

# Inspection of a good school: Bessacarr Primary

Ellers Avenue, Bessacarr, Doncaster, South Yorkshire DN4 7DT

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Inspection dates:

3 and 4 November 2021

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

This is a caring school. Relationships between adults and children are respectful and trusting. Pupils enjoy attending school. They would recommend the school to others. Pupils support each other well in lessons and are keen to join in discussions. Teachers have high expectations of pupils. Pupils take pride in their work.

Behaviour is good. Pupils say they do not have to worry about bullying. Pupils are aware of different types of bullying. They say that bullying is rare. Pupils are confident and articulate. They are respectful to others. Pupils show respect for different beliefs. They are able to discuss important issues, such as equality and diversity in a mature way.

Pupils take part in a range of extra-curricular clubs. Clubs such as film club, dance and drama club are well attended. Pupils enjoy taking part in visits to a range of interesting places. They develop their understanding of the world through celebration days. For example, by spending time learning about Diwali and tasting different foods.

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

The early years leader has worked hard to review the early years curriculum. Children's learning builds on what they have learned before. Adults help children to develop their vocabulary from an early age. The early years environment displays a wide range of words that children learn to use. Children have lots of opportunities to explore the world around them. For example, they recently enjoyed going on an autumn walk to collect natural materials, such as leaves and twigs. They used these to create an autumn sculpture.

Children start to read as soon as they start school. Leaders have introduced a new approach to the teaching of reading. They have provided staff with training. As a result, staff are confident when teaching pupils to read. It is clear what pupils should know as they move through the school. Adults provide support if pupils fall behind.

The books that pupils read are well matched to their needs. Leaders have worked hard to create an attractive library. Pupils enjoy choosing interesting books to read. Leaders promote a love of reading. For example, some pupils in Year 6 read stories to younger classes with real energy and expression.

Leaders have started to review the curriculum for subjects in the wider curriculum. Some curriculum plans such as design technology have been reviewed recently. However, teachers are not using these yet. This means that pupils do not achieve as well as they should in these subjects. In computing, many pupils have not learned about coding. Other plans, for example in science, are still being reviewed. This means that some aspects of these subjects are not taught as well as they could be. For example, pupils are not confident when talking about how they might plan a fair test in science.

Subject leaders do not check how well pupils are doing carefully enough. There have been no checks on some subjects, such as computing. The information that some subject leaders have gathered does not allow them to identify what needs to improve. Some subject leaders are new to their roles. They are not confident about what is in their plans or how plans help pupils to build on what they already know. Some subject leaders are uncertain about how they will check their subjects.

Leaders have not thought about how teachers check that pupils are remembering the important knowledge they need in some subjects. Leaders do not know how well pupils are doing in subjects other than English and mathematics. Leaders do not use assessment information to help them improve their subjects.

Pupils with special educational needs and/or disabilities (SEND) receive good support. Clear procedures are in place to help staff identify pupils who need extra support. The special educational needs coordinator (SENCO) helps staff to plan lessons and provides resources to help staff meet pupils' needs. Each pupil has a detailed support plan. This helps adults to know what support pupils need. Staff benefit from a range of training opportunities to help them support pupils with SEND. There are strong connections with local agencies. This helps staff draw upon the expertise of others.

Leaders take care to consider the workload of staff. Staff enjoy working at the school. They feel there is a supportive team. Staff and pupils appreciate the support of the SENCO and the well-being team.

In discussion with the headteacher, the inspector agreed that computing may usefully serve as a focus for the next inspection.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out thorough checks when appointing new staff. All staff receive safeguarding training to ensure they understand how to identify if a pupil might be at risk of harm. There are regular updates across the year. Staff are able to identify pupils who may be at risk. Staff know to report concerns to the safeguarding leader. Safeguarding records show that leaders act quickly to support pupils. Leaders keep detailed records if there are any concerns about a pupil.

Governors challenge leaders and check that safeguarding procedures are being followed. Pupils learn how to stay safe. They are confident when talking about how to stay safe online.

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

### (Information for the school and appropriate authority)

- New curriculum plans in design technology are not yet being used by teachers. Some plans for other subjects are still under review. Leaders have not considered what pupils should know in each subject carefully enough. Pupils do not have the knowledge they need in some subjects. Senior leaders should make sure that teachers are using the most recent plans. Curriculum leaders should consider what is essential for pupils to know and in what order, so that pupils know more and remember more as they move through school.
- Some subject leaders do not check how well the curriculum is being taught. They do not know what pupils have learned. Leaders should introduce effective systems to check curriculum plans are being taught. Subject leaders should develop an accurate understanding of what pupils know and can remember throughout the school.
- Curriculum leaders do not have a good enough understanding of how well pupils are achieving in some subjects. They do not check that pupils are knowing more and remembering more over time. Senior leaders should introduce effective assessment systems to check what pupils know and can do.

## 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 outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged Bessacarr Primary School to be good on 29th June 2016.

## **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 information from Ofsted Parent View 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

<b>Unique reference number</b>	144412
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10200628
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	451
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	John Deans
<b>Headteacher</b>	Anne-Marie Patterson
<b>Website</b>	<a href="http://www.bessacarr.doncaster.sch.uk/">http://www.bessacarr.doncaster.sch.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Empowering Minds Academy Trust.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher, deputy headteacher, senior leaders, SENCo and curriculum leaders. Meetings also took place with members of the teaching staff and with teaching support staff.
- The inspector met with members of the local governing body, board of trustees and the chief executive officer of the trust.
- The inspector undertook deep dives in reading, science and computing. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also reviewed curriculum plans in other subjects.

- The inspector reviewed documents relating to safeguarding, including records on the school's online recording system and the single central record.
- The inspector met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- 84 responses to Ofsted online questionnaire Parent View, including 82 free text responses, were considered. There were 39 responses to Ofsted's questionnaire for staff and 60 responses to Ofsted's questionnaire for pupils which were also considered by the inspector.

### **Inspection team**

Jaimie Holbrook, lead inspector

Ofsted Inspector

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