

Barnby Dun Primary Academy

Address: Church Road, Barnby Dun, Doncaster, South Yorkshire, DN3 1BG

Unique reference number (URN): 138163

Inspection report: 7 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Leaders have established a strong focus on securing the foundational knowledge in reading, writing and mathematics that underpin future learning across the curriculum. From the early years onwards, pupils demonstrate increasingly secure handwriting, accurate letter formation and competent writing skills. Staff's expectations are consistently high and pupils produce work of a high standard across the curriculum throughout the rest of school.

Achievement in early reading is a notable strength. Outcomes in the phonics screening check are consistently above national averages. Leaders demonstrate effective support for pupils who do not initially meet the required standard. Targeted intervention enables these pupils to become confident and fluent readers in Year 2 and beyond.

In mathematics, pupils build secure fluency and problem-solving skills from an early age. Pupils' attainment in the Year 4 multiplication tables check are consistently above national averages. At the end of key stage 2, published outcomes are also generally above national averages. Pupils with special educational needs and/or disabilities and those who are disadvantaged make positive and often accelerated progress through the curriculum from their individual starting points. Pupils demonstrate a pride in their work and increasing independence.

Attendance and behaviour

Strong standard ●

Leaders have established a positive culture in which leaders' high expectations, positive relationships and staff's consistent use of practices and procedures ensure that pupils attend school regularly and behave well.

Pupils' attendance is consistently above national averages for all pupil groups. Leaders take a rigorous and uncompromising approach to making sure pupils attend as often as possible. This is underpinned by detailed analysis, early intervention and close partnerships with families. This reflects leaders' unwavering commitment to establish positive attendance habits and maximise pupils' learning opportunities.

Pupils demonstrate positive attitudes to learning and conduct themselves well around school and in lessons. The start and end of the school day are calm and orderly. High expectations for behaviour are in place for all pupils, and those who may struggle with their conduct are supported well to manage their emotions. Pupils report that bullying is rare and that adults deal with concerns quickly and effectively.

Behaviour systems are implemented consistently, and incidents of poor behaviour are infrequent. Leaders have further strengthened pupils' understanding of respectful behaviour through the 'Manners Matter Charter', developed collaboratively with the members of the school's Pupil Parliament. This is having a positive impact on pupils' conduct and relationships. Whole-school and individual reward systems reinforce high expectations for both behaviour and attendance.

Leaders have established a well-sequenced curriculum that places a high priority on securing pupils' foundational knowledge and skills from the earliest stages. There is a clear emphasis on language development and the systematic teaching of early reading, ensuring that pupils develop the knowledge and confidence needed to access the wider curriculum successfully.

Children in the early years make a positive start to their education. Leaders prioritise the teaching of firm foundations in English and mathematics to support future learning across the curriculum. This focus continues throughout school, where crucial knowledge is identified step by step in all curriculum subjects.

Staff teach the school's chosen phonics programme with consistency, resulting in pupils applying their phonics knowledge confidently to read and write across the curriculum. Pupils with special educational needs and/or disabilities, those who are disadvantaged or those who may require additional support receive timely intervention. This enables them to keep pace with their peers.

Teachers and teaching assistants make regular checks on learning to identify misconceptions as they arise. Staff provide immediate feedback and adapt teaching in lesson time to ensure that the learning in each lesson is optimised. Teaching assistants are deployed effectively to support learning without reducing pupils' independence. Classroom routines promote high levels of engagement and purposeful learning.

Early years

Strong standard 

Children make a confident start to school in a warm, welcoming and well-organised environment. Children engage positively in learning and feel safe, secure and valued. All early years statutory requirements are met and clear routines are in place, contributing to the safe environment.

Leaders have a clear vision for the early years. The curriculum is carefully designed and adapted to provide progression from Reception into Year 1. Leaders identify the knowledge, skills and vocabulary that children need to develop. As a result, children build strong foundations for future learning and achieve well, with most children reaching a good level of development by the end of Reception. The effective sharing of information with Year 1 teachers ensures continuity and helps staff build on children's prior learning.

Leaders identify children's starting points and track children's small steps of progress through the curriculum closely. This enables staff to identify those who require additional support. Specific needs are targeted, and this responsive approach means that children make rapid progress through the early years curriculum.

