

# Barton St Peter's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	118006
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	358241
<b>Inspection dates</b>	23–24 February 2011
<b>Reporting inspector</b>	Alan Lemon

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Yvonne Carruthers
<b>Headteacher</b>	Mrs Janet Steward
<b>Date of previous school inspection</b>	17 September 2007
<b>School address</b>	Marsh Lane Barton-upon-Humber Lincolnshire DN18 5HB
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## Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons were observed involving nine teachers. Meetings were held with the representatives of the governing body, the school's senior leaders, subject leaders and a group of pupils. Inspectors observed the school's work, and looked at the school's policy and procedures for safeguarding pupils, the school development plan, a wide range of data on pupils' performance and an external review of the school's work. One hundred and forty six questionnaires for parents and carers were scrutinised as well as questionnaires completed by staff and pupils.

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

- How successful are school leaders in improving the quality of teaching and thereby raising achievement?
- Are teachers implementing the changes school leaders have made to assessment procedures?
- Have the causes of underachievement by some Reception Year children been tackled effectively?

## Information about the school

Barton St Peter's is an average sized primary school. Almost all pupils are of White British heritage. A very few pupils are from Eastern European countries and are at an early stage of learning to speak English. The proportion of pupils with special educational needs and/or disabilities is average and that of pupils known to be eligible for free school meals is average.

A new headteacher took up post in April 2010, followed by the appointment of a new deputy headteacher for June 2010. The two permanent staff members for the Reception Year are on maternity leave. A temporary leader for the Early Years Foundation Stage is in post as well as a temporary teacher. The Early Years Foundation Stage consists of the Reception year group. The school had the Investors in People status revalidated in March 2009 and currently holds Healthy School status, the Activemark and the Artsmark Gold Standard.

**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?**

**3**

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

**3**

## Main findings

The school is satisfactory. It is emerging from an uncertain period in leadership, during which pupils' attainment and achievement slipped from their good position at the time of the school's last inspection. Effective leadership has now stopped the slide by moving quickly to identify the causes of underachievement, re-establishing high expectations and implementing systematic management of the school's work. Self-evaluation benefits from senior leaders' objective, critical eye and is an accurate summation of the school's effectiveness. Improvements are set out clearly and comprehensively in the school's development plan and the most urgent priorities are at the forefront of action. Initiatives to strengthen teaching, assessment, monitoring and evaluation are beginning to have an impact on standards and achievement although this is not yet consistent across the school in all subjects. The school has satisfactory capacity to sustain improvement.

The school is founded on a strong Christian ethos which effectively steers its good care, guidance and support for pupils, as well as its effective engagement with parents and carers and its good promotion of community cohesion. Parents' and carers' views are very positive about almost all aspects of the school's work. To a good extent, pupils feel safe and adopt a healthy lifestyle. The school council, buddy system and playground leaders all provide good opportunities for pupils to communicate and manage their concerns and this helps them considerably to feel safe. Pupils know and understand what constitutes a healthy lifestyle and this is influencing their views on diet and the benefits of physical exercise. Pupils are enthusiastic about helping in school and contributing more widely, especially in raising money for many good causes. Attendance is above average and pupils behave well.

Most children starting school in the Reception Year do so with below age-related expectations. Attainment by the end of Key Stage 2 is broadly average. Pupils' achievement is satisfactory overall. Underperformance in reading has been tackled successfully but some remains in mathematics, particularly around mental calculation and problem-solving skills. Leaders are monitoring this closely and beginning to tackle it effectively. Teaching is satisfactory and although it is being improved its quality is too variable across the school to make learning and progress any better than satisfactory. There are clear signs that teachers are adopting the strategies that leaders are promoting in order to improve learning although this is proving less successful in the teaching of mathematics than in other subjects. Work on the curriculum for English and mathematics is underway with some signs of attainment and progress rising in those areas of the subjects the school knows to be weaker. Staff morale is good and staff are supported by an effective team of experienced and well-trained teaching assistants. Provision for children in the Early Years Foundation Stage is good; they make good progress as a result.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and increase pupils' progress in mathematics by ensuring that:
  - pupils have the opportunity to sharpen their mental calculation skills and extend their knowledge of effective methods for solving number problems
  - pupils are provided with more opportunities to use information and communication technology to motivate their interest in and to support their work, in mathematics.
- Improve the overall quality of teaching to at least good, especially in mathematics by:
  - providing all teachers with the necessary expertise to teach mathematics well
  - ensuring that the strategies being promoted by senior leaders to enhance teaching quality are consistently implemented in all lessons.

## Outcomes for individuals and groups of pupils

**3**

Pupils respond well when the quality of teaching is good. They enjoy active learning and practical tasks. Pupils in Year 6 were challenged by investigating the properties of various two-dimensional shapes where they needed to think carefully in applying their knowledge of shape. Pupils' work is often neatly and methodically set out; a particular feature in their writing books. Pupils in Key Stage 1 are linking sounds and letters effectively, which results in them improving their literacy skills well. The quality of learning varies across the school and is not consistently good. Occasionally, pupils are not well engaged in learning because their work is not challenging enough or they are not entirely clear what is expected. Where this is the case they apply less effort and are sometimes inattentive. This occurred with a Key Stage 1 group who were not given sufficient opportunity to show what they knew about adding up coins. As a result, for some their work was too easy and others did not know how to tackle adding up different coins.

