

Barnby Dun Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 106755 |
| Local authority | Doncaster |
| Inspection number | 377458 |
| Inspection dates | 22–23 February 2012 |
| Lead inspector | Stephen Fisher |

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

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| Type of school | Primary |
| School category | Foundation |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 308 |
| Appropriate authority | The governing body |
| Chair | David Shaw |
| Headteacher | Claire Robinson |
| Date of previous school inspection | 24 March 2009 |
| School address | Church Road Barnby Dun Doncaster DN3 1BG |
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Introduction

Inspection team

Stephen Fisher
Rosemary Batty
Liz Godman

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 21 lessons taught by 12 teachers. The inspectors held meetings with members of the governing body, staff and pupils. The inspectors observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning. They heard pupils read and looked at samples of their work. Inspectors examined pupil progress data, school leaders' monitoring records and took account of the information on the school website. The inspectors scrutinised 120 questionnaires returned by parents and carers, as well as questionnaires from pupils and staff. Eight responses to the on-line questionnaire (Parent View) were available to assist in planning the inspection.

Information about the school

Barnby Dun is larger than the average-sized primary school. Most pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is low. The percentage of disabled pupils and those who have special educational needs is broadly average. The school has achieved Artsmark Gold, the Eco Schools Silver, International Schools, Inclusion Charter Mark and Investors in Pupils award and has Healthy School status. The school has an outdoor classroom called Barnbywoods. The school has met government floor standards.

The school has applied for Academy status and an Academy order has recently been granted.

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 | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 2 |

Key Findings

- This is a good school. Pupils' achievement is good, the school has a rich curriculum and pupils are cared for exceptionally well. The school is not outstanding because the school's assessment and marking policies are not consistently applied in respect of writing in Key Stage 2. Pupils, parents and carers express very positive views about the education that it provides. One parental comment summed the school up accurately by writing that 'Barnby Dun Primary is a wonderful school, it's a safe, well kept school, I would highly recommend it to any parent.'
- Pupils in each Key Stage 1 and Key Stage 2 make good progress. Attainment at the end of Year 6 has been above average in two of the last three years. Inspection evidence indicates that attainment will be above average in English and mathematics by the end of the school year for the current Year 6 pupils.
- Teaching is good in each key stage. There is a strong and successful focus on teaching reading. Mathematics and topics are taught effectively and pupils' speaking skills are developed well. Though writing standards are above average in Key Stage 2, there is inconsistent application of the school's assessment and marking policies and as a result, standards in writing are not as high as they could be.
- Pupils' behaviour throughout the school is good. Pupils say that they feel safe; they clearly enjoy their lessons and the good range of enrichment activities that the school provides. Pupils say that behaviour is good and that where there is misbehaviour, it is dealt with effectively by their teachers. There are effective procedures in place for supporting pupils who have difficulty in managing their behaviour.
- Leadership and management are good. School leaders, including governors, know the school's strengths and areas for development well. The leadership of teaching and the management of performance are effective overall, though the monitoring of the implementation of the school's assessment policy lacks rigour. The school has improved since its last inspection and has good systems in place to enable improvement to continue.

What does the school need to do to improve further?

- Improve attainment and progress in writing in Key Stage 2 through the consistent application of the school's assessment and marking policies, and in particular by ensuring that:
 - pupils' writing is levelled accurately in each year group
 - pupils are regularly given clear and specific oral and written advice about how well they are doing and what they need to do to improve
 - teachers' advice is acted upon and pupils are given sufficient opportunities to respond to the marking
 - accurate spelling, punctuation and handwriting and good presentation are expected when pupils write in different subjects and for different purposes
 - school leaders rigorously monitor the implementation of the school's assessment and marking policies.

Main Report

Achievement of pupils

The curriculum for the Early Years Foundation Stage children meets their needs well. They respond very positively to the adults who work with them. Their number recognition, counting and reading skills are developing well and they make good attempts at writing simple sentences. Their personal and social development is good.

