

Bradfield Dungworth Primary School

Inspection report - amended

| | |
|--------------------------------|--------------------|
| Unique Reference Number | 107072 |
| Local Authority | Sheffield |
| Inspection number | 309304 |
| Inspection dates | 29–30 January 2008 |
| Reporting inspector | Joe Peacock |

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

| | |
|---|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 117 |
| Appropriate authority | The governing body |
| Chair | Dr David Smith |
| Headteacher | Mr S Barton |
| Date of previous school inspection | 22 March 2004 |
| School address | Dungworth Green Dungworth Sheffield South Yorkshire S6 6HE |
| Telephone number | 0114 2851338 |
| Fax number | 0114 2851338 |

| | |
|--------------------------|--------------------|
| Age group | 4-11 |
| Inspection dates | 29–30 January 2008 |
| Inspection number | 309304 |

Amended Report Addendum

Ensure that pupils, especially the more able, are provided with enough opportunities to work independently.

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school is situated in a rural farming community, close to Sheffield. Although it has the largest primary catchment area in the local authority, the school is smaller than average. All pupils are of White British heritage and each year there is pressure for places. Some pupils travel considerable distances to school. At present, there are no pupils entitled to free school meals and the proportion with learning difficulties and/or disabilities is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Pupils' personal development and well-being are outstanding. Pupils thoroughly enjoy school and this is borne out by their high attendance, which has been sustained since the previous inspection.

The school works outstandingly well with others to promote the pupils' personal development and well-being. The excellent care, support and guidance enable pupils to feel safe and valued. This helps to create the supportive atmosphere for learning in which all pupils are doing well. Their attitudes to learning and behaviour are exemplary. Pupils are highly effective members of the school community and are very clear how to keep safe and lead a healthy lifestyle. Throughout their time at school, pupils' personal qualities develop exceptionally well serving them very well for their move to secondary school.

Standards are significantly above average by the end of Years 2 and 6 and all pupils make good progress. School assessment data, supported by inspection evidence, show that pupils are maintaining these high standards. They are making good progress towards challenging targets, which have been set in English, mathematics and science. Progress, although good in writing, lags a little behind that in reading, especially for the higher attainers. Writing remains a focus for the school.

The provision for pupils with learning difficulties and/or disabilities is well organised and results in most making good progress.

Parents appreciate the caring and supportive atmosphere in school, which enables them and their children to enjoy such good relationships with staff. Throughout the school, the quality of teaching and learning is consistently good. Teachers and teaching assistants work well as a team, showing a strong determination to raise standards and provide pupils with a good education. Occasionally, however, they are over supportive and so pupils, especially the more able, do not always have the chance to be independent learners. A good curriculum is provided and meets pupils' learning needs well during and after school.

Leadership and management are good and this has resulted in a good level of improvement since the previous inspection. All staff are fully involved in monitoring and evaluating the school's effectiveness and governors are rapidly developing their skills to be more involved in the process. In response to this good self-evaluation the school has quickly and effectively implemented what action is needed, to continue driving up standards. Staff are tackling the less strong progress some pupils make in writing and have introduced a more effective curriculum for science, which is raising standards. This reflects clearly why the school has an excellent capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

Children enter Reception with skills that are generally above the level expected for their age. The management of the Foundation Stage is effective in ensuring that children enjoy school and make good progress. The close links with pre-school groups prior to children entering Reception ensure that their needs are identified and that they settle quickly. Children are happy and well behaved. They make good progress in all areas of learning. By the end of Reception, almost every child achieves the targets expected of children nationally with a high proportion exceeding them. In communication skills, the proportion exceeding expectations is slightly

lower than in other areas. Staff in lessons were observed doing most of the talking, therefore limiting speaking opportunities for children, and sometimes activities lack sufficient challenge or excitement to stimulate speech. There is a strong emphasis on developing reading and writing skills. Computers are used well to support learning.

Children make outstanding progress in their personal, social and emotional development because of the quality of support available for them. They also benefit from sharing the class with older Year 1 pupils. The quality of teaching and learning is good. Staff work well together and plan a good range of activities to engage children's interests and to help them to learn both indoors and outdoors.

