

# Inspection of a good school: Bradfield Dungworth Primary School

Dungworth Green, Dungworth, Sheffield, South Yorkshire S6 6HE

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Inspection date: 4 May 2023

## Outcome

Bradfield Dungworth Primary School continues to be a good school.

## What is it like to attend this school?

Bradfield Dungworth Primary School is a warm and welcoming school. Pupils, parents and staff are proud to be part of the school community. Positive relationships are at the heart of the school's approach to education. Pupils are polite and understand the importance of respect. They feel happy and safe in school. Bullying rarely happens and, if it does, pupils know an adult will sort it out quickly.

Pupils' aspirations are fostered well by leaders. Leaders have high expectations for pupils to be successful. Older pupils value the opportunity to contribute to the life of the school through a range of different leadership roles, such as the school council and sports leaders.

Pupils' learning does not stop when they are away from the classroom. They enjoy exploring nature by using the 'bug hotel' or learning about key historical figures through the new historical timeline. There is an enthusiasm for learning that permeates throughout the school.

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

Leaders have developed an ambitious and challenging curriculum. Leaders have identified the important knowledge that they want pupils to know and remember. Teachers use appropriate activities to help pupils learn the most important content. Leaders and teachers use assessment well to check on what pupils have learned. Pupils know and remember important knowledge as they move through the curriculum. However, teachers do not yet consistently support pupils to connect current learning to what they have studied previously. This limits some pupils from developing a deep body of knowledge in each subject area.

The needs of pupils with special educational needs and/or disabilities (SEND) are identified quickly. Teachers are well trained to meet these needs. Pupils with SEND achieve well in school. Resources and adult support ensure that these pupils learn

alongside their peers and follow the same curriculum. Leaders check that the provision for pupils with SEND is effective. Where leaders feel they can make improvements, they engage with external agencies to further develop staff expertise.

Staff in the early years have created an environment that supports the children's needs. The relationships between adults and children are strong. Children show positive attitudes towards their learning. Leaders have identified the important knowledge children to learn to be ready to move into key stage 1.

Leaders prioritise teaching pupils to read as soon as they start school. Staff use a consistent approach to teaching phonics. Pupils who need extra help with reading are identified quickly. Staff put extra support in place for pupils who need it. This helps these pupils to catch up with their peers. Most pupils become confident and fluent readers by the end of Year 2.

Pupils' love of reading is fostered well from the Reception class to Year 6. Younger pupils enjoy listening to familiar stories. Older pupils confidently discuss the books that they have read and the authors they like.

Pupils behave well. They demonstrate positive attitudes towards their learning. Leaders ensure that the 'golden rules' are fully understood by pupils. Pupils are taught that being kind and considerate is important. This is reflected in the way that pupils treat each other and the importance that pupils place on trying to win the 'courtesy cup'. Pupils attend school regularly and leaders have clear systems to monitor and promote good attendance.

Pupils' wider personal development is a priority for leaders. The curriculum for personal, social and health education has been carefully designed to ensure that pupils learn important content at the right time. Pupils understand the importance of tolerance and respect. However, some pupils do not have a strong knowledge of some of the fundamental British values or the protected characteristics.

The school is well led by a passionate and committed headteacher and governing body. They are well supported by colleagues from the multi-academy trust. Staff morale is high. Staff are proud to work at the school. Those responsible for governance are knowledgeable and committed to the school. They have a strong understanding of the quality of education that pupils receive. They provide highly effective challenge and support to leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that staff and pupils are aware of a range of safeguarding risks. These include how to stay safe both online and offline. Leaders recognise the importance of teaching pupils how to stay safe in later life. They know that some pupils' wider experiences are impacted by the rural setting in which they live. Leaders seek to ensure that pupils are fully prepared for when they access the world beyond primary school.

There is a strong culture of safeguarding. Staff are clear about how to report and record their concerns. Leaders keep detailed records of the actions they take to keep pupils safe.

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

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

- Teaching does not consistently help pupils to make connections between what they are currently learning and what they have learned previously. This means that sometimes, pupils struggle to link their knowledge together and think deeper about key concepts. Leaders should ensure that implementation of the curriculum allows pupils to go beyond recalling facts and develop a deep body of knowledge in all subjects.
- Some pupils do not have a secure knowledge of fundamental British values or how certain characteristics are protected by law. This means that these pupils are not as well prepared for life in modern Britain as their peers. Leaders need to ensure that the personal development curriculum addresses any gaps in pupils' knowledge, so that pupils are prepared well for life after school.

## **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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the third ungraded inspection since we judged the school to be good in May 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 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.

## 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>	146488
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10268587
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	127
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrew Beckerman
<b>Headteacher</b>	Helen Adams
<b>Website</b>	<a href="http://www.bradfielddungworth.co.uk">www.bradfielddungworth.co.uk</a>
<b>Date of previous inspection</b>	17 February 2016

## Information about this school

- The school is part of Peak Edge Multi-Academy Trust.
- The school does not use any alternative providers of education.

## Information about this inspection

- This was the first routine inspection since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors spoke with representatives from Peak Edge Multi-Academy Trust and the governing body. Inspectors also spoke with the headteacher, members of the leadership team and staff.
- The inspectors reviewed a range of documentation relating to the curriculum and safeguarding.
- The inspectors carried out deep dives in these subjects: early reading, science, and design and technology. The inspectors met with subject leaders, visited lessons and spoke to staff. They also spoke to pupils about their learning and their experiences of the school. The inspectors looked at pupils' work and listened to pupils read.

- The inspectors considered the response to Parent View, Ofsted's online questionnaire, and the free-text comments. The inspectors also considered the responses to the staff and pupil surveys.

### **Inspection team**

Stuart Voyce, lead inspector

His Majesty's Inspector

Lesley Sullivan

His Majesty's Inspector

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