Throughout the school pupils are keen to learn and work well together in lessons. Pupils' interest in books and reading is strong because there is a systematic approach to teaching reading. Pupils enjoy reading a range of material and make good progress in the development of their ability to understand and interpret written information and ideas, with the result that their attainment in reading is above average by the end of Key Stage 1 and by the end of Key Stage 2. Pupils make good progress in the development of their speaking and listening skills and their attainment is good. Throughout the school pupils are encouraged to talk with others and to their classes to express their thoughts and feelings, and as a result, they develop in confidence. An excellent example of this was seen in a Year 2 lesson where pupils had been to Barnbywoods to dramatise and photograph their enactments of traditional tales. A series of photographs from one of the stories was projected on the classroom screen and, using the photographs, a pupil faultlessly narrated the entire story to her captivated classmates in a clear and expressive voice.

Pupils' attainment by the end of Key Stage 2 is above average in English and mathematics. However, although pupils write in interesting and thoughtful ways and organise their ideas coherently, their attainment in writing is not as strong as in other subjects. This is because of insufficient attention being paid to the quality of spelling, punctuation, handwriting and presentation. In mathematics pupils' progress is strong. They demonstrate good mental and written calculation skills. The regular early morning mathematics groups led by teachers and support staff are challenging, well paced and effectively promote good progress. Pupils respond enthusiastically and clearly enjoy the 15-minute sessions.

The school has significantly improved achievement for the higher ability pupils since the last inspection. These pupils receive targeted support and development of thinking skills. Disabled pupils and those who have special educational needs are cared for, supported and challenged very well and they make good progress, academically and socially. For example, during the inspection, a pupil with special educational needs gave one of the inspectors a comprehensive and informative tour of Barnbywoods. As a result of careful monitoring and the provision of support matched to specific needs, the school ensures that there are no noticeable gaps in the performance of different groups of pupils. Pupils enjoy and achieve well in sport, music and art. There is high quality art work on display throughout the school.

There was a good rate of return of parental questionnaires, with the vast majority of parents and carers stating that their children make good progress at the school.

Quality of teaching

There is a positive and purposeful atmosphere in most lessons. Teachers plan appropriately challenging tasks and activities for groups of pupils of different abilities. Teachers give clear instructions and, in the best lessons, expect pupils to explain their thinking and to speak in complete sentences. Support staff are deployed effectively to work with groups of pupils of different abilities, as in a Year 6 mathematics lesson, in order to assist pupils with special educational needs to read different scales accurately and in a literacy lesson where higher attaining pupils were expected to make inferences and deductions from an unfamiliar text. Teachers give pupils due praise and encouragement in lessons but do not routinely give them advice about how well they are doing or show them what they need to do to improve, particularly in writing in Key Stage 2. Where teachers do give guidance, pupils' writing books reveal that it is not normally acted upon and pupils are not consistently expected to respond to the marking and improve their work, and so progress is not as quick as it might be.

Teachers maintain good relationships with pupils, care for them well and, in the main, keep them active. In the best lessons, pupils are encouraged to work in pairs or groups, to cooperate and to discuss their learning. Pupils' speaking skills are encouraged, as is the use of subject specific vocabulary. The curriculum is planned so that there are meaningful links between subjects to provide enjoyment for pupils, as well as successfully promoting the development of their literacy, numeracy, and information and communication technology skills. Teachers give pupils many opportunities to learn using equipment such as 'netbooks' video and digital cameras, with the result that pupils become adept at doing so. The ease with which Year 2 pupils imported photographs into their slide presentations was impressive! Lessons usually hold pupils' interest, though on a few occasions, pupils are kept for lengthy periods listening to teachers, rather than doing things for themselves, and this limits the progress that they make.