What the school should do to improve further

- Raise standards and achievement in writing, particularly for the more able.
- Ensure that pupils, especially the more able, are provided with enough opportunities to work independently.

Achievement and standards

Grade: 2

Standards are significantly above average by the end of Year 2. In the 2007 national tests, standards were exceptionally high in English and mathematics by the end of Year 6. School assessment data show that pupils achieve well and more challenging targets have been set for the current year to continue the improving trend in standards. The school has analysed its test results and found that pupils' performance in writing is not quite as strong as it is in reading. Reading is a particular strength due to the quality of teaching throughout the school and the support of parents. In science, standards were above average in the 2007 national tests. The school's initiatives to focus more on pupils' practical and investigative work are continuing to improve pupils' progress in science. This is clearly seen in the school's monitoring data, which show pupils making good progress and standards which are currently above national expectations. Pupils with learning difficulties and/or disabilities achieve well because their learning needs are quickly identified and met. All pupils demonstrate a high level of knowledge and skill when using computers to support their learning.

Personal development and well-being

Grade: 1

Pupils clearly enjoy coming to school and this is reflected in their consistently high level of attendance. They respond enthusiastically to all the learning opportunities provided for them in lessons and in after-school activities such as the mad science club. Their behaviour is excellent and all are exceptionally polite to adults and each other. This outstanding behaviour contributes very well to pupils feeling safe and very happy in school. Pupils' good spiritual, moral, social and cultural development ensures an exemplary attitude to learning and that relationships with one another and with staff are strong. Provision for their cultural development is better in some classes than others but pupils generally have a good understanding about how life and faith can differ in Britain today.

As school councillors, pupils are proud of their role in school and their achievements. The many fundraising events and pupils' frequent involvement in community activities are helping to build confidence and self-esteem. Pupils show particularly well-developed levels of maturity as they work with their classmates. This along with their good progress in literacy, numeracy

and computer skills prepares them very well for the future. Pupils know the importance of a healthy diet and exercise. For example, after a very active physical education (PE) lesson, Year 2 pupils could relate very well to their recent activities the functions of muscles, heart and lungs using a model of the human body.

Quality of provision

Teaching and learning

Grade: 2

The consistently good quality of teaching and learning provided by an enthusiastic teaching team ensures that pupils' learning needs are met well. Consequently, learning is fun and pupils make good progress. In one outstanding science lesson, reflective of the improvements made in science, pupils' progress was excellent. This was because of the high level of challenge provided by the investigation and the responsibility given to pupils to find out for themselves if objects weighed more in air or water.

Teaching assistants make a significant contribution to pupils' learning, ably supporting any who find learning difficult. Detailed planning for the different ability levels and the effective use of modern technology, such as the new smartboards, and computers to enhance learning are other key strengths. The extremely conscientious staff do too much for pupils in some lessons. When this happens, pupils, especially the more able, are not challenged sufficiently or given opportunities to work independently. Assessment of pupils' standards and progress in English, mathematics and science is excellent. The information is used very well to ensure that work is planned which successfully builds upon previous knowledge.

Curriculum and other activities

Grade: 2

The school provides an effective and worthwhile curriculum for pupils to enjoy and the success of this is reflected in their excellent attendance and good progress. Improvements to the science curriculum have recently been introduced with more emphasis on pupils investigating and conducting experiments. Pupils in Year 1 thoroughly enjoyed being magnetic detectives! Developing key literacy and numeracy skills has a high profile with opportunities to write being carefully planned in all subjects, in an effort to further raise standards. Pupils with learning difficulties and/or disabilities are particularly well provided for through the curriculum, which is matched closely to their capabilities and learning needs.