The development of communication and language is a particular strength. Staff use purposeful questioning and interactions to extend children's thinking, develop their vocabulary and encourage all children to gain confidence and articulate their ideas.

Inclusion

Strong standard 

Leaders have established a highly inclusive culture where pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged are supported to flourish. Provision for pupils with SEND is well considered. Leaders identify their individual needs early and involve parents, pupils and external agencies to review and adapt provision regularly. Staff are well trained and demonstrate secure understanding of pupils' individual needs. Pupils who are looked after also thrive at Barnby Dun. Attendance for vulnerable pupils is high, reflecting the effectiveness of the school's inclusive provision.

Pupils with SEND and those who are disadvantaged are supported to participate successfully alongside their peers. Staff are deployed effectively to provide targeted support while encouraging independence. Teachers skilfully overcome or reduce barriers to learning. Adaptations to learning are thoughtfully matched to pupils' needs while maintaining consistently high expectations. This includes the use of technology, where appropriate, so that barriers to learning do not prevent pupils from accessing the curriculum.

The school's 'disadvantaged-first' approach is well understood by staff and is implemented consistently. Leaders deploy pupil premium funding strategically through targeted interventions and enhanced classroom practice. Leaders check how effectively this funding is impacting on pupils' engagement in learning, attendance and access to the curriculum. This ensures that disadvantaged pupils make accelerated progress through the curriculum from their starting points.

Leadership and governance

Strong standard 

Leaders have established a welcoming and inclusive school community where pupils, staff and families feel valued. Leaders' decisions are in the best interests of pupils, particularly those who face additional barriers. They want all pupils to succeed personally and academically. Positive relationships with parents and carers are evident, with most families reporting that communication is effective. Staff are approachable and leaders maintain high expectations for pupils' behaviour and learning. Parents feel confident that their children are happy, safe and well supported.

Leaders have an astute understanding of the priorities for development to ensure the best possible outcomes and experiences for pupils. They are highly ambitious for what pupils can achieve and for pupils' future success. Leaders take timely action to improve areas for development, for example when improving provision for disadvantaged pupils through their 'disadvantaged-first' strategy.

Governors carry out their statutory duties effectively. Governors and trustees provide rigorous oversight by analysing information carefully and offering appropriate challenge. They remain focused on pupils' best interests and know the school very well.

Leaders demonstrate a commitment to staff's development and wellbeing. Leaders in school and from the trust ensure that staff have secure subject knowledge and pedagogical expertise to meet the needs of all pupils in school to ensure that they do well. Staff are extremely positive about the support that they receive for their professional development

and their wellbeing. They feel respected and supported, with their workload being managed effectively. A culture of shared responsibility permeates the school.

Personal development and wellbeing

Strong standard 

The well-structured and comprehensive personal development programme supports pupils' wellbeing and confidence. Pupils feel valued, respected and cared for. Pupils are warmly welcomed by staff daily, creating a strong sense of belonging and ensuring that pupils feel valued and supported. Pupils confidently identify trusted adults whom they can speak to if they have concerns. Pupils are assured that adults will listen and take appropriate action where necessary.

Pupils demonstrate positive social skills and enjoy opportunities to develop friendships and independence. During social times, pupils cooperate well with others. The 'Kindness Crew' provides valuable opportunities for pupils to take responsibility, support others and contribute positively to the school community. This includes helping peers to engage in activities and resolve conflicts. The Pupil Parliament also fosters a sense of responsibility in school. Pupils are appointed fairly to their leadership roles through democratic elections. These leadership roles enable pupils' voice to make a genuine difference to various aspects of the school's work.

Pupils develop a secure understanding of important aspects of life beyond the academic curriculum. Pupils can articulate their understanding of protected characteristics, fundamental British values and the importance of respecting diversity. They recall their learning, including managing emotions, puberty, financial education and online safety. They know how to keep themselves safe and know what constitutes healthy relationships.

