

Bradfield Dungworth Primary School

Inspection report

Unique Reference Number	107072
Local Authority	Sheffield
Inspection number	363714
Inspection dates	24–25 May 2011
Reporting inspector	Joan McKenna

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 of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Ms Maria Duffy
Headteacher	Mr Stuart Barton
Date of previous school inspection	29 January 2008
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Introduction

This inspection was carried out by two additional inspectors. Eight parts of lessons were observed, taught by seven staff, and some shorter visits to classrooms took place. Meetings were held with the headteacher, other leaders, pupils, the Chair of the Governing Body and a group of parents and carers. Inspectors observed the school's work, and scrutinised documents including policies, action plans, information about pupils' learning and progress, attendance data and records of monitoring. Responses to questionnaires returned by pupils and staff and the 53 returned by parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils of all abilities are making good progress in writing and mathematics.
- Whether teaching and the curriculum are meeting the needs of pupils of all ages and abilities equally well and promoting high enough standards in writing and mathematics.
- Whether any aspects of pastoral provision and pupils' personal outcomes are outstanding.
- Whether this is a securely good school that is continuing to improve, as it judges itself to be.

Information about the school

This is a much smaller-than-average primary school which draws pupils from a very large, rural catchment area. It is oversubscribed each year, and once pupils join virtually all stay for the whole of their primary education. Almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below average, and very few are known to be entitled to free school meals. The school has Healthy Schools status and holds the Basic Skills Quality Mark. Some staff have joined since the last inspection. Building work is currently underway to provide a hall for the school which is due to be completed imminently.

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

This is a good school. It has many strengths, including the provision of outstanding care, guidance and support and many aspects of pupils' personal development, including their outstanding behaviour, relationships and high attendance. Under the outstanding leadership of the headteacher, staff work as a united team to continually improve the school so that it provides the best for pupils. It is outward-looking and works effectively to compensate for its relative geographical isolation through developing good partnerships with other organisations which benefit both pupils and staff. Its open approach is typified by its outstanding relationships with parents and carers. Self-evaluation is accurate, resulting in a clear understanding of the school's strengths and areas that could be developed further. Targeted action is taken as a result, and its impact on improving the school demonstrates a good capacity to improve further. There is recognition that involving all leaders more in the full range of monitoring activities and ensuring even sharper analysis of resulting information is necessary to further improve the precision of evaluation.

Fostering pupils' overall and well-rounded development is central to the school's philosophy. Extremely effective steps are taken to promote their well-being, safety, health and happiness. As a result, pupils feel absolutely safe and secure. They love coming to school and are very proud of it. They are exceptionally friendly, polite and caring. They respond with great interest and enthusiasm to the wide range of activities that are provided for them and have a very strong awareness of how to stay healthy.

Pupils of all ages and abilities achieve well. Although there is some variation in attainment from year to year because of the small cohorts, standards across the school are above average, often significantly so. They are higher in reading than in writing and mathematics. Teaching is good. Teachers motivate pupils by giving stimulating tasks and creating a supportive climate for learning. Careful attention is paid to meeting their different needs and this helps pupils to progress well in their learning. Nevertheless, there is some variation in the effectiveness of teaching and its impact on learning. In some lessons, for example, there are particularly good opportunities created for pupils to develop their understanding by applying their knowledge to new situations through investigative and independent tasks. Individual pupils' progress is assessed and tracked thoroughly, providing a good overview of where they are in their learning. Data are not yet analysed fully at whole-school level, for example to ascertain how different groups are performing at any given point. The curriculum is interesting and imaginative, enriched by a wide range of experiences.

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What does the school need to do to improve further?

- Raise standards further and ensure that pupils' learning and progress are consistently effective by:
 - taking specific action to improve provision for writing and mathematics
 - improving the consistency of teaching so that pupils learn as well in all lessons as they do in the best.
- Improve monitoring and evaluation and its impact by:
 - ensuring that all leaders undertake a full range of activities to check on the effectiveness of their areas of responsibility
 - ensuring that information gained from monitoring, including from the tracking of pupils' progress, is fully and rigorously analysed in order to identify all possible actions to promote improvement.

