

Inspection of Jump Primary School

Roebuck Hill, Jump, Barnsley, South Yorkshire S74 0JW

Inspection dates: 21 and 22 February 2024

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

This school was last inspected under section 5 of the Education Act 2005 11 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 in 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?

Jump Primary School is a happy, calm and welcoming school with a very caring ethos. The core values of respect, responsibility and resilience underpin the school's drive to prepare pupils for their future.

The school has high expectations of pupils' behaviour and wants pupils to achieve well. Pupils live up to these expectations. They learn through a curriculum made up of a wide range of subjects, which are enriched by trips in the locality. On one school trip, for example, pupils visited a water treatment works to deepen their knowledge in aspects of geography and science.

Relationships between staff and pupils are strong. Incidents of bullying happen infrequently. When they do occur, the school takes swift and effective action. Pupils feel safe and confident in talking to adults if they are worried about anything. A small number of pupils do not attend school as often as they need to. These pupils do not fully benefit from the curriculum.

Staff really care about pupils' well-being and provide individualised support to enable them to thrive. Pupils have access to effective pastoral care. Staff teach pupils to manage their emotions. Pupils receive regular praise and encouragement, which contributes to them developing as confident and articulate individuals as they progress through school.

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

The school has designed a curriculum that sets out what pupils will learn from Nursery through to Year 6. Teachers plan learning activities that build on what pupils have learned before. Pupils have regular opportunities to revisit the knowledge that they have learned previously. This increases pupils' knowledge and skills. Teachers make checks on what pupils understand and remember. In turn, they use this to plan appropriate learning activities. However, this is not happening consistently well in all subjects. On occasion, some pupils' gaps in knowledge are not identified, and this can limit how well these are addressed.

Reading is a high priority, which underpins the school's curriculum. Pupils' high outcomes for phonics at the end of Year 1 reflect this. Pupils read books that are matched to the sounds they know, which enables them to practise becoming accurate and fluent readers quickly. Staff are well trained in the school phonics programme. Pupils who fall behind are quickly identified. Prompt interventions help pupils catch up. From the headteacher's office to the numerous library areas, the school environment promotes a love of reading. Pupils enjoy talking about the books they have read. One pupil, reflecting the views of others, stated, 'Reading is like taking your mind on a holiday.'

There is high ambition for pupils with special educational needs and/or disabilities (SEND). The school swiftly identifies pupils' needs, and staff make any necessary

adaptations. Pupils who need extra help receive it through a range of methods, including pre-teaching and additional support and resources. Pupils with SEND achieve highly from their starting points.

Children thrive in the early years. Teachers manage the learning environment extremely well. There is a real buzz of excitement as children learn. Children were fascinated looking at, and describing, a range of flowers. Highly skilled staff constantly interact with children, modelling and encouraging them to use new and adventurous vocabulary. Children love having stories read to them. Adults spend time with parents and carers to show them how they can help with children's learning.

Pupils who need extra guidance to manage their emotions get all the help they need. The school works closely with families to support pupils who do not attend regularly. However, there are still some disadvantaged pupils who are frequently absent. These pupils miss out on valuable learning experiences.

The school provides good opportunities for pupils' personal development. Pupils are very proud of their roles in school, which include reading buddies, librarians and well-being ambassadors. Pupils have a good understanding of fundamental British values and relate them to activities in school. The school offers a range of clubs, some of which take place during the school day to enable more pupils to participate.

The school is well led and governed. Leaders are ambitious for all pupils, irrespective of their starting points. Those responsible for governance know the school well and visit the school regularly. They provide the right balance of support and challenge to senior staff. Staff appreciate the support that they receive from leaders to manage their workload and to look after their well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not consistently use assessment of component knowledge to inform teaching. This limits the precision by which teaching can be adapted to address gaps in knowledge. The school should ensure that assessment consistently identifies component knowledge that pupils have learned and that this is used to inform teaching.
- Not all disadvantaged pupils attend regularly. As a result, they miss out on essential learning. The school must continue to review its strategies for improving the attendance of these pupils to ensure they have high attendance and benefit from the school's curriculum.

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	106591
Local authority	Barnsley
Inspection number	10315531
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair of governing body	Chris Seymour
Headteacher	Gillian Clark
Website	www.jumpprimary.org.uk
Dates of previous inspection	5 and 6 February 2013, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, there has been a change in leadership at the school.
- The school does not use any alternate 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 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 and other senior leaders. The lead inspector met with members of the governing body and a representative from the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics, science and geography. For each deep dive, inspectors met with subject leaders and visited a sample of lessons. In addition, inspectors looked at curriculum plans, spoke to teachers, talked to some pupils about their learning and looked at samples of pupils' work. An inspector also discussed assessment in physical education and history.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- 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.
- Inspectors considered the views of staff and pupils from conversations and through responses to Ofsted's online surveys.
- An inspector spoke to some parents during the inspection. Inspectors considered the responses to Ofsted's Parent View, including written responses.

Inspection team

Andy Taylor, lead inspector

Ofsted Inspector

Chris Carr

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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