

# Inspection of Bowmandale Primary School

Bowmandale, Barton-upon-Humber, Lincolnshire DN18 5EE

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Inspection dates: 29 and 30 October 2024

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Good

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

Pupils think that this school is 'brilliant'. Pupils from all backgrounds are welcomed as part of the school family. Pupils feel safe and have strong relationships with adults. Pupils support and care for each other very well. Older pupils act as highly positive role models to those who are younger. They take an active part in the leadership of the school.

Pupils are tremendously enthusiastic about their lessons. They experience many well-considered opportunities that deepen their learning. For example, pupils have opportunities to speak to an astronaut and handle real Roman artefacts. They talk excitedly about what they have learned and the stories that they are reading. Children in the early years receive the best possible start to their education. Pupils make excellent progress through the curriculum because of the school's high expectations. They achieve highly in published assessments.

Pupils cope positively with setbacks and challenges. They show great respect to adults and to each other. Pupils actively contribute to the life of the local community. For example, they arrange bake sales and fairs to support a range of charities. Younger children visit the elderly to appreciate and understand different generations.

Pupils enjoy a wide variety of different clubs, such as dance, football, gardening and guitar. They participate in drama and choir festivals.

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

The school provides a curriculum which is both ambitious and inspirational. Staff take every opportunity to enrich the curriculum with memorable learning experiences. For example, the playground was temporarily converted to be a farm. This helped pupils to learn about the impact of climate change on farmers. The curriculum is designed to help pupils develop a deep level of understanding. Pupils learn to connect and apply their knowledge through different projects. For example, pupils learn how chocolate is made and link this to the history of the Mayan civilisation. Leaders ensure that children in the early years receive a magical experience that enthuses them about learning.

Teachers have excellent subject knowledge. They pose questions carefully and model complex ideas to pupils. For example, pupils enact the behaviour of particles to understand states of matter in science. Pupils are encouraged to work independently and express their creativity. They frequently have opportunities to debate and talk about their ideas. Children in early years receive a rich array of experiences that develops their knowledge and skills.

Leaders have carefully considered and removed barriers to pupils' learning. The curriculum is fully accessible to all pupils, including those with special educational needs and/or disabilities (SEND). Pupils understand their targets and how to improve. For example, pupils with SEND receive bookmarks with reminders of the targets they are working on. As a result of the effective use of these strategies, combined with expert input from staff, the quality of pupils' work steadily improves over time.

Pupils make swift progress through the curriculum. They attain exceptionally well in published assessments of their reading, writing and mathematics. Pupils are confident, articulate and can explain clearly what they have learned. Children in the early years rapidly develop the knowledge and skills they need to be successful at school.

Reading is at the heart of the school. Leaders ensure that reading is never seen as a chore but as an exciting and enjoyable activity. Children in the early years receive book packs with toys and puppets that help them to enact stories. Older children read to younger children in the school's reading shed. Pupils talk enthusiastically about stories they have read. Weaker readers receive the highest standard of support from staff. As a result, their ability to read rapidly improves.

Pupils' behaviour is exemplary. Pupils are polite and kind to each other. They enjoy learning and are curious to know more. Pupils support each other frequently. For example, pupil leaders act as 'buddies' to support younger pupils. Pupil ambassadors in mathematics encourage younger pupils to practise their mathematical skills at breaktimes. Pupils require minimal supervision and begin to learn routines and expectations from the early years.

The school provides an extensive range of experiences to broaden pupils' horizons. For example, the school provides termly 'inspire' events. Pupils have opportunities to learn new skills at these events, such as debating, dog-grooming, baking and cross-stitch. Pupils have a strong moral code. They develop a deep appreciation of tolerance and respect for different cultures. Pupils are very well prepared for their next steps in education. Pupils are taught about different careers and learn life skills, such as managing finances.

All staff contribute to the leadership of the school. Leaders at all levels constantly reflect on what could be improved further. The school bases its decisions on what most benefits pupils. Staff often state 'this is who we are' to explain this philosophy. Governors contribute strongly to the overall vision and improvement of the school. Staff are positive about workload and proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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

<b>Unique reference number</b>	117812
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10340039
<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>	341
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Eleanor Jarrett
<b>Headteacher</b>	Eleanor Dunstan
<b>Website</b>	<a href="http://www.bowmandale.n-lincs.sch.uk">www.bowmandale.n-lincs.sch.uk</a>
<b>Dates of previous inspection</b>	28 and 29 March 2023, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- 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.

- Inspectors spoke to senior leaders, including the headteacher and members of the governing body.
- Inspectors spoke to a representative from the local authority.
- Inspectors carried out deep dives in these subjects: mathematics, early reading, science, history and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors evaluated responses from parents to Ofsted Parent View. They spoke with some parents. Inspectors also evaluated the responses that staff and pupils made to Ofsted's online surveys.

### **Inspection team**

Chris Carr, lead inspector

His Majesty's Inspector

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Ofsted Inspector

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Ofsted Inspector

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