportunities for pupils to take part in a wide range of sports and competitions.
- Leaders have worked tirelessly since the previous inspection to improve the way additional funding for disadvantaged pupils is spent. The appointment of a pupil premium leader has helped to champion the needs of disadvantaged pupils. The leader works closely with parents to support them and to address the individual barriers pupils face. While this has been effective in reducing the differences between disadvantaged pupils and other pupils, the plan needs to be more sharply focused on the effect of actions on pupils' learning.
- Leaders have improved the provision for the small numbers of pupils with special educational needs and/or disabilities (SEND). The special educational needs leader has ensured that pupils requiring additional support are identified as soon as they need support. Leaders ensure that many of these pupils make good progress because of the

increased support they receive.

- The vast majority of parents are pleased with the changes introduced by leaders and the impact of the headteacher. Parents shared positive views with the inspection team. One parent summed up the view of many by saying, 'It is clear that under stronger leadership, the school is moving in the right direction.'
- The school has worked in close partnership with the local authority since the previous inspection, which has given advice and support, such as to improve teachers' assessment and to validate leaders' self-evaluation.

Governance of the school

- Governors have strengthened the way in which they work with the school since the previous inspection. Following an external review of governance, governors use a wide range of skills to hold leaders to account effectively. For example, governors have challenged leaders effectively to improve procedures to track and raise rates of attendance. As a consequence, attendance is above average.
- Governors are frequent visitors into school. Through their visits and in meetings, they ask searching questions about the strategies to improve pupils' outcomes. Additionally, they meet with subject leaders and scrutinise a wide range of information to check the progress pupils make.
- Governors have a clear view of the school's strengths and areas for improvement. They have recognised the need to ensure that pupils' attainment in reading and mathematics at the end of key stage 2 improves. As a result, they have re-shaped the school budget to allow for more staff training opportunities to improve these vital subjects.

Safeguarding

- The arrangements for safeguarding are effective and fit for purpose. Leaders ensure that there is a strong culture of safeguarding in the school. Leaders ensure that policies are up to date and messages are cascaded to staff to ensure that everyone is committed to keeping pupils safe.
- Staff are well trained and know how to raise any safeguarding concerns. Leaders carefully consider these concerns, which are thoroughly recorded, and appropriate actions are taken as necessary. Leaders have strengthened their way of recording concerns through the use of an online system that enables them to have a clear chronology of concerns and actions.
- Leaders conduct robust checks on the suitability of staff to work with children. Leaders ensure that the recruitment and checks on staff and volunteers are meticulous. Governors carry out regular checks to make sure the school's systems and processes are fully secure.

Quality of teaching, learning and assessment

Good

- The effective leadership of teaching, learning and assessment has been crucial in supporting and raising teachers' expectations of what pupils can achieve. As a result, the quality of teaching, learning and assessment has improved and is now good.
- Teachers use their secure subject knowledge to plan work that challenges and motivates pupils. Pupils try their best in lessons, which is reflected in their good attitudes to learning and the immense pride they take in their work.
- Teachers have created stimulating and attractive classrooms, with high-quality displays and visual prompts that give pupils helpful tips and reminders. Teachers have created cosy reading corners that are well liked and used by pupils.
- Teachers have improved their use of assessment. Following training, teachers use assessment responsively to re-shape tasks that are effectively matched to pupils' needs. Teachers' improved use of assessment is helping current pupils to make good progress across the curriculum.
- The teaching of reading has been a focus for leaders and teachers. Teachers use a range of strategies to promote a love of reading. Pupils enjoy reading a broader diet of books, which is helping them to develop a love of reading and to improve their reading stamina.
- Teachers seize opportunities for pupils to write for a range of purposes. Pupils have real-life opportunities to apply their writing skills. For example, pupils excitedly wrote about a dinosaur egg hatching and how to grow food on an allotment. Pupils are becoming increasingly adept at punctuating their work and using technical vocabulary.
- The teaching of mathematics has been improved. Teachers have benefited from focused training that has helped them to develop pupils' conceptual understanding of topics. Pupils are provided with a wide range of opportunities to apply their previous learning and to tackle tricky problems. Teaching now provides them with greater opportunities to reason and solve problems. However, their written explanations are not precise enough to explain and justify their mathematical reasoning and solutions.
- Teaching assistants make a positive contribution to pupils' learning. They are skilled in their questioning to probe pupils' understanding and address any misconceptions. Teaching assistants work under the good direction of teachers to support pupils of all abilities and to develop pupils' levels of independence. This support is especially effective for pupils with SEND, and it enables them to participate and make good progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are increasingly proud of their school. Pupils enjoy the community ethos of being in house groups. Pupils are inspired to work collectively in their teams to earn house points, for which they are rewarded. Some pupils act as captains and vice-captains, which helps them to act as positive role models to others.

