

Inspection of Gawber Primary School

Church Street, Gawber, Barnsley, South Yorkshire S75 2RJ

Inspection dates: 1 and 2 May 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2013.

What is it like to attend this school?

This is an inspirational and thriving school. Pupils feel safe here. Staff are aspirational for pupils' achievement. They nurture pupils from the moment they arrive at the school. Pupils, including pupils with special educational needs and/or disabilities (SEND), have excellent attitudes to learning. They succeed in all areas of the well-designed curriculum.

Pupils behave exceptionally well. The school's motto 'a caring family school' encapsulates the school values. Kindness underpins everything the staff and pupils do. Pupils conduct themselves in an exemplary manner. They respect and value their time together. Behaviour in lessons is strong without exception. This is because staff are experts in modelling the desired behaviours.

Pupils love coming to school. They attend extremely well. Pupils have a 'voice' and are encouraged to use it. They express their opinions through school council meetings, suggest school events and make weekly book recommendations to their peers. Staff teach pupils to develop life skills, such as ambition, independence and leadership.

Over time, the school has built and maintained extremely positive relationships with families. Staff engage with external agencies to support pupils. The school is well respected in the local community. A parent summarised the opinions of many when they said, 'Absolutely fantastic school, that goes above and beyond!'

What does the school do well and what does it need to do better?

The school has developed a curriculum that has the highest ambition for pupils. Leaders regularly refine and improve the curriculum. They are determined that all pupils, including pupils with SEND, participate in all aspects of the curriculum. Leaders ensure that an aspiring curriculum begins in early years and that children grasp essential knowledge. This unlocks the ambitious learning opportunities in subsequent years.

Staff have a deep understanding of the subjects that they teach. They choose resources and activities to support pupils in learning new concepts. As a result, pupils learn the curriculum extremely well. They engage readily in discussions about the subjects that they are studying, using subject-specific vocabulary. In physical education (PE), for example, Year 2 pupils use, and understand, terms such as core strength, control and spatial awareness.

Teachers carefully adapt lessons to ensure that pupils benefit. Across the curriculum, pupils' misconceptions are identified and addressed promptly. This prevents pupils from falling behind. Skilled teachers check for gaps in pupils' knowledge during lessons. As a result, pupils achieve exceptionally well in each subject that they study and in national tests and assessments.

Reading is a priority across the school. As soon as children start Reception, they begin to learn phonics. Staff are experts in teaching early reading. They deliver lessons with enthusiasm. This engages pupils and helps them to master phonics quickly and learn to read fluently. Pupils relish listening to their teachers read. They develop a love of reading for pleasure.

Children in the early years get off to the best possible start. Expert staff make sure that children quickly develop secure social and communication skills. Learning activities precisely match children's interests and stages of development. As a result, children thrive. They enjoy following well-established routines and become eager learners. Children in early years demonstrate self-control and respect for one another. The youngest children in school exemplify the school's approach to positive behaviour and attitudes.

The promotion of pupils' personal development is an absolute strength of the school. It is a golden thread through the school's curriculum and enrichment programme. Pupils learn about healthy relationships, positive mental health and the wider world. Pupils' physical development is also a high priority. Pupils participate in a vibrant selection of extra-curricular activities. These include musical theatre, baking and chess. The school links the curriculum to personal development in imaginative ways. For example, pupils at an enterprise club make designs to sell to raise money for educational visits. Pupils take on active leadership roles and influence the school's success. The school council has worked with leaders to revise the school's behaviour policy.

Leaders at all levels are enthusiastic about providing the best educational experience for the pupils at Gawber Primary School. Leaders provide highly effective professional development opportunities for all staff. This has led to staff developing a high level of expertise and subject knowledge. Staff well-being and workload are a priority for leaders. Governors provide effective challenge and support for school leaders. Staff are immensely proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106603
Local authority	Barnsley
Inspection number	10315532
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair of governing body	Emma Casimir
Headteacher	Dawn Bradshaw
Website	www.gawberprimaryschool.co.uk
Date of previous inspection	21 February 2013, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors conducted this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and PE. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers and teaching assistants. They spoke to

pupils about their learning and looked at samples of pupils' work. Inspectors also looked at planning and pupils' work in science, geography, and art and design.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of parents informally in person and formally through responses to Ofsted's online survey, Ofsted Parent View, and free-text responses. The views of staff were considered through the staff survey and through meetings with them. Pupils' views were considered through a pupil survey and through pupil meetings.
- The inspectors spoke with representatives from the governing body and the local authority.
- Inspectors observed pupils' behaviour in classes, during breaktimes and at lunchtime.

Inspection team

Rachael Macleod, lead inspector

Ofsted Inspector

Lindsay Lomas

Ofsted Inspector

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