Staff make effective links between the different subjects in their planning. In a literacy session, for example, children used musical instruments to depict the rhythm and mood of lines from a poem. The curriculum is successfully enhanced with an interesting range of out-of-school activities such as participating in the computer animation club and learning to play hand bells. Staff work especially hard to ensure that the lack of a school hall does not detract from the quality of the PE curriculum. They use the village hall and involve pupils well in local sporting activities. Residential and other visits along with frequent visitors such as a professional boxer and 'mad scientist' add to pupils' enjoyment of learning. There is strong support for pupils' personal development through the social and emotional aspects of learning programme. French lessons also add to pupils' cultural awareness.

Care, guidance and support

Grade: 1

Parents showed how much they appreciate the caring and supportive atmosphere for all pupils in the very positive response to the inspection questionnaire. 'Great school, can't fault it' and 'Everything we wanted and expected' were typical comments. Their confidence is fully justified and the school deserves its strong reputation. Procedures for ensuring pupils' safety are carried out meticulously and there are appropriate policies in place for child protection and health and safety. The school provides excellent personal and academic guidance for pupils, which is central to their all round achievement. Individual support in the group room for pupils with dyslexia or special learning difficulties is of a high calibre. Pupils thrive with the attention and it secures their long-term inclusion in learning successfully in the class with others.

The school analyses assessment data carefully in order to ensure good progression in pupils' learning. All pupils have, and clearly know, their own individual targets as demonstrated by a Year 1 pupil who could explain precisely what was expected in literacy and numeracy. Older pupils enjoy the responsibility of evaluating their own progress in meeting their targets.

Leadership and management

Grade: 2

Overall, leadership and management are good and there are some key strengths. The culture of continuous improvement stems from the experienced and long-serving headteacher who is pivotal in the pursuit of excellence. His leadership skills are outstanding.

Effective steps have been taken to share management responsibility. Other senior leaders have clear roles and a good understanding of the priorities for improvement. The impact of this is seen in the much-improved performance in science and the efforts to raise achievement in writing.

Self-evaluation is well established and involves all staff, though on occasions is too modest. Staff carefully monitor standards and each has evaluated the quality of teaching, trying to find ways of improving it. The management of provision for pupils with learning difficulties and/or disabilities is outstanding with support staff being trained and deployed very effectively. The school is well resourced, especially with

teaching assistants and computers. The lack of a school hall does not help but all staff compensate well and ensure that pupils' learning is not adversely affected. Governance is good. The knowledgeable and extremely conscientious governing body knows the school well. All governors are keen to help the school move forward. Their roles and responsibilities are clearly defined and they regularly visit during school hours.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

| | |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The effectiveness of the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 1 |

Achievement and standards

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

Personal development and well-being

| | |
|---|---|
| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 1 |
| How well learners enjoy their education | 1 |
| The attendance of learners | 1 |
| The behaviour of learners | 1 |
| 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 | 1 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| 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? | 1 |

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.

Annex A

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| 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

Inspection of Bradfield Dungworth Primary School, Sheffield, S6 6HE

I really enjoyed my two days with you inspecting your classes and talking to the school council members. I can see why you enjoy being at school. It was good to see everyone getting on with one another and behaving so well. I was most impressed by your politeness.

I think that your teachers are doing a good job, working hard to plan lots of interesting things for you to do in lessons, on trips and in after-school clubs. It is good to see you all doing so well in English, mathematics and science. You all read so well but I have asked the school to concentrate on helping some of you improve your writing. I also think that some of your teachers could give you more opportunities to work on your own, without too much help in some lessons. It was good to see you learning so well with the computers.

You seem to really like being in Reception. Everyone really enjoyed playing outdoors and in the Chinese Restaurant. It was pleasing to see all your work on display and to watch you working so hard with your teachers trying to write your name and some sentences.

The school takes such very special care of you all and is quick to support you if you need help. I'm pleased to see WALT being used in every lesson and I think that the learning journals are a good idea in Year 6. I could see that all of you, including Year 1, know precisely what your targets are and some of you are beginning to assess your own progress carefully.

Your headteacher is leading the school very well. Governors and staff know the school well and how to improve things. It is easy to see why you and your parents are so proud of your school. It is good.

I hope that you will carry on enjoying school and trying your best, especially with your writing and by working on your own to make it even more successful.