

Barnby Dun Primary School

Inspection report

Unique Reference Number	106755
Local Authority	Doncaster
Inspection number	324458
Inspection dates	24–25 March 2009
Reporting inspector	Robert Jones

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	317
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Shaw
Headteacher	Miss C Robinson
Date of previous school inspection	7 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Road Barnby Dun Doncaster South Yorkshire DN3 1BG
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Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves a mixed area but with generally favourable socio-economic circumstances. Fewer pupils than average are eligible for free school meals. The Early Years Foundation Stage consists of two Reception classes which take in children from a variety of local pre-school providers. Very few pupils are from minority ethnic groups or are at the early stages of speaking English as an additional language. The number of pupils with learning difficulties and/or disabilities is fewer than the national average, although the number with a statement of special educational need is slightly greater than average. The school has gained the Basic Skills Quality Mark, Investors in People Award, Artsmark Gold and Healthy Schools status.

There have been significant staffing changes involving the leadership team. The headteacher was appointed in January 2008 and a deputy headteacher and four middle leaders have taken up post within the last year.

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 that has improved rapidly over the past year. One parent's view, 'I feel fortunate my son has had such a great start in life,' summarises the views of many. Pupils talk in glowing terms about how teachers 'go out of their way to make learning fun' and feel their views are valued through voicing their opinions via the school council.

Children begin in Reception with standards that are in line with expectations. By the time they leave in Year 6, standards are above average. For the past two years, achievement had been satisfactory rather than good. In response, the new headteacher and her team introduced more effective tracking of pupils' progress and significantly improved the quality of teaching. This has resulted in pupils making impressive progress and reaching above average standards. Achievement therefore is now good. Pupils with learning difficulties and/or disabilities make good progress due to a well-monitored suite of special reading, writing and mathematics courses which are very carefully monitored and tailored closely to their specific needs.

Pupils' personal development and well-being are good overall. Pupils speak confidently about the importance of making good healthy choices and say how very safe they feel on the secure but welcoming school site. They say there is always an adult or a playground buddy to turn to should the need arise. Pupils make good positive contributions through, for example, the school council and by becoming eco-warriors' which furthers their environmental awareness and understanding of social responsibility. Pupils have good literacy and numeracy skills and so they are well prepared for their future economic well-being.

The quality of teaching is good overall, and there are many examples of outstanding teaching in the school. Lessons are exceptionally well planned, well paced and fun. There are a number of very able pupils in the school. While their academic needs are being well met, there is scope to extend the opportunities for them to develop independent learning skills and take more responsibility for their own learning. The curriculum is good and contributes to pupils' enjoyment of the school. It is enriched by a good range of extra-curricular activities. Although pupils demonstrate good information and communication technology (ICT) skills, there are not enough opportunities in the curriculum to use ICT in classrooms so as to extend pupils' learning. The care, guidance and support offered to pupils is good, with academic support being a particular strength. Pupils with learning difficulties and/or disabilities are fully included in all classroom activities and have their needs very well met by teachers and well-qualified, caring teaching assistants.

