

# Barnburgh Primary School

## Inspection report

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<b>Unique Reference Number</b>	106694
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	336725
<b>Inspection dates</b>	23–24 March 2010
<b>Reporting inspector</b>	Jane Hughes

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Neil Semley
<b>Headteacher</b>	Mrs Rosie Baldock
<b>Date of previous school inspection</b>	20 September 2006
<b>School address</b>	Church Lane Barnburgh Doncaster DN5 7EZ
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## Introduction

The inspection was carried out by three additional inspectors. The inspectors visited 10 lessons or parts of lessons and observed eight teachers during the inspection.

Inspectors held meetings with governors, staff, parents and groups of pupils. They observed the school's work, and looked at the school's plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work.

Questionnaires from 76 parents, 102 pupils and 15 staff were analysed.

- do more-able pupils do well enough, particularly in writing?
- is the quality of teaching as strong as the school indicates, in view of what appears to be a picture of declining progress picture over the last three years?
- how aware are pupils of diversity in modern British society?
- how accurately do leaders and governors assess the school's performance and so effectively plan for, and support, improvement?
- what are the strengths in terms of pupils' personal skills and how do these impact on outcomes?

## Information about the school

This is an average size school. All pupils are of White British heritage and none speaks English as an additional language. The proportion of pupils known to be eligible for a free school meal is smaller than average. Fewer pupils than average have special educational needs and/or disabilities. The school has the Healthy Schools award.

A private provider, Barney's Kids' Club, offers weekday, term-time childcare on the school site for up to 16 children between the ages of four to 11 years. This runs daily from 15.30 to 18.00. It also provides some holiday clubs. This provision will be inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Barnburgh is a good school. Pupils' attainment is high and they learn and progress well as a result of good provision which builds very effectively on pupils' early skills. Pupils achieve outstandingly well and develop high quality skills that make an exceptionally strong contribution to their future success. Even so, within this successful picture, pupils' skills in writing are not as highly developed as in reading, mathematics and science. First class outcomes for individuals and groups of pupils, including those with special educational needs and/or disabilities, reflect the high standards pupils reach and the accomplished manner in which they apply the skills they acquire, for instance in problem-solving. The school provides outstanding value for money. Parents typically comment, 'a perfect choice of school – my children have flourished academically and socially'.

Senior leaders and governors evaluate the school's progress accurately. They recognise that more remains to be done to establish consistently high quality provision within the teaching, the curriculum, and the care, guidance and support. Presently provision in all these areas is strong but not yet outstanding. Practice continues to develop in line with the detailed school development plan. The school demonstrates a good track record for improvement, having consolidated and firmly built upon previously good and satisfactory elements of its work. These features underline a good capacity for sustained improvement. The school compiles a great deal of data about the progress pupils make. Staff analyse this closely and teachers are accountable for the progress pupils make during the year. However, the overarching analysis of this data lacks clarity and does not always pinpoint clearly enough where pupils need to move on even faster in their learning. Pupils describe the school as, 'a brilliant school' which is 'lots of fun' and where 'any problems are sorted out'. Excellent leadership and management in the Early Years Foundation Stage enable children to get off to a flying start.

### What does the school need to do to improve further?

- Raise attainment in writing, by:
  - ensuring consistency in teachers' modelling of key writing skills.
- Increase the proportion of good and better teaching, by:
  - ensuring a brisk pace in all lessons
  - providing appropriately challenging work for all pupils.
- Develop the effectiveness of the detailed data analysis, by:
  - summarising with greater clarity and precision the picture of pupils' progress.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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## Outcomes for individuals and groups of pupils

**1**

Pupils say that they enjoy school. They settle quickly in lessons and respond particularly well to practical activities. For instance, during 'independent time', pupils work conscientiously on self-chosen tasks that require them to extend their skills of problem-solving. A part of these sessions involves pupils self-assessing their achievements. They listen to their classmates as they answer sensible questions about the process or make logical suggestions about how something could be improved. Their collaborative skills and strong teamwork are clear to see during these activities and pupils' behave responsibly as they use tools and equipment. Parents comment that their children, 'love the challenges set by teachers and feel these stretch and inspire them'. As a result, pupils attain high standards in English, mathematics and science by Year 6, although their writing skills, particularly their presentation and sentence structure, are weaker elements of English overall.

Relationships are strong throughout the school and pupils have a good understanding of the high expectations of staff. Nonetheless, a small minority of pupils report that behaviour in school is sometimes less than good. This reflects the high standards they set for themselves in this regard. Pupils develop a good understanding of how to live safe and healthy lives. Parents say, 'children regard keeping fit as an important part of their daily routine'. Pupils are punctual and parents are conscientious about bringing their children to school regularly. As a result, attendance is above average. Pupils grow in maturity as they move through the school and develop strong spiritual, moral, social and cultural awareness. Despite the mono-ethnic makeup of the school and local community, pupils develop an awareness of the world beyond school and the locality. They benefit in particular from links with Spain and Australia. The school continues to work on developing links with schools in England with a different ethnic mix and so extend pupils' awareness of multicultural British society.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>1</b>
	<b>2</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers and teaching assistants are knowledgeable and skilful. They enthuse pupils and often bring learning to life through interesting practical and themed work. Although much of the teaching is good and some is outstanding, inspection findings and the school's own monitoring shows that there remains a small proportion that is satisfactory. Often, these lessons do not match work sufficiently to pupils' varying abilities and the pace of the lessons is sometimes too slow. Some opportunities are missed to model best practice, particularly in writing. Teachers mark pupils' work well and provide helpful verbal and written feedback on how to improve. They make accurate and regular assessments of what pupils know but the overview that the school compiles does not always summarise clearly the progress pupils are making and at times, this makes it more difficult to accelerate their learning.

