

# Inspection of a good school: Bardney Church of England and Methodist Primary School

Henry Lane, Bardney, Lincoln, Lincolnshire LN3 5XJ

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Inspection dates:

17 and 18 May 2023

## Outcome

Bardney Church of England and Methodist Primary School continues to be a good school.

## What is it like to attend this school?

Bardney Primary School is a welcoming community where pupils are valued and challenged to do their very best. From learning about fossils in early years foundation stage to calculating take-home pay in Year 6, pupils enjoy relevant and interesting learning activities. They appreciate the quality of their education and hold their teachers in high regard. As one pupil commented: 'My teacher is my role model.'

Leaders and staff work well together to provide a caring environment and an ambitious curriculum for all their pupils. From Nursery to Year 6, relationships between pupils and adults are very positive. Pupils with special educational needs and/or disabilities (SEND) get support to access the same learning opportunities as other pupils.

Pupils are a credit to the school. They behave very well, responding to the high expectations of teachers. There is a calm atmosphere throughout the school. Pupils feel safe and happy. They say bullying happens very rarely and they trust staff to deal with it.

Most parents and carers are pleased with the school. One parent, typical of many, said: 'My child is thriving at this school and I will continue to recommend this school to everyone!'

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

Leaders have a clear vision for pupils at this school. The COVID-19 pandemic disrupted pupils' learning. As a result, academic results dropped slightly. Leaders and staff have been working hard to bring the school back to the high standards pupils reached before the pandemic. This hard work is now paying off. Pupils are achieving well across most curriculum areas, particularly in mathematics and English. As one parent, reflecting on the impact of the pandemic, commented: 'I believe my children have caught up to where they would be in the curriculum. This has been through massive support from the school.'

Leaders have designed an ambitious curriculum. From nursery onwards, teachers are skilled at identifying and closing gaps in pupils' knowledge. In most subjects, leaders have identified the key knowledge and the order in which pupils need to know it. However, in a very small number of subjects, this work is not yet complete.

Children in early years are helped to become independent learners. Leaders have planned their development very carefully. Children in the Nursery and Reception Years are involved in the life of the school. For example, they participate fully in whole-school assemblies. This helps to ensure that they are well prepared for key stage 1.

Reading is a top priority throughout the school. Leaders have chosen an early reading programme that meets the needs of all pupils, including those with SEND. This programme begins in nursery. Staff receive training to deliver the programme. This helps them to deliver effective reading lessons. Teachers quickly identify pupils who fall behind. Pupils are well supported to read with accuracy and confidence.

Learning in mathematics is a strength. Leaders have made sure that pupils' mathematical understanding builds in small steps. This approach begins in early years. Teachers are knowledgeable and enthusiastic. They recap previous learning well. This helps pupils remember what they have learned. Most pupils enjoy mathematics. As one pupil commented in a maths lesson: 'This is kind of fun!'

Beginning in early years, leaders are quick to identify pupils with SEND. Staff provide effective support to help these pupils achieve well. Most parents of pupils with SEND are positive about the support their child receives at school.

Pupils talk with enthusiasm about their learning experiences beyond the classroom. These range from sports tournaments to faith weeks. Pupils take part in a variety of sports clubs, including multi-skills and curling. Other activities, including film and book clubs, further develop pupils' interests. Most pupils have attended at least one club so far this year. Pupils say they enjoy leadership responsibilities. They serve in different roles, including well-being monitors and house captains. Pupils learn about people from different backgrounds. They show high levels of respect for others. Pupils talk confidently about British values such as democracy.

Pupils are very friendly and well mannered. Behaviour in lessons is respectful. This helps pupils to concentrate on their work. Leaders have introduced a new attendance policy. This is having a positive impact.

Governors have an accurate view of the strengths of the school. They work well with leaders on areas for improvement. Most parents are confident in the leadership of the school. However, some parents feel that communication could be better.

Leaders consider staff workload and well-being when making decisions. Morale is high and staff are very proud to work at this school.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at this school. All staff receive appropriate and regular training on how to keep pupils safe from potential harm. This helps staff to identify and report any concerns. School leaders follow up on all concerns effectively. They work closely with outside agencies to get the help pupils and families need.

The safeguarding governor works with school leaders to help ensure that the school's systems for keeping pupils safe are effective.

Pupils learn how to keep themselves safe. This includes potential risks they may face online.

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

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

- In a very small number of subjects, leaders have not precisely identified what knowledge pupils must know and in what order. As a result, pupils' knowledge in these subjects is not as strong. Leaders need to complete their work on refining the curriculum so that staff understand what pupils must know and remember.
- Some parents feel that communication between home and school is not as effective as it could be. They are concerned that leaders do not always respond to issues they raise in a timely manner and do not feel fully informed. Leaders should improve communication systems so that all parents feel fully involved and informed about their child's education.

## 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 second ungraded inspection since we judged the school to be good in January 2013.

## 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>	120589
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10269010
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Catherine Lee
<b>Headteacher</b>	Garth Hicks
<b>Website</b>	<a href="http://www.bardneyschool.co.uk">www.bardneyschool.co.uk</a>
<b>Date of previous inspection</b>	8 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is a voluntary controlled Church of England school in the Diocese of Lincoln. The last section 48 inspection took place in October 2017, when the school received a judgement of outstanding.
- The school became part of the Limewoods Federation in 2018.
- The school does not make use of any alternative providers.

## 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 leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, senior leaders, groups of staff, groups of pupils, the chair of governors and other members of the local governing body.
- The inspector carried out deep dives in the following subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- The inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspector considered how well the school protects pupils and keeps them safe, meeting with the safeguarding team to evaluate the effectiveness of safeguarding measures. The inspector also scrutinised the school's single central record.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector spoke to parents at the school gates and considered the responses to Ofsted Parent View, as well as the responses to staff and pupil surveys.
- The inspector reviewed a range of documentation, including behaviour records.

### **Inspection team**

Martyn Skinner, lead inspector

Ofsted Inspector

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