Leadership and management are good. Most senior and middle leaders are new to the school, but the rate of progress since they took up post has been impressive. Measures were quickly put in place to stop the trend of declining standards. Meticulous self-evaluation is now in place at all levels, from classroom teacher to headteacher. Increased levels of accountability and rigour in monitoring teaching have resulted in much improved teaching. Community cohesion is satisfactory. While the school has good links with the local community and particularly so with the local church, plans to extend community cohesion, especially with regard to ethnicity and culture, are at the early stages of development. Due to rapid improvement over the past year and efficiently implemented systems to sustain this improvement, the school has demonstrated a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a flying start in this warm, caring environment. From broadly average starting points, they make good progress because the good teaching places emphasis on developing speaking and listening skills and has a strong focus on teamwork. By the start of Year 1 most are working within expected levels in all areas of learning and a number exceed the level expected of their age. Parents are well involved in their children's learning. They keep scrapbooks which record their children's development and, because the school shares the information it collects about children's progress based on regular observations of their learning, parents are fully involved in keeping a close check on children's progress. All staff contribute well to assessments, which take place constantly. The curriculum is interesting and stimulating, responding well to children's interests and needs. For example, children visited the wildlife area, sketched the crocuses and observed 'mini-beasts'. These activities culminated in the class writing a poem with vivid lines such as 'blossom fluttering like snow'. The Early Years Foundation Stage Unit is spacious and well maintained. Very good displays add to a stimulating, child-centred environment. Outdoor provision is well organised, safe and secure and is used well to extend learning. The welfare of pupils is given the highest priority and is outstanding. Risk is well managed. Staff know pupils very well and have specialist paediatric first aid training. Parents agree about the standard of care. 'I couldn't wish for better care,' is a typical comment. Leadership and management of the Early Years Foundation Stage are good. All staff work as a team and this contributes well to children's good progress. The Early Years Foundation Stage leader checks progress effectively through well-kept records. She has good plans in place to develop provision further.

What the school should do to improve further

- Widen the scope for pupils to use ICT to enhance their learning in the classroom.
- Improve opportunities for pupils, particularly those of higher ability, to take initiative and be more independent in their learning.
- Develop community cohesion so that pupils acquire a deeper understanding of different faiths and cultures.

Achievement and standards

Grade: 2

Standards on entry to Reception are broadly in line with national expectations. Pupils make good progress during their time in school to reach above average standards in Year 6. In Key Stage 1 standards are generally above average in reading, writing and mathematics. This is because teaching is vibrant, interesting and well matched to the differing needs of pupils. Standards in Key Stage 2 have been more variable due to significant turbulence in staffing and insufficient tracking of pupils' progress. A much improved tracking system has ensured that pupils at risk of underachieving are identified quickly and that targets for all are more challenging. In 2007 and 2008 standards in mathematics at Key Stage 2 lagged behind those in science and English, although they have now risen significantly due to improved teaching in mathematics and more rigorous monitoring of standards. The school's evidence clearly indicates that most pupils in Key Stage 2 are now on track to meet their challenging targets and they are making good progress and reaching above average standards in all subjects, especially in English.

Pupils with learning difficulties and/or disabilities make good progress due to good provision of special courses designed to help them develop reading, writing and mathematics and the good care they receive which is tailored to their needs.

Personal development and well-being

Grade: 2

Pupils enjoy school. 'Teachers are kind, they encourage us to work hard,' are typical comments. Despite good efforts to improve it, attendance remains satisfactory, because of holidays taken during term time. Behaviour is good in lessons because activities are interesting and pupils want to learn. They are polite and courteous to each other and to adults. Pupils do say, however, that there is some silliness in the playground because there is not enough for them to do at playtimes. Pupils say bullying is very rare, but that they always have adults and playground buddies to turn to. They have a good understanding of how to lead healthy lifestyles and the school places high importance on developing their physical education. At lunchtime many pupils make good use of the salad bar and other healthy options. Their social, moral, spiritual and cultural education is good overall. In one outstanding assembly pupils developed their moral understanding by taking part in a play about friendships. Their understanding of risk is well developed, for example in one lesson pupils discussed taking risks in the wider sense, including with their school work. There are ample opportunities for pupils to make positive contributions and participation rates are high in the various after-school and lunchtime clubs such as football tournaments, musical productions, choir and gardening group. There are some links with the world of work, for example through visiting scientists and authors, although enterprise initiatives are at an early stage of development.

