



# Barnby Dun Primary School

## Inspection Report

**Unique Reference Number** 106755  
**LEA** Doncaster  
**Inspection number** 277623  
**Inspection dates** 7 June 2006 to 8 June 2006  
**Reporting inspector** Ms Joyce Taylor CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

|                                    |                    |                           |                    |
|------------------------------------|--------------------|---------------------------|--------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Church Road        |
| <b>School category</b>             | Community          |                           | Barnby Dun         |
| <b>Age range of pupils</b>         | 4 to 11            |                           | Doncaster, South   |
|                                    |                    |                           | Yorkshire DN3 1BG  |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01302 883917       |
| <b>Number on roll</b>              | 322                | <b>Fax number</b>         | 01302 880294       |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mr David Shaw      |
| <b>Date of previous inspection</b> | 16 October 2000    | <b>Headteacher</b>        | Mrs Helen Chesters |

|                             |   |                                    |
|-----------------------------|---|------------------------------------|
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a large school with almost 20% of the pupils coming from outside the immediate area. Almost all the pupils are of White British heritage with a small number from different ethnic heritages. Almost all speak English as their first language. The proportion of pupils eligible for free school meals is much lower than average. Fewer pupils than average have learning difficulties and/or disabilities. However, the proportion having statements of special educational need is higher than in most schools. The headteacher has been in post for two years and the deputy headteacher for five terms.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 2

Barnby Dun is a good school with outstanding features and it provides good value for money. The current Year 2 and Year 6 pupils are reaching above and sometimes well above average standards in English, mathematics, science, information and communication technology, art and design and physical education. Across the school, the vast majority of pupils achieve well. Standards in Year 6 in English and mathematics have improved since last year with more than the average proportion of pupils reaching above average standards. For many pupils, their high standards in most aspects of mathematics are, to a small extent, undermined by some uncertainty when tackling mathematical problems. Leadership and management are outstanding and effective improvements in the teaching and learning have been introduced as a means of raising standards. Teaching is good overall although the quality varies from satisfactory to outstanding. Pupils' personal development is good and they receive exceptional care. Provision for children in the Foundation Stage is outstanding and the children reach above and sometimes well above average standards.

The school has made good progress since the last inspection, particularly in the last two years and there is a good capacity for further improvement. Although the school's judgements of its effectiveness are sometimes under or over estimated, it has an extremely clear grasp of its strengths and areas needing improvement.

### What the school should do to improve further

- Improve the pupils' ability to select appropriate calculating strategies when tackling mathematical problems.
- Improve the quality of teaching to match that of the best.

## Achievement and standards

### Grade: 2

Pupils' achievement is good. When they arrive in Reception their standards are broadly average. Pupils make good progress through the school because their standards are closely tracked and teachers provide what they need next to help them move forwards quickly. Most pupils meet challenging targets. Over the past few years, standards had slipped in English and mathematics by the end of Year 6, particularly for above average learners. The school judged achievement to be only satisfactory because of the lower standards reached at the end of Year 6 in previous years. However, as a result of effective action taken to eliminate this underachievement, there have been significant improvements during the last year, particularly for above average pupils, who now reach high standards. In Year 2, standards are lower than last year although they remain above average. This group of pupils arrived with lower levels of attainment overall than is typical for the school and they have achieved well. New initiatives in Years 1 and 2, particularly those introduced to raise standards in spelling and grammar, are showing improvements and challenging above average learners more rigorously than in the past.

Pupils with learning difficulties and/or disabilities achieve well, as do those identified as having particular gifts or talents. Vulnerable pupils are given very effective support and make good progress.

## **Personal development and well-being**

### **Grade: 2**

The pupils' personal development is good. They really enjoy coming to school. They say they feel school cares about them. Their attitudes to learning are good. They develop respect for others and particularly value the strong links with their local church. Although they have a good appreciation of the richness of world cultures, the pupils have few opportunities to meet members of ethnic heritages that are different from their own and gain a genuine insight into the differing cultures. School rules are clear and the system of rewards motivates them well; their behaviour around school is particularly good and they are courteous and friendly. They understand that they are at school to learn and they work hard to attain skills which will help them in future life. Teachers ensure that pupils work safely, and healthy lifestyles are promoted so well that pupils' healthy eating habits and value of regular exercise have carried over to their home life, as parents report with appreciation. Attendance is good. Pupils develop their social skills and relationships extremely well and take very seriously the need to warmly welcome all new arrivals into the school family. Pupils frequently raise money for charities and have effective links with the local community, which welcomes their termly Acorn Express magazine. Advertising sponsors cover the cost of this production and as a genuine business concern, it prepares pupils well for later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. It varies from outstanding to satisfactory and in the best lessons pupils make rapid progress and the most able reach very high standards. In a literacy lesson in Years 1 and 2, for example, pupils enthusiastically identified how to improve a sentence in order to lift it from one National Curriculum level to the next. Then working in pairs, they set about the task with successful results. Most teachers have high expectations of their pupils and create a very good learning atmosphere but sometimes pupils learn as a whole class for too long and the work does not always challenge them all rigorously enough. In many lessons, work in one subject contributes to learning in another. For example, pupils in Years 5 and 6 developed history work through literacy when enthusiastically writing diaries of the pyramid builders, and used an information and communication technology program extremely effectively whilst extending their understanding of mummification. Teaching in Reception is outstanding. Fun resources, rigorous learning and excellent identification of what children need to learn next, ensure these youngsters make good and sometimes very good progress. The needs of pupils with learning difficulties and/or disabilities are met very well. Focused support, often by extremely skilled teaching assistants,

