

Inspection of a good school: Bawtry Mayflower Primary School

Station Road, Bawtry, Doncaster, South Yorkshire DN10 6PU

Inspection dates:

25–26 February 2020

Outcome

Bawtry Mayflower Primary School continues to be a good school.

What is it like to attend this school?

There are good relationships between adults and pupils. Pupils enjoy attending school. They would recommend the school to their friends. Pupils are confident and articulate. They enjoy talking about what they are learning. They are eager to join in class discussions. Pupils listen carefully to what adults say. They work hard in lessons. Staff encourage pupils to be independent from the earliest age.

Pupils learn how to stay safe. They know how to stay safe when using the internet. Pupils learn about the importance of healthy relationships. Behaviour is good. Pupils move sensibly around the school. They try to stick to the school rule, 'Be kind, be respectful, work hard.' Pupils feel that bullying is rare. They are confident that adults would help them if they had any problems.

There are a wide range of school clubs. Clubs such as board games club and reading club are well attended. Pupils are beginning to learn about topical issues. There are regular opportunities to discuss what is happening in the news.

What does the school do well and what does it need to do better?

Children settle into school quickly. The early years environment is welcoming and well organised. Adults know the children well. Staff receive training to help them teach reading. Children start to learn to read as soon as they enter the school. Teachers know which sounds children must know as they move through the school. Adults help pupils who fall behind. Reading books match the sounds that children know. This helps them to read with more confidence.

Last year, pupils in key stage 2 made slow progress in reading and mathematics. Leaders have used research to put in place new approaches. Subject leaders provide good support for staff. They check that pupils can remember what they have been taught. Curriculum plans for reading and mathematics allow pupils to build on what they know and can do. Teachers plan lessons in ways that help pupils remember what they have been taught.

Teachers are quick to spot which pupils need support or further challenge in mathematics lessons.

The geography leader has identified what pupils must know. It is clear what geographical words pupils must know in each year. Some lessons have begun to deepen pupils' understanding of geography. For example, pupils in Years 3 and 4 study the impact of the Industrial Revolution on land use in Sheffield. However, teachers do not yet use assessment well enough to plan activities. This means that sometimes pupils do not build on what they have learned in previous lessons.

Pupils with special educational needs and/or disabilities (SEND) receive good support. Teachers write detailed plans to help them. The leader for SEND helps teachers to plan activities that meet the needs of these pupils. Staff receive regular training. Leaders and teachers check how well these pupils are doing. Leaders work closely with external specialists. This allows staff to learn from the expertise available in the local area.

Governors provide good support for school leaders. Leaders are reflective. They know what to do to make improvements. Leaders use research to inform what they do. They provide staff with effective training. Many staff are beginning to develop their leadership skills. There is a strong team culture within the school. Leaders consider teachers' workload. This helps teachers to focus on planning interesting lessons.

Safeguarding

The arrangements for safeguarding are effective.

Leaders check that adults are suitable to work with children. New staff receive important safeguarding information. Staff receive regular training. This helps them to know what to do if they have any concerns about adults or children. Staff know they should report concerns to the safeguarding leader.

Leaders are quick to act if they have any concerns about the safety of pupils. Online safety training has been effective. The curriculum helps pupils to learn how to stay safe. For example, pupils in Year 6 are well prepared when they move into the next stage of their education.

There are detailed safeguarding records. Leaders use the information they have to spot patterns in behaviour. They are swift to act if they have any concerns. Staff share information efficiently and effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders should continue to focus on their new plans for reading and mathematics. Last year, pupils in key stage 2 did not make enough progress in reading and mathematics. Leaders recognise this and have reviewed the way reading and mathematics are

taught. Leaders should continue to support staff to teach the new approaches to reading and mathematics.

- Teachers should use their assessments in geography lessons to inform the next lessons they plan. Pupils do not always get the opportunity to build on what they know and remember in geography. Curriculum leaders should help teachers to plan lessons that build upon what pupils already know.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 29–30 March 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	106737
Local authority	Doncaster
Inspection number	10121854
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	N/A
Number of pupils on the school roll	264
Of which, number on roll in the sixth form	N/A
Appropriate authority	The governing body
Chair of governing body	Nik Pratap
Headteacher	Julie Jenkinson
Website	www.bawtrymayflower.doncaster.sch.uk
Date of previous inspection	28 June 2016, under section 8 of the Education Act 2005

Information about this school

- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who receive support for their special educational needs is below the national average. The proportion of pupils who have an education, health and care plan is lower than the national average.
- The vast majority of pupils are white British.

Information about this inspection

- I met with the headteacher, deputy headteacher, research leader, SEND coordinator, leader for the early years and leaders for reading, mathematics and geography. I also held meetings with the local governing body, a representative from the local authority and the school business manager.

- I spent time focusing on reading, mathematics and geography. I met with senior leaders and curriculum leaders to discuss curriculum planning and look at pupils' work. I visited lessons with the subject leaders. I talked to some of the pupils and teachers from these lessons.
- I checked key safeguarding documents, including policies and procedures. I talked to staff across the school about how they keep pupils safe. I spoke to pupils about keeping safe.
- I met staff to discuss the training they receive and the support they have from leaders.
- I took account of the 47 responses to Ofsted's online questionnaire Parent View, including free-text comments. I considered the 31 responses to Ofsted's questionnaire for staff and the 14 responses for Ofsted's questionnaire for pupils.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

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