Quality of provision

Teaching and learning

Grade: 2

Teaching overall is good and is summarised by a parent who commented: 'The school is improving rapidly. The standards of teaching my son receives have become much better resulting in him being more motivated to learn.' There are many examples of outstanding teaching, and this has been the main reason why standards have risen and achievement has improved rapidly, particularly in Key Stage 2. There are numerous good opportunities for pupils to learn effectively through marking their own work and that of others. Learning is always made fun, as in a mathematics lesson, for example, when Year 1 pupils made rapid progress in understanding fractions through using tactile resources. Teachers use questioning very skilfully to extend the learning of higher-ability pupils and to engage pupils who might otherwise be passive. However, pupils of higher ability are sometimes directed too much by teachers and so opportunities are missed for them to develop independence by taking charge of their own learning. Work is generally well matched to pupils' abilities, although occasionally it is not explained as well as it might be. Classroom displays support learning well. They are bright, well-maintained places which are conducive to good learning. Planning is outstanding and this enables teachers to ensure that learning activities are varied and matched to pupils' interests. As a result, relationships between teachers and pupils are first-rate and behaviour is good.

Curriculum and other activities

Grade: 2

The curriculum makes good use of national frameworks for literacy and numeracy. This ensures that pupils' basic skills are being developed well. The school is making good inroads into making learning relevant and exciting by linking subjects together using strong central themes; for example, exploring language, history, numeracy and geography on the theme of the Great Fire of London. Although ICT skills are taught in specialist computer suites, there are not enough opportunities in the classroom to extend learning through the use of computers. A strong emphasis on personal, social and health education through the Crucial Crew and SEAL programmes means that pupils develop into responsible and well-rounded young people by the time they reach Year 6. Residential trips, visiting musicians and many extra-curricular groups enhance the curriculum well. Music, art and drama all play a very important part in making this a vibrant and stimulating curriculum.

Care, guidance and support

Grade: 2

The level of academic guidance given to pupils is a strength of the school. Pupils talk confidently about their current levels and what they must do to improve. This is because teachers ensure that they give pupils very clear verbal feedback and written comments on their work. Plans to support pupils with learning difficulties and/or disabilities are clear, although very occasionally targets lack the necessary sharpness to ensure fast progress. The school has good procedures to support and guide vulnerable pupils. As a result, they make as much progress as their peers. The school meets all current government safeguarding requirements. The support provided for personal and social issues, including the impact of bereavement, is good.

Leadership and management

Grade: 2

Under the inspirational leadership of the headteacher, a new team of three key stage leaders and a deputy headteacher quickly identified issues that needed developing and have introduced rigorous systems to bring about school improvement.

Self-evaluation is outstanding, taking place very effectively at all levels, from the classroom teacher to the headteacher. Central to this process are the pupils' progress meetings which enable phase leaders to discuss the progress of individual pupils and set individual targets for each subject. This increased accountability has had dramatic results in the short time it has been in operation, with far more pupils in Key Stage 2 now meeting their challenging targets. Subject leaders monitor progress well in their subject, and a very good system of peer observations enables teachers to share their good and outstanding practice. This too has had a profoundly positive effect on the quality of teaching. The school's rigorous monitoring of teaching reveals that far more lessons are good and outstanding compared with the same period last year. Community cohesion is satisfactory. Links with the local community and the local church are strong, although the school is aware that it now needs to strengthen its links with other cultures and ethnic groups so pupils develop a greater sense of the global community. Governance is good. A highly skilled governing body is kept well informed of progress and offers a high level of challenge and support. The school offers good value for money.

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Annex A

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?	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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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 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?	2

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	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you on behalf of the inspection team for the warm welcome you gave us when we came to inspect your school. This letter is to tell you some of the things we found out about your school.

Barnby Dun Primary School provides you with a good standard of education. Children in Reception make good progress and are very well looked after. Between Years 1 and Year 6 you make good progress and standards are higher than average. You told us how much you enjoy school and how very safe you all feel. I loved the fantastic models of St Paul's that Year 1 showed me. A major reason why your school is good is that it has good leaders and teachers who really care about making your lessons interesting and fun.

Here are some things I have asked Miss Robinson and teachers to do to make the school even better.

- Make sure there are more opportunities for you to use computers to help you learn in classrooms.
- Help those of you who find learning easy to make your own decisions and take more responsibility for your own learning which will make you confident, independent learners.
- Develop plans for you to build up your understanding of other cultures and religions.

You can help by being the mature, well-behaved young people you are today, attending regularly and trying the very best you can.