Teachers promote pupils' spiritual, moral, social and cultural development well. Staff value and respect pupils; this is very much appreciated by the pupils themselves and by their parents and carers. Creativity, links with the local community and cultural awareness are promoted most effectively. Teachers make good use of the outdoor classroom, which provides memorable opportunities for all pupils to engage in active cross-curricular work. Almost all parents and carers who returned a questionnaire stated that their children are taught well and that they would recommend the school to another parent.

Behaviour and safety of pupils

Pupils say that behaviour at their school is typically good, a view confirmed by the inspection team. The behaviour seen during the inspection in lessons, in outside play areas and around the school was good. Evidence from school records indicates that this is the norm. The school is a very calm, orderly and friendly community. Boys, girls and pupils of different ages and backgrounds work and play together positively.

Though a small number of parents and carers expressed concerns about the standards of behaviour and how the school deals with cases of bullying, the inspection team found that the school takes complaints seriously and deals with incidents promptly and appropriately. Pupils say that they know what to do if they have a problem and are confident that any concerns that they may have will be properly 'sorted out'.

Pupils have a good understanding of how to keep safe and say that their views about how the school might be improved are listened to and acted upon. Pupils' enjoyment of school is indicated by their improving and above average attendance.

Leadership and management

The school has dealt effectively with the areas for improvement identified at the last inspection. Pupils have many opportunities to use information and communication technology, they take decisions about their own learning and are involved in decisions about how the school is run. Their understanding of different faiths, cultures and current affairs is good.

Leadership roles and responsibilities are clearly defined. There is a sense of common purpose and leaders, including the governing body, are clearly focused on monitoring and improving the quality of teaching and learning throughout the school, using appropriate training and staff development to good effect. The school has a good system of tracking pupils' progress which helps to ensure that all pupils make good progress and that any who are at risk of falling behind are given appropriate support. There is a clear emphasis on staff working together to assess pupils' attainment levels against national criteria, though evidence from samples of pupils' work indicates that the levelling of writing in Key Stage 2 is not always accurate and that the implementation of the school's assessment and marking policies is not rigorously monitored.

The curriculum is good. It promotes pupils' spiritual, moral, social and cultural development effectively and topics integrate different subjects very well. It is enhanced by a good range of extra-curricular activities in Key Stages 1 and 2 and by visits from school. The school promotes equality of opportunity effectively and has good procedures for tackling any form of discrimination. The school's arrangements for safeguarding pupils, staff and visitors are good.

School self-evaluation is accurate. School leaders and governors have a good understanding of the school's strengths and areas for development and have established clear processes in order for the school to sustain its trend of improvement. As such, it has a good capacity to improve.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

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|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



24 February 2012

Dear Pupils

Inspection of Barnby Dun Primary School, Doncaster, DN3 1BG

Thank you very much for the friendly welcome you gave the inspectors when we visited your school recently. We enjoyed our visit very much and it was a pleasure to meet you all. We came to evaluate how well the school is performing. In order to help us make our judgements, it was important for us to gather your views and we would like to thank you for your opinions. We were impressed by the quality of your comments and the conversations on the playground and in lessons were particularly helpful. The guided tour of your wonderful Barnbywoods classroom was an absolute pleasure, as was listening to the boys and girls in Reception talking about their learning.

Barnby Dun Primary School is a good school. You told us that you like your school and we were pleased to hear from your parents and carers that most of them have a good opinion of the school. The staff and governors take good care of you and help you to learn and develop your speaking, reading and mathematical skills well, though in some cases the quality of your writing is not as good as it should be. As a result, we have asked the staff and governors to make sure that:

- you are regularly given clear advice about how well you are doing and what you need to do to improve your writing
- you are given appropriate opportunities to correct and improve your work
- accurate spelling, punctuation and handwriting and good presentation is expected when you write in different subjects and for different purposes.

We hope that these suggestions will enable you to reach even higher standards, keep up the good work!

Yours sincerely

Stephen Fisher
Lead inspector

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