Outcomes for individuals and groups of pupils

2

Pupils are enthusiastic learners who work hard and are keen to do well. They listen attentively to teachers and always try to do as they are asked. They respond well to all tasks and with ever greater eagerness when they are enabled to work with others on activities that require them to apply their knowledge and skills independently. They learn particularly well on these occasions. A particular strength is the way pupils of all ages develop the ability to explain their thinking and reasoning. Occasionally, learning is less effective when they are not clear about how to undertake a task successfully, when they do not have enough time to work independently or when misunderstandings are not picked up on and corrected quickly enough. Good learning, however, is the norm. All groups of pupils, including those with special educational needs and/or disabilities, progress well overall. The reasons for a dip in rates of progress at the end of Key Stage 2 in 2010 have been clearly identified and addressed. Action to improve attainment in writing and mathematics is having a positive impact, but standards in those subjects have yet to match those in reading. Raising attainment for more-able pupils was identified as an issue at the last inspection and effective action has been taken to tackle this.

'We want our school to do really well because we really like it', was just one of the comments from pupils indicating their extremely positive views about all aspects of it. Other reasons cited include, 'very interesting lessons', the way the school keeps them safe, activities to promote healthy lifestyles, and the many visits they go on. Consistently high rates of attendance illustrate this too. The school is a social hub for them and they delight in each other's company. They are very considerate towards each other. They say that there is no bullying 'because we are all friends.' They play an effective part in the local community, participating in celebrations and other events. School councillors were involved with the parish council in identifying a piece of suitable play equipment for the local playing field. Pupils contribute well to life within the school through, for example, their excellent attitudes and conduct. They show initiative such as when raising money for charity through their enterprise activities. Opportunities for taking on more formal responsibilities within the school are not extensive, however. Nevertheless, pupils mature into thoughtful, confident young people who are well prepared for their next stage of education.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers are very committed to their pupils and to enabling them to learn well and pupils respond in kind by working very hard for them. Both teachers and pupils take pride when learning is successful and teachers care very much when it is not as effective as they intended. They plan lessons conscientiously. In most lessons, clear explanations of what pupils need to do and why are given. Reference to National Curriculum levels is made to help sharpen older pupils' understanding and to help them take on responsibility for their learning. There is usually a good balance between teacher input and time for the pupils to work independently, and pupils' learning is carefully checked as lessons proceed. These features are occasionally less strong. Well-trained teaching assistants give effective support to individuals and small groups. Pupils have individual targets so they know what they are aiming for. Marking of work gives them positive feedback, and often helpful guidance on next steps, but this is not always consistent in quality.

The curriculum has been successfully revised to promote interest and involvement. Displays around the school indicate the wide range of topics that pupils study and the good range of practical opportunities they have alongside their more formal learning. Art work is especially vibrant. Good use is made of information and communication technology. The school is now working on ensuring that literacy and numeracy is promoted well through other subjects, as well as in English and mathematics lessons.

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Many visits out of school and visitors bring an added dimension to the curriculum and help widen pupils' experiences. Limitations of the building impose some constraints, such as for physical education, but effective steps have been taken to minimise the impact of these.

The fact that the school is small is used to advantage by staff knowing pupils very well as individuals, and in developing excellent relationships with their parents and carers. This partnership is used to good effect to complement the high quality, personalised support given to all pupils and the very effective extra help provided for those with additional needs, including those with special educational needs and/or disabilities. Parents are full of praise for the arrangements that ensure successful transition into the school and onto the secondary school. Pupils' outstanding behaviour and high attendance indicate the effectiveness of the school's strategies for promoting these aspects.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The desire of this school to work in partnership with others to ensure pupils are enabled to achieve of their best is exemplified in the 'Praise and Grumble' meetings that the headteacher used to run regularly for parents and carers. It was their decision that these were no longer necessary as they 'had nothing to grumble about'. The school actively seeks and welcomes feedback on how well it is doing and how it can improve. The headteacher and governors are proactive in identifying the latter. For example, concerted efforts have been made over the recent past to compensate for the limitations posed by the building, culminating in the building of a new hall for use by the school and the community. All leaders share a sense of responsibility for the school's effectiveness and are working hard on a wide range of developments, although they are not yet fully involved in all monitoring and evaluation activities. Governance is good. The Chair of the Governing Body, who has taken up the role since the last inspection, is well organised and is taking effective steps to increase governors' strategic involvement and to ensure that all are equipped to hold the school to account. Pupils' safety is taken very seriously, as demonstrated by the vigilant checks made during the current building works and the way the situation has been used to heighten pupils' awareness of health and safety issues. The school's arrangements for promoting safeguarding meet current requirements. Equal opportunities are promoted well. The mutual respect that exists throughout the school ensures a highly inclusive culture and no tolerance of any discrimination. Action is being taken to reduce inconsistencies in achievement. The school plays a pivotal part in the local community. It is taking steps to develop links on a broader front, with a particular emphasis on extending pupils' awareness of and involvement with more ethnically diverse communities, such as through links with schools in the city and in India.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Before they start in the Early Years Foundation Stage, children are welcomed through visits by staff to their homes and their visits into school. The excellent induction procedures and relationships with parents and carers help children to settle quickly and happily and to begin to learn effectively from the outset. The rich, vibrant curriculum fully engages them and provides a meaningful context for their learning. Language development and vocabulary was seen being well developed during the inspection when children were participating in a picnic and preparing for a visit to a farm. There is a good balance between learning through activities that children choose for themselves and those that are directed by adults. The facilities, such as the fact that the classroom is currently used as the school's dining space and the limited outdoor provision pose some constraints on provision, but the staff work hard and with some success to overcome the limitations. The Early Years Foundation Stage is well led and managed. Staff work as a cohesive team and there is a clear emphasis on ensuring continual improvement on behalf of children. Children's attainment on entry is varied but in general is above expectations for their age. They make good progress in all areas, and, by the time they leave, they have securely attained the goals expected for children entering Year 1 and many are working at higher levels. Children's good start in the Early Years Foundation Stage sets the tone for the rest of their time in school.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	2