Pupils benefit from a vast range of enrichment opportunities that broaden their experiences. Clubs and activities are informed by pupil, parent and staff feedback. Educational visits and experiences successfully enhance curriculum learning and provide opportunities to develop cultural awareness. Leaders remove barriers to participation, meaning that all pupils, regardless of their circumstances, can participate. Leaders track the impact of this wider offer on the outcomes and experiences of all pupils. All staff know the pupils incredibly well, and pastoral support is effective for those who need it. Leaders signpost families to external agencies for support when needed.

What it's like to be a pupil at this school

Pupils are happy and safe at Barnby Dun Primary Academy. They are proud of their school and benefit from a wide range of opportunities to enhance their primary school experience. Pupil leadership is a strength, where pupils can contribute positively to their school community. This is in roles such as reading ambassadors, eco warriors, members of the pupil parliament or being a part of the Kindness Crew. Pupils take these roles very seriously. They contribute to school policy, lead assemblies and are committed ambassadors for the school.

There is a strong sense of belonging. Pupils are valued, respected and cared for by staff. Pupils, including those with special educational needs and/or disabilities (SEND), those known to social care, those who are looked after or those who are disadvantaged, all thrive in a culture that supports them to do well. The vast majority of pupils attend school regularly.

Pupils rise to leaders' high expectations of behaviour. Classrooms, including those in the early years, are calm and purposeful, and learning is not disrupted. Pupils are understanding of some of their peers who might need extra help to regulate their behaviour and emotions. Pupils treat one another with kindness and consideration. Pupils say that bullying rarely happens, but that staff would act swiftly to provide the right support if it did. Consequently, pupils feel safe in school. Pupils are confident and articulate and have excellent manners.

Pupils participate enthusiastically in a well-designed and purposeful curriculum. Teachers make sure that pupils understand what they are learning and build carefully on prior knowledge. Pupils strive to do well and take pride in their work. They understand the importance of working hard and aspire to succeed. Pupils, including those with SEND or those who are disadvantaged, achieve well and are very well prepared for the next stage of their education.

Next steps

- Leaders should continue to strengthen the support provided for disadvantaged pupils so that they make consistently strong progress through the curriculum to achieve outcomes at the end of key stage 2 that exceed national expectations.
 - Leaders should continue to strengthen their work to ensure that a greater proportion of pupils attain the higher standard in reading, writing and mathematics by the end of key stage 2.
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About this inspection

This school is part of the Brighter Futures Learning Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Garath Rawson, and overseen by a board of trustees, chaired by Pippa Dodgshon.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection, including from the trust. They also met with the CEO, trust board members and members of the local governing board. Inspectors spoke with some pupils, staff and parents and carers.

The school currently uses no alternative provision.

Headteacher: Claire Robinson

Lead inspector:

Lorraine Bamforth, His Majesty's Inspector

Team inspectors:

Alison Oxtoby, Ofsted Inspector

Emma Bellamy, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

246

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

320

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

14.23%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.22%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

7.32%

Well below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	61%	Close to average
2024/25 (final)	73%	62%	Above
2023/24 (final)	52%	61%	Below
2022/23 (final)	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	74%	Close to average
2024/25 (final)	82%	75%	Above
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	80%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	72%	Above
2024/25 (final)	80%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	89%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (final)	84%	74%	Above
2023/24 (final)	65%	73%	Below
2022/23 (final)	80%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	46%	Below
2024/25 (final)	38%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	14%	46%	Below
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	62%	Below
2024/25 (final)	63%	63%	Close to average
2023/24 (final)	29%	62%	Below
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	59%	Below
2024/25 (final)	38%	59%	Below
2023/24 (final)	29%	58%	Below
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	60%	Close to average
2024/25 (final)	63%	61%	Close to average
2023/24 (final)	29%	59%	Below
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	68%	-31 pp
2024/25 (final)	38%	69%	-32 pp
2023/24 (final)	14%	67%	-53 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	80%	-27 pp
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	29%	80%	-51 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	78%	-36 pp
2024/25 (final)	38%	78%	-41 pp
2023/24 (final)	29%	78%	-49 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	80%	-27 pp
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	29%	79%	-51 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	2.4%	5.2%	Below
2023/24 (3 term)	3.4%	5.5%	Below
2022/23 (3 term)	4.3%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.7%	13.0%	Below
2023/24 (3 term)	5.5%	14.6%	Below
2022/23 (3 term)	7.8%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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