



Barnburgh Primary School

Inspection Report

Unique Reference Number 106694
Local Authority Doncaster
Inspection number 287589
Inspection dates 20–21 September 2006
Reporting inspector Kevin Johnson

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

Type of school	Primary	School address	Church Lane
School category	Community		Barnburgh, Doncaster
Age range of pupils	3–11		South Yorkshire DN5 7EZ
Gender of pupils	Mixed	Telephone number	01709 893125
Number on roll (school)	205	Fax number	01709 881647
Appropriate authority	The governing body	Chair	Mr Neil Semley
		Headteacher	Mrs Rosie Baldock
Date of previous school inspection	25 February 2002		

Age group	Inspection dates	Inspection number
3–11	20–21 September 2006	287589

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Introduction

The inspection was carried out by two Additional Inspectors. A privately run after-school care facility was inspected at the same time, but has a separate report.

Description of the school

Barnburgh is an average sized primary school which serves a rural community to the west of Doncaster and attracts some pupils from the nearby towns of Goldthorpe and Mexborough. The school is in an area of mixed owner occupied and local authority built housing. All pupils are of White British heritage. During the past year an increasing number of pupils started or left the school at other than the usual times.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

One of the parents wrote, 'The school has a very happy and friendly atmosphere which is important for children to learn.' This is overwhelmingly typical of parents' views and very evident to visitors as soon as they are welcomed into the school. Children are happy right from the start in the Foundation Stage and quickly make progress. They begin school with standards which are above those typically expected for their age and leave Year 6 with standards above average. Pupils make satisfactory overall progress throughout the school. This represents satisfactory achievement. Recently, standards and achievement faltered in Years 3 to 6. The school was quick to recognise this and to take decisive action, which raised standards in mathematics and brought achievement back to a satisfactory level. New appointments to the staff have added a fresh outlook to the management of learning and use of data analysis to remedy weaknesses which have occurred. Teachers share assessment information in order to check the progress of pupils in their classes more accurately. Whilst continuing to monitor standards in all subjects, the school is applying particular rigour to raising the levels achieved in writing and boys' overall achievement. In order to succeed in this the school recognises that the use of assessment to set challenging targets in lessons requires more consistency.

Pupils' positive attitudes to learning and their good, and sometimes exemplary, behaviour are a positive influence on their learning. Pupils are respectful and show a good understanding of the needs of others. When given responsibilities, they take them seriously. All are keen to air their views through the school council. The rich curriculum is one of the reasons why pupils enjoy school so much. They particularly relish the opportunities to be creative, for example, when they perform in school plays, sing in the choir or are busy in design and technology lessons led by a visiting teacher from the secondary school. Care, guidance and support are good. Pupils feel safe in school. They form trusting relationships with adults who work there and are becoming well equipped to face up to making challenging decisions outside of school.

The headteacher has been successful in managing staffing issues and integrating new appointments so that there is a cohesive team with a shared vision and professional commitment. Restructuring of leadership and management, such as the establishment of learning managers for all key stages including the Foundation Stage, has resulted in greater clarity about the roles and expectations of all staff and a notable improvement in the way school performance is monitored. Included in this is the role of coordinators who have increased responsibility for monitoring teaching and learning in their subjects. Although monitoring gives a clear overall picture of relative strengths and weaknesses it does not yet pinpoint precisely what impact teaching has on the way pupils learn. This restricts opportunities to share the most effective practice. Despite this, the pace of improvement has gathered momentum over the past year and is sustainable given the supportive structures which are in place. This demonstrates satisfactory capacity to improve.

What the school should do to improve further

- Ensure that the recently introduced assessment system is used consistently and rigorously in the planning of lessons so that pupils receive challenging targets for their learning.
- Identify precisely the impact that teaching has on pupils' learning so that best practice can be shared and standards raised.

Achievement and standards

Grade: 3

When pupils first start school their levels of attainment are generally above those expected for their age. They build successfully on their early achievements throughout the Foundation Stage so that almost all reach, and many exceed, the learning goals set for the end of Reception year. Teachers' assessments at the end of Key Stage 1 show that pupils consistently reach standards which are above the national average. This represents satisfactory achievement given their starting points. Standards at Key Stage 2 have been more variable over the past three years. They were broadly average in 2005 with a marked decline in achievement due largely to lower than expected levels in mathematics. Swift action brought about a recovery which saw the school exceed its mathematics targets in 2006 and improve the performance of more-able pupils in English, mathematics and science. This has brought about an upturn in achievement which is now satisfactory overall and realistic targets have been set to continue this. Tracking of pupils' progress throughout the school has highlighted the need to focus on improving writing where there are pockets of lower achievement particularly among boys.