Views of parents and carers

A higher than usual proportion of parents and carers returned questionnaires outlining their views of the school, and almost a third of these had accompanying comments. Fifteen parents and carers requested a meeting with an inspector to give their views in person. The questionnaire responses are exceedingly positive. Parents and carers were 100% positive to all but two questions, with the large majority being strongly so. All were happy with their children's experiences at school. The written comments were glowing, with 'We feel very proud and privileged that our children attend Bradfield Dungworth' and 'Bradfield Dungworth has given the best possible start to my children's education – it's brilliant' being typical comments. These views were unanimously endorsed by parents at the meeting, who outlined a wide range of reasons why they are so supportive of the school and its leadership. Inspection evidence indicates that these positive views are very largely justified. This is a good school and it has outstanding features, including its valuing of relationships with parents. The school is keen to continue to get even better and understands where further improvements can be made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bradfield Dungworth 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 111 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	70	16	30	0	0	0	0
The school keeps my child safe	47	89	6	11	0	0	0	0
My school informs me about my child's progress	34	64	17	32	2	4	0	0
My child is making enough progress at this school	34	64	15	28	2	4	0	0
The teaching is good at this school	45	85	7	13	0	0	0	0
The school helps me to support my child's learning	38	72	13	25	0	0	0	0
The school helps my child to have a healthy lifestyle	30	57	22	42	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)	35	66	14	26	0	0	0	0
The school meets my child's particular needs	38	72	12	23	0	0	0	0
The school deals effectively with unacceptable behaviour	36	68	15	28	0	0	0	0
The school takes account of my suggestions and concerns	33	62	18	34	0	0	0	0
The school is led and managed effectively	46	87	7	13	0	0	0	0
Overall, I am happy with my child's experience at this school	47	89	6	11	0	0	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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 May 2011

Dear Pupils

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

Thank you for being so friendly when my colleague and I inspected your school, and for showing us your work. We enjoyed talking with you very much. We found you to be extremely well-behaved and polite children who have excellent relationships with each other and with your teachers and other adults. Your attendance is high.

I am very pleased to be able to tell you that you go to a good school. Adults care about every single one of you very much and they want you to be happy and successful. They provide high quality care for you and so you feel very safe and secure, and, in turn, you are very caring towards each other. You make a good contribution to life in school and within your local community. Staff provide interesting activities for you in lessons and through clubs, visits and visitors. This helps to make learning fun. You are well taught and you work very hard and so you are making good progress and your attainment is above that reached nationally.

The way the school works with your parents and carers is outstanding and as a result your parents are very happy with the school. You like it very much too, and are proud to be members of it.

Your headteacher leads your school very well indeed and all staff are working hard and successfully to make it even better for you. There are some things we have asked them to do to help in this. We would like them to take action to help you reach even higher standards, especially in writing and mathematics, by making sure that your learning and progress in all lessons are as good as in the best ones. We have also asked that all of your school's leaders fully check how well the school is doing and use the information to help make sure that they take the very best action they can to improve the school further.

You can help by continuing to work hard, being so positive and being such fantastic pupils. I send you and your teachers very best wishes for the future.

Yours sincerely

Ms Joan McKenna

Lead inspector

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