ensures the pupils are well aware of their own good progress. Excellent assessment strategies are in place to identify what pupils know and need to learn next. During the past two years, teachers have become much more familiar with these systems and now use them effectively to raise standards and speed progress. Pupils in Years 5 and 6 assess their own progress and set themselves targets, and other year groups are rapidly adopting this strategy.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum for its pupils and there are some exceptional features. The Foundation Stage curriculum is outstanding. It provides an exciting balance of focused learning sessions, practical activities and free choice opportunities. Children get off to a cracking start because they have so many interesting and enjoyable things to do. In Years 1 to 6, the pupils' tasks are often exciting and fun and introduce many new learning experiences. As a result, pupils apply themselves enthusiastically and often undertake work at home in support of their learning at school. The curriculum emphasises important skills, for example, working with precision in art and design, where work is of high quality. However, it does not always provide enough challenge to enable all pupils to make the best possible progress in solving mathematical problems.

There are good links between subjects, and information and communication technology in particular is used to an outstanding level to make learning relevant through other subjects. Numerous enticing events, for example, a visiting steel band, visits to stately homes and themed weeks, help to sustain pupils' involvement and enthusiasm. The school provides a good range of successful and well attended clubs and some lunchtime and after school sessions draw on specific pupils to extend their learning in literacy, numeracy and information and communication technology. As well as adding to pupils' enjoyment, these rich experiences help to develop healthy lifestyles and foster good attitudes.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, support and guidance is outstanding. There are exceptionally effective levels of support, welfare and guidance provided for vulnerable pupils in addition to those identified with learning difficulties and/or disabilities. Thorough safety checks are made on staff new to the school. Wide ranging child protection procedures are in place, including a community 'fun learning' project to raise pupils' awareness and keep them safe. Detailed risk assessments are carried out in advance of school trips. The school does all it can to ensure a smooth transition when pupils move to and from school, and works with Year 2 pupils to help their transition to Year 3. Systems for monitoring pupils' academic development are extremely good and central to the school's work. The identification of targets by pupils is a recent development and is strongest in Years 5 and 6.

Parents express great confidence in the school and pupils feel that their voices are listened to and respected.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The school judges these aspects to be good but the improvements in achievement show how very effectively and successfully the school is steered. The headteacher and deputy headteacher know the school extremely well and have an exceptionally clear view of how they want the school to be. They know what to do in order to ensure improvements and are highly skilled at supporting staff when introducing changes. The downward drift in standards became the headteacher's initial focus for improvement. She introduced detailed assessment of pupils' progress and improved teaching methods. As a result, standards have improved in English and mathematics in Year 3 to Year 6, and the proportion of pupils reaching above average standards has doubled during the last year. Similarly effective strategies strengthened teaching and learning in Years 1 and 2. Further improvements to ensure consistency in the teaching are identified as priorities. Extremely effective subject leaders have helped move the school forwards, for example, by piloting strategies where teaching assistants focus on specific pupils identified as underachieving, then leading all staff in adopting similar strategies. The school's capacity to improve further is good.

Parents are very happy with the school. They feel it is approachable and their views are sought and have influenced changes for the better. For example, parents' requests for out of school support led to a breakfast and after-school club and a holiday play scheme managed by a child care provider.

Governors evaluate improvements and provide the headteacher and staff with strong backing. For example, they manage a tight budget to ensure the school gets good value for its spending and in using their own professional skills and contacts to extend learning opportunities.

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## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   | NA |
| The quality and standards in foundation stage  | 1   | NA |
| The effectiveness of the school's self-evaluation  | 2   | NA |
| The capacity to make any necessary improvements  | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | NA |

### Achievement and standards

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 2 | NA |
| The standards <sup>1</sup> reached by learners   | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 2 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 | NA |
| The behaviour of learners   | 1 | NA |
| The attendance of learners  | 2 | NA |
| How well learners enjoy their education   | 2 | NA |
| The extent to which learners adopt safe practices   | 1 | NA |
| The extent to which learners adopt healthy lifestyles   | 1 | NA |
| The extent to which learners make a positive contribution to the community                                    | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 1 | NA |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 1   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 1   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 2   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| Learners are encouraged and enabled to eat and drink healthily  | Yes |
| Learners are encouraged and enabled to take regular exercise  | Yes |
| Learners are discouraged from smoking and substance abuse   | Yes |
| Learners are educated about sexual health   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place  | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them   | Yes |
| <b>The extent to which learners make a positive contribution</b>  |     |
| Learners are helped to develop stable, positive relationships   | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills  | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | NA  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | NA  |

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for your help when we visited your school earlier this month.

We very much enjoyed watching you work and talking to you in the classrooms and around the school. We think that your school is a good one and your headteacher and deputy are very clever at seeing what needs to be done to make the school better. Your teachers work hard to see that your activities are interesting and good fun. We noticed how much you enjoyed your lessons and we were impressed with the way you are growing in confidence. You also told us that you feel safe and secure in the school and that your teachers are friendly and helpful. In Reception, your teachers are particularly good at helping you do well in your work, they provide lots of exciting things for you to play with.

We have asked your headteacher and her staff to carry on with their good work and we have suggested that they look at two areas to make things even better:

- to help some of you do better in tackling mathematical problems
- to make sure that the good things that happen in different classes are available to all of you.

You are enthusiastic about your school and we hope you carry on enjoying lessons and helping your teachers make Barnby Dun Primary School a happy and successful place for learning.