- Pupils have ample opportunities to take on responsibilities throughout the school. Some pupils have enjoyed the challenge in redeveloping an unloved area of the school by clearing weeds and planting trees. As a result, these pupils have a heightened awareness of why caring for the environment is important.
- Pupils have a good understanding of how to keep themselves safe in a range of situations. Pupils can confidently discuss how to keep themselves safe when using technology by not disclosing personal information to strangers. Pupils know that bullying is wrong and say that instances in school are rare occurrences. They have full trust in adults to resolve bullying quickly should it occur.
- Pupils understand the importance of a balanced diet. They have helpful reminders about healthy eating in the dining hall to make informed, sensible choices about fruit and vegetables.

Behaviour

- The behaviour of pupils is good. Leaders have developed a clear set of school values that permeate every area of the school, including classrooms. The values of respect, perseverance, independence, courage and ambition are universally understood by pupils and act as a clear moral compass to steer them in making sensible behaviour choices. As a result, pupils work hard and take great pride in all that they do.
- Pupils conduct and manage themselves well during lessons and at unstructured times of the day. Pupils demonstrate positive learning behaviours and apply themselves to work hard in class. Pupils' improvement in their attitudes makes a strong contribution to their improved attainment and progress.
- The number of behaviour incidents over time is low. Leaders keep detailed records of instances of poor behaviour and take swift action to deal with these firmly. Pupils who have social or emotional difficulties are given additional support to support them further.
- School leaders and staff responsible for attendance have improved their procedures to reinforce the importance of good attendance. Leaders have worked tirelessly to ensure that pupils benefit from above-average attendance. Parents and pupils play their part by arriving cheerfully and punctually to school. Pupils are highly motivated by the incentives, including bronze, silver and gold badges, to attend school regularly.

Outcomes for pupils

Good

- Since the previous inspection, as a result of effective leadership and good teaching, pupils now make good progress in all key stages in reading, writing and mathematics and across the wider curriculum.
- Children's learning in early years gets off to a good start. From starting points that are similar to those typical for their age, children make good progress. The proportion of children reaching a good level of development has increased in recent years and in 2018 was above average. Children are well prepared for Year 1.
- Pupils continue to achieve well through key stage 1. Since the previous inspection, pupils' attainment by the end of Year 2 has risen and is now typically above average in

reading, writing and mathematics. In 2017 and 2018, the proportions of pupils reaching the higher standards of attainment were above average, especially in reading and mathematics. Pupils are being very well prepared for the demands of learning in key stage 2.

