

# Inspection of Barugh Green Primary School

Higham Common Road, Barugh Green, Barnsley, South Yorkshire S75 1LD

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Inspection dates: 28 and 29 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Leaders have high expectations for pupil behaviour and achievement. Both are realised. Pupils are polite and behave well throughout the school day. They engage with the curriculum and achieve well.

Relationships between adults and pupils are caring and respectful. Pupils can go to adults with any concerns and these will be taken seriously. Bullying is rare. However, if it happens, pupils can confidently tell an adult who successfully sorts it out.

Pupils get the opportunity to develop their talents and interest. Pupils get the opportunity to take part in competitions. These include athletics and dance competitions. Pupils learn musical instruments and attend choir club. Pupils get the chance to apply what they learn. This is through musical performances within the school and externally.

The curriculum is supported through purposeful visits. These are closely linked to what pupils learn. For example, in art, pupils visited a local outdoor sculpture park. These visits are memorable and help pupils develop clear knowledge.

Pupils learn about how to keep themselves safe online and offline. This is successful. Pupils know what they can do to protect themselves. For example, they know which symbols tell them that a website is safe and secure.

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

Reading is a strength in the school. The school ensures that adults access appropriate reading training. This is effective. Staff accurately deliver the reading curriculum. This means that pupils are well supported in learning the sounds that make up words. If pupils find reading tricky, they are quickly identified. These pupils then access additional reading sessions, which helps them to catch up. Pupils practise reading using books that include the sounds they learn. This successfully supports their confidence and development. As a result, pupils, including those with special educational needs and/or disabilities (SEND), become fluent readers.

The school has created a curriculum that is carefully considered and mapped out. The school regularly reviews the implementation of the curriculum. This information is used to work with staff so that the delivery of the curriculum can be refined. This is effective and valued by staff. As a result, staff are confident and feel well supported. The curriculum identifies crucial vocabulary that pupils need to learn. This is shared and modelled by adults in lessons. This is successful. For example, in mathematics and art, pupils use this language with precision when articulating their understanding.

The curriculum identifies the most important knowledge the school wants pupils to learn. This is clearly linked throughout the curriculum. As a result, in most subjects,

pupils build on their understanding from early years through to Year 6. However, in religious education, this is not realised. This means pupils cannot recall previous learning. For example, when asked about different religions and faiths, pupils' understanding was limited.

The school works with external experts and parents to ensure that the curriculum supports the learning needs of pupils with SEND. Small-step targets are in place and are regularly reviewed to ensure that they are effective. Personalised adjustments are identified that relate to specific subjects. This supports pupils to access the same curriculum as their peers. Pupils with SEND achieve well.

Children in early years get off to a positive start. Leaders have accurately identified communication and language as a priority. Staff have accessed training so that they have the expertise to address this. As a result, staff ask effective questions. This extends the children's use of vocabulary. The learning activities are carefully designed. These align well to what the pupils will learn in Year 1. This means children are well prepared for their next stage of education.

Pupils learn about fundamental British values. This is effective. For example, pupils have a clear and accurate understanding about democracy and tolerance. Pupils learn about celebrating individuality. As a result, they welcome new pupils and visitors who may be different to them. Pupils learn about citizenship through the curriculum. They have the opportunity to put their understanding into practice through leadership roles. This includes library ambassadors and playground leaders. However, these are not fully embedded or consistent. As a result, pupils are not clear or aware of how they can have a positive impact on others and the local community.

Governance is a strength at the school. Governors access regular training. This supports them to have the skills and understanding to fulfil their responsibilities. Governors engage with external experts to ensure they have an accurate picture of the school. This has empowered governors. They support and challenge the school effectively so it can identify areas to improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some pupils do not remember what they have learned about different faiths and cultures. As a result, they are not as well prepared for life in modern Britain as they could be. The school should consider how it helps pupils to remember the religious education curriculum so pupils' understanding is clear and accurate.

- Leadership opportunities for pupils are not fully embedded. As a result, pupils do not have a clear understanding or awareness of citizenship. The school should ensure that pupil leadership roles are firmly in place so that pupils can understand and experience how they can make a positive contribution to the school and their local community.

## 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 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

<b>Unique reference number</b>	106575
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10313551
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	306
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Matt Bell
<b>Headteacher</b>	Joe Woffinden
<b>Website</b>	<a href="http://www.barughgreenprimary.co.uk">www.barughgreenprimary.co.uk</a>
<b>Dates of previous inspection</b>	8 and 9 December 2021, under section 5 of the Education Act 2005

## Information about this school

- The school does not make any use of alternative provision.

## 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 educational provision.

- During the inspection, inspectors met with the headteacher, deputy headteacher and members of the senior leadership team.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. The inspectors considered the responses to Ofsted's staff and pupil surveys. The inspectors spoke with parents to gather their views and opinions about the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, computing and art. For each deep dive, the 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.

- To evaluate the effectiveness of safeguarding, the 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 inspectors observed pupils' behaviour around school and in lessons. They spoke with pupils to gather their views about behaviour and safeguarding in the school.

### **Inspection team**

Andrew Yeomans, lead inspector	Ofsted Inspector
Lindsay Lomas	Ofsted Inspector
David Horrigan	Ofsted Inspector

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