

Inspection of Cawthorne Church of England Voluntary Controlled Primary School

Taylor Hill, Cawthorne, Barnsley, South Yorkshire S75 4HB

Inspection dates: 23 and 24 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 10 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements on this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

All pupils and staff are proud to be part of this school, and rightly so. The school has high expectations of all pupils. Pupils strive to live up to these expectations and achieve well. Pupils here have a voice. They know that adults will listen to them. The school involves pupils in decisions that affect them. This empowers pupils. For example, pupils reshaped the behaviour policy. As a result, behaviour is exemplary because pupils have ownership of it.

Highly positive relationships exist between pupils, staff and parents. Pupils enjoy coming to school. This is reflected in their high attendance. There is a strong culture of safeguarding. Parents and carers commonly describe the school as 'supportive', 'nurturing' and 'caring'.

The school is at the heart of the local community. Pupils take part in local initiatives and events. For example, they design the Christmas card for the local church and have carried out speed checks outside the school gates. The school teaches pupils how to become responsible, active citizens. There is a determination to create well-rounded pupils who are ready for the next stage of their education and life beyond school. Weekly assemblies celebrate pupils' achievements both inside and outside school.

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

The school's curriculum is broad and ambitious. It takes account of the area that the school serves. All subjects are coherently planned and sequenced. Systems are in place to check what pupils know and remember. Curriculum plans start from the early years. Here, children get off to a strong start. They enjoy carefully thought-out activities and positive interactions with adults. Children play cooperatively with each other. They listen attentively during adult-led sessions, such as story time. Adults use appropriate questions to extend children's learning.

The school prioritises the teaching of reading. As a result, pupils quickly become competent, fluent readers. Children begin to learn phonics as soon as they start school. Leaders quickly identify any pupils who do not keep up with the phonics programme. Pupils receive the support they need to catch up with their peers. Parents are actively encouraged to support their children with reading. This is reflected in pupils' reading diaries, where there are many comments from home. A particular strength of the reading curriculum is the 'reading buddies' system. The school pairs older pupils with younger ones. This is mutually beneficial. It enables older pupils to practise reading to an audience. Younger pupils can practise using their phonics knowledge.

Pupils' attitudes to learning are very positive. Most teachers choose resources that support learning well. For example, children in early years were using existing maps to help them to draw their own simple map. However, in some subjects, the tasks that teachers give pupils do not enable them to meet the aims and ambition of the

curriculum. This means that pupils do not learn the key curriculum knowledge. Where tasks are not well matched, pupils find it more difficult to talk about their learning.

The environment in school is calm and orderly. Classrooms are free from disruption. Teachers make appropriate adaptations for pupils with special educational needs and/or disabilities (SEND). The school trains staff in how to cater for different needs, including social, emotional and mental health needs and speech and language difficulties. The school quickly identifies children in the early years with potential SEND.

Pupils' personal development is central to everything that the school does. Through collective worship, pupils learn about character traits such as resilience and confidence. The impact of this can be seen in the articulate way that pupils can talk about their school. Pupils can develop their talents and interests through extra-curricular activities. Some of these activities run at the request of pupils, for example the chess club. Pupils can follow 'pathways'. These enable them to develop their talents further outside school, for example by attending the local cricket club. Pupils visit different places of worship. This helps them to develop their understanding and tolerance of different faiths. Pupils have a strong understanding of discrimination and why this is wrong. They know how to lead safe, healthy lifestyles.

Leaders, including governors, have a clear vision for the school. There is a strong sense of collegiality and teamwork. The well-being of both staff and pupils is a high priority for leaders. As a result, staff feel appreciated and are proud to work at the school. There are opportunities for staff to undertake training relevant to their roles. Governors have a secure understanding of their roles and responsibilities. They carry these out effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are inconsistencies in the implementation of the curriculums in some subjects. Sometimes, the tasks that teachers give pupils do not enable them to meet the aims and ambition of the curriculum. The school should ensure that staff are supported to give pupils tasks that are precisely matched to the key knowledge that they need to learn.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106627
Local authority	Barnsley
Inspection number	10315533
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair of governing body	Gary Booth
Headteacher	Adam Bramall
Website	www.cawthorneprimary.co.uk
Date of previous inspection	6 and 7 February 2013, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, the school has appointed a new headteacher.
- The school uses one registered alternative provider.
- The school is a Church of England primary school within the Diocese of Leeds. The most recent section 48 inspection of the school's religious character took place in September 2017. The next inspection is likely to take place in the next academic year.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, deputy headteacher and the special educational needs and disabilities coordinator. They also met with the chair and other members of the governing body, as well as representatives of the Diocese of Leeds and the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Pupils were observed reading to familiar adults.
- The curriculum offer for pupils' personal development was considered.
- Pupils' behaviour in lessons and during breaktimes was observed.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The responses made by parents to Ofsted's online survey, Ofsted Parent View, including any free-text comments, were considered as part of the inspection. Inspectors also considered the responses to the staff questionnaire.

Inspection team

Philippa Kermotschuk, lead inspector	His Majesty's Inspector
Tracy Duffy	His Majesty's Inspector

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