- In 2018, an above-average proportion of pupils reached the expected standard in the Year 1 phonics screening check. This is considerably higher than at the time of the previous inspection. The teaching of phonics is now consistently good and is helping pupils to acquire good reading and spelling skills. Any pupils who do not reach the expected standard in Year 1 are well supported to do so by the end of Year 2. Pupils apply their phonic skills to tackle different words fluently when reading aloud.
- In 2018, published outcomes at the end of key stage 2 varied between subjects. In writing, standards of attainment improved considerably from those reported in 2017. The proportion of pupils reaching the expected standard of attainment in writing was above average. In reading and mathematics, however, attainment, as in 2017, remained below average. Too few pupils reached the expected or higher standards in these subjects. This did not represent good progress. Some pupils in Year 6 were not well prepared with the skills needed for learning in secondary school.
- Over the past year, leaders have taken swift and decisive action to improve pupils' achievement through key stage 2, especially in reading and mathematics. Teachers have responded effectively to leaders' raising of the bar. As a result, current pupils in key stage 2 are now making good progress in reading, writing and mathematics. However, these improvements are not yet reflected in pupils' outcomes by the end of Year 6. Given the above-average starting points of pupils currently in Years 3 and 4 in reading and mathematics, the proportion of pupils reaching the higher standards by the end of Year 6 needs to rise.
- The small, and sometimes very small, number of disadvantaged pupils and pupils with SEND in each year group means that it is not possible to make meaningful and reliable comparisons between their outcomes and those of other pupils nationally. However, inspection evidence indicates that these pupils are making similarly good progress as other pupils in the school. Teachers and teaching assistants understand the individual barriers pupils face and plan work that closely matches their needs.
- The varied and lively curriculum sparks pupils' interests through a range of interesting activities. Pupils acquire strong knowledge, skills and understanding in a wide range of subjects, including science. Pupils have ample opportunities to apply their skills across the curriculum. For example, pupils applied their science knowledge to make models to trace the journey of food through digestion in their topic of 'burps, bottoms and bile'.

Early years provision

Good

- The newly appointed leader has provided effective leadership in ensuring that the early years has improved significantly since the previous inspection. As a result of effective leadership, teaching is now good and children make good progress from their individual starting points.
- Children join Nursery Year or Reception Year with skills that are typical for their age. The proportion of children achieving a good level of development has increased each

year for the past three years. In 2018, the proportion achieving a good level of development was above the national figure. The proportion of children exceeding the expected level of development by the end of early years has also improved. Teachers ensure that the most able children are identified and challenged to reach the standards of which they are capable.

- Since the previous inspection, the indoor and outdoor environments have been transformed, reflecting a warm, inspiring and nurturing environment in which children thrive and succeed. Children are inspired to learn, which is reflected in their positive behaviour. Children happily play, share and learn alongside each other.
- The early years leader has wasted no time in developing a well-focused action plan to further strengthen provision. The leader provides regular training that has improved adults' interactions when modelling speaking and listening skills with children.
- Adults are skilful in teaching phonics. Adults articulate the sounds that letters represent, which helps children to acquire good early reading skills. Even so, adults do not always insist that children form their letters and numbers accurately when writing.
- The curriculum is well designed and inspires children to explore and learn both inside and outdoors. The revamped environment encourages their independence and allows them to continue their learning outdoors. Children have been fascinated when learning about the lifecycle of plants and how they grow. Parents appreciate the opportunity to share in the topics children learn.
- Parents are very pleased with the changes to early years. Parents are regularly invited into school to learn alongside their children through stay-and-play sessions. Parents also appreciate the opportunity to take part in shared bedtime reading sessions.
- Leaders ensure that all welfare requirements are met. Children are kept safe in a well-supervised environment, in line with statutory safeguarding policies.

School details

Unique reference number	106694
Local authority	Doncaster
Inspection number	10087500

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	220
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	12–13 October 2016

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils who are known to be eligible for support through the pupil premium funding is much lower than average.
- The proportion of pupils with SEND is lower than the national average.
- Children in early years attend part time in Nursery and full time in Reception.
- There is before- and after-school care on site. This not managed by the school and receives a separate report.

Information about this inspection

- Inspectors scrutinised a wide range of documentation, including information relating to attendance, behaviour, safeguarding, vetting checks and records for recruiting staff.
- Meetings were held with senior leaders, pupils, three members of the governing body and two local authority representatives.
- Inspectors listened to pupils read from key stages 1 and 2.
- The school's self-evaluation, plans for improvement and analysis of current pupils' attainment and progress were examined.
- Work in English, mathematics and foundation subjects was sampled with senior leaders.
- An inspector spoke informally with parents at the start of the school day.
- Inspectors took account of the 54 responses to Ofsted's online pupil survey, the 24 responses to the staff survey, the 63 responses to Ofsted's online parent questionnaire, Parent View, and 62 free-text responses to Parent View.

Inspection team

Brian Stillings, lead inspector

Ofsted Inspector

Helen Hussey

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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