The developing curriculum puts pupils at its centre. Staff take pupils' interests into account as, for example, they plan activities around gardening or science projects. Opportunities to solve problems are integrated into all aspects of the curriculum and pupils engage readily in these activities.

Strong pastoral care gives pupils confidence to go to adults with any concerns they may have. The nurturing approach by all adults in school places a clear focus on pupils' well-being. As a result, relationships are strong and the school operates as a happy and orderly community. Parents say that the staff, 'genuinely care about the children'.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	<b>2</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

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Please turn to the glossary for a description of the grades and inspection terms

The headteacher and deputy headteacher provide ambition and a keen drive for improvement throughout the school. Together with the rest of the senior leadership team and the supportive governing body, they establish a strong team spirit and maintain high morale. As a result, all staff, including conscientious lunchtime, office, and ancillary personnel, make a good contribution to the smooth running of the school. There is plenty of opportunity for regular professional development and staff are encouraged to develop their expertise. The school promotes equality of opportunity and tackles discrimination well so that all groups of pupils experience robust opportunities to improve both academically and socially. The school is an inclusive community in terms of the support it offers to pupils of varying needs. Good safeguarding procedures ensure that a high priority is placed on site security and on developing pupils' awareness of personal safety through the curriculum. Staff are vigilant as they take good care of pupils' individual needs. The school promotes community cohesion well with a clear analysis of its local context and where it next needs to extend the impact of its work. The school is currently seeking to establish links with another school in England with a different ethnic mix so that pupils can develop a stronger awareness of diversity in Great Britain.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children benefit from strong provision in the Early Years Foundation Stage. Key strengths of the setting include:

- excellent leadership and management that sets the highest standards and pursues

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rapid improvement

- rich, varied and imaginative learning experiences, particularly in Nursery
- knowledgeable staff who have a good understanding of the learning, development and welfare requirements
- stimulating learning environments both inside and outdoors.

From expected starting points, children reach average standards in all areas of learning by the end of Reception. An increasingly large proportion exceeds these. Starting points are declining, particularly in speaking and listening as previously children arrived in Nursery with skills securely above those typically expected. Children make good progress as they develop the personal qualities and academic skills that prepare them well for the future. Children are motivated by enthusiastic staff and make clear, independent choices about where to learn and play. They collaborate well as they draw pictures or gleefully investigate the properties of mud.

Staff take good care of children and meet their individual needs very effectively. They make detailed observations of what children know, understand and can do, and encourage children to make decisions about their learning. Parents are appreciative of the care their children receive. The leader is exceptionally driven to ensure that the setting continues to improve. She is currently introducing a new recording system to give parents and carers more detail about how their children learn and develop.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

Just over one third of all parents and carers returned the inspection questionnaire. The large majority is supportive of the school. This reflects feedback from the school's own surveys. A small minority of parents and carers raised individual concerns. Of most concern to these parents and carers was how effectively the school deals with unacceptable behaviour. Inspectors investigated these views. They judge that the school is responsive to any instances of unacceptable behaviour. It is the case that parents and carers generally may not always be aware of specific actions taken by the school due to confidentiality concerns. The school's surveys in both 2008 and 2009 showed that 95% of parents and carers who replied, agreed that pupils behave well in school. Parents who spoke to inspectors were wholly supportive of the school.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barnburgh Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	61	27	36	1	1	1	1
The school keeps my child safe	47	62	26	34	2	3	0	0
The school informs me about my child's progress	33	43	36	47	6	8	0	0
My child is making enough progress at this school	25	33	41	54	7	9	2	3
The teaching is good at this school	29	38	39	51	6	8	0	0
The school helps me to support my child's learning	29	38	38	50	7	9	1	1
The school helps my child to have a healthy lifestyle	35	46	40	53	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	42	36	47	3	4	0	0
The school meets my child's particular needs	27	36	42	55	5	7	2	3
The school deals effectively with unacceptable behaviour	24	32	36	47	12	16	4	5
The school takes account of my suggestions and concerns	24	32	40	53	6	8	1	1
The school is led and managed effectively	28	37	43	57	4	5	1	1
Overall, I am happy with my child's experience at this school	31	41	35	46	7	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Dear Pupils

My colleagues and I very much enjoyed the time we spent talking to you and looking at your work when we inspected your school recently. Many thanks for your warm welcome and for all the help you gave us. I am writing to tell you what we found out. We judge Barnburgh to be a good school. Several important elements of its work are outstanding. The headteacher makes certain that you achieve outstandingly well and reach high standards in English, mathematics and science, so well done! You enjoy school and really appreciate the opportunities the adults give you to take on responsibilities around the school. Most of you are very good at coming to school regularly so keep that up. Being reliable is an important feature of success in later life. You told us that you really enjoy 'independent time' and we could see that as we saw you problem-solving. Some of you told us that behaviour is not always good in school. We saw you all behaving well and getting on happily, both in lessons and around the school.

One reason for our visit is to see what your school could do better. We have asked your headteacher to work to raise the standards you all reach in your writing. You can help with this by always trying to write neatly. We would like the summaries of the assessments teachers make of how well you are all doing to be even clearer as this will help them to give you just the right levels of challenge. We have also asked the senior leaders to ensure that the quality of teaching is consistently good and better so that you all learn as well as you possibly can in lessons.

We send you our very best wishes for the future.

Yours sincerely

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