Personal development and well-being

Grade: 2

Pupils' personal development is good. By the time they leave Barnburgh they are sensible, have mature attitudes and are well able to adjust their behaviour and responses to suit different occasions. Spiritual, moral, social and cultural development is good. Assemblies are reflective and pupils are reverent during times of collective prayer. They develop good understanding of different countries and their cultures. There is some striking art work reflecting the practices seen in different religions. Pupils' enjoyment of school is reflected in their above average attendance. They know how to keep themselves safe and healthy. The school council proudly described their new travel plan and their efforts to procure a bicycle shed in order to encourage more pupils to cycle to school. Pupils are enthusiastic about the opportunities they have to take part in events outside of school such as the Sheffield Young Voices festival. The responsibilities they accept allow them to share in decision making in school and be ambassadors for the school in the community. This process helps them develop some of the important life skills they need to secure their future well-being.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. A strong feature of lessons is the way teachers establish very good relationships that encourage pupils to enjoy all aspects of their learning. As a result, pupils behave well and most are very keen to contribute. Lessons generally run smoothly. However, there are times in some classrooms when activities or explanations go on for too long. As a result, some pupils' attention drifts and the pace of learning weakens. Teaching assistants understand their roles well and give sensitive support, particularly to pupils with learning difficulties and/or disabilities so that they are fully engaged in learning.

Teachers are beginning to make better use of their knowledge of how well pupils are doing to set targets and plan work. This has contributed to some recent improvements such as the significant increases in standards in 2006 for Year 6 pupils in mathematics. However, the use of assessment is not fully consistent throughout the school and there is still scope for teachers to match their lesson planning more precisely to what pupils need to learn.

Curriculum and other activities

Grade: 2

Teachers have developed a good curriculum to ensure that pupils really enjoy their learning. For example, they have improved their planning to create stronger links between subjects to allow pupils to practise their skills. Learning is made more purposeful through a good range of visits and other first hand activities. This has made the curriculum relevant to pupils' needs and increased their interest.

From Foundation Stage onwards pupils learn to speak Spanish. Many special events and visitors to school extend pupils' experiences and understanding of wider cultures. This contributes strongly to pupils' personal development. Parents and pupils particularly appreciate the annual residential visits for Year 5 and Year 6 pupils that have been introduced. A good and improving range of after school clubs and activities including music, drama and sports enriches pupils' experiences. Many of these build on the effective links that the school is establishing within the local community.

Care, guidance and support

Grade: 2

This is a safe and caring school where arrangements for pupils' health and safety are good. Some parents go even further, describing the school as, 'a support network to parents and pupils every step of the way'. Within this strong family atmosphere pupils have good opportunities to develop their confidence and independence which is consistently promoted from the Nursery onwards. Teachers and other adults in school know the children very well and carefully monitor and support their personal

development. Effective support ensures pupils with learning difficulties and/or disabilities are fully included in all school activities. A good emphasis on health education helps pupils to know how to stay fit, healthy and safe.

Although teachers are increasingly using assessment information to track pupils' academic progress, pupils are not always clear enough about their individual targets and what they should do to improve.

Leadership and management

Grade: 3

The school's self-evaluation accurately identifies its strengths and areas for improvement. There have been recent marked improvements in the way the school's performance is monitored but the impact of these is not yet fully reflected in pupils' achievements. There are still pockets of weaker progress which the school has identified and is addressing successfully. Incisive analysis of data by senior managers has enabled them to pinpoint areas for action, including taking swift and decisive steps to address a weakness in mathematics. Teaching performance has been monitored by the school and externally, and gives a clear picture of what teachers do. However, the school's monitoring of performance is not sharp enough always to draw out what the impact of teaching is on pupils' learning. Nevertheless monitoring information indicates an improving picture.

Governors are supportive of the school and are fully committed to its role at the heart of the community. They understand its strengths and where improvements can be made. They have successfully dealt with the issues from the previous report. The school gives satisfactory value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel so welcome when we visited your school recently. We enjoyed talking to you and finding out how much you like your school and the important part you play in making it a happy place to be. We think your school is helping you all to make steady progress.

Here are some of the good things we found about your school

- You are sensible, courteous and you behave well.
- You are very enthusiastic about school and your attendance is good.
- The adults in school look after you well.
- You told us how much you like drama and singing in the choir but we also thought

some of your art work was really good.

We think your school will be even better when:

- your teachers use assessment information well to make sure you always have work which helps you to achieve your best
- during lessons teachers look closely at what makes you learn best so that they can share this with all your teachers.

You can help by making sure you always know your learning targets and remembering what you need to do in order to reach them.

We hope you continue to enjoy school as much as you do.