Pupils enjoy school and respond positively to its expectations and strong values by behaving well, showing regard for each other and being willingly helpful in many ways. There is enthusiasm for, and a high take-up of, the good opportunities for sports during and after school. Pupils' awareness and understanding of the wider world is well developed through a good variety of religious, cultural and multi-cultural experiences. Links with a school in China and visitors of different heritages all add to pupils' appreciation of the diverse cultures in Britain and the wider world.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<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>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</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

## How effective is the provision?

In the best lessons, teachers ensure that pupils' work is challenging and matched to their capabilities. Good lessons are characterised by teachers adopting effective approaches to learning, such as facilitating independent learning and giving pupils scope to evaluate what they have learnt. Here, teaching is lively and confident; work and activities interest pupils and they enjoy the effort of completing tasks. As a result of a push by leaders, regular and constructive marking of pupils' work is becoming embedded across the school, although not to the extent yet of assisting in raising achievement beyond satisfactory. Pupils are given individual targets in mathematics and English, which helpfully indicate to them the level of their current work, the next level they should aim for and what they need to do to attain that level. This is providing a firm basis on which teachers are beginning to increase pupils' progress. Some of the teaching has not yet succeeded in promoting good learning. It does not capture pupils' interest as well as in the best lessons and, as a result, pupils apply less effort and progress more slowly.

The curriculum offers pupils a wide range of learning opportunities which broaden pupils' horizons. Art and music are particular strengths in pupils' creative development. Partnerships in sports have led to a high level of participation in physical activities. Improvement in the provision for teaching reading by linking sounds and letters is beginning to have a positive impact on pupils' attainment in literacy. Curricular initiatives to raise attainment in mathematics have yet to impact positively across the school. A start

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has been made on offering opportunities for pupils to consolidate their number skills and to enjoy learning mathematics through the increased use of information and communication technology. The school recognises that there is still work to be done in this respect.

Staff provide well for pupils' care, guidance and support. They create a secure, welcoming environment and effectively promote pupils' spiritual, moral, social and cultural development, leading to pupils becoming well-rounded individuals by the time they leave at the end of Year 6. The school prides itself on welcoming all pupils and is highly reputed for its work with pupils with disabilities and complex learning difficulties. The performance of different groups of pupils is monitored closely and this leads in particular to some precise planning and good support for pupils with special educational needs and/or disabilities. Staff stay closely in touch with parents and carers, health and social services and other agencies to ensure that pupils have all the support available to them.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Staff have clear direction from senior leaders on how to improve their teaching. Teachers are being well supported in achieving this and are starting to thrive on the ambition to raise pupils' attainment. School targets are appropriately challenging. Teachers are accepting greater accountability for pupils' progress and the school is beginning to achieve its targets. The school promotes equality of opportunity satisfactorily as is evident in its use of data to help it achieve its targets. Professional training provided for teachers is enhancing their skills. However, teaching expertise in mathematics is not as strong as that in other areas of the curriculum. Leaders are monitoring many aspects of the school's work satisfactorily and constantly check on the success of their actions to bring about improvement. The tracking and analysis of pupils' progress has been strengthened and is thorough.

The governing body's substantial expertise and experience is beginning to be focussed on challenging the school's performance. Leaders have embedded good practice in safeguarding pupils, based upon good policies, strategies and procedures. All of the systems in place to keep pupils safe are regularly reviewed and improved when required.

The school has good awareness of its community's rural context and through the diocese and the local community has developed strong links, in particular, by supporting religious and cultural events locally to which pupils contribute well and which also add to their spiritual, moral, social and cultural development. The curriculum and the link with the school in China, offer pupils insights into global dimensions.

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Parents and carers are very happy with the school; they are kept well informed of the children's progress and are offered training events on supporting their children's learning at home. Well-developed partnerships ensure that the transition is smooth for children from nurseries into reception and for pupils onto secondary schools. Links to sports organisations provide the school with a breadth of opportunities for team games.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</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>3</b>

## Early Years Foundation Stage

By the time they enter Year 1, the vast majority of children are working securely within all of the early learning goals expected of them. The evidence from activities observed and from assessment information indicate that children's overall progress is good, especially in their personal, social and emotional development, writing and creative development. Children develop good skills in linking letters and sounds because this aspect of literacy is well taught. Progress is assessed thoroughly and assessment is used effectively to plan activities and to meet children's individual needs. The work and activities offered are stimulating and imaginative and take place in classrooms brightened with colourful displays. Good use is made of indoor and outdoor areas to promote learning. A better balance between child-centred and guided learning is developing. The temporary leadership of the Early Years Foundation Stage is ensuring that good provision is in place and that effective arrangements for children's health and safety are maintained. Progress on improving the outdoor area is satisfactory. An area outside the Reception class is designated for the children and is satisfactorily resourced with play equipment.

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*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	2

## Views of parents and carers

The response by parents and carers to the questionnaire was high. Their views are overwhelmingly positive, showing the vast majority agree or strongly agree on almost all of the statements about the school. This varies only where a few parents and carers believe the school does not deal with unacceptable behaviour effectively. Inspectors found that the school deals well with unacceptable behaviour and that behaviour across the school is good overall.

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

Ofsted invited all the registered parents and carers of pupils registered at Barton St Peter's CofE 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 146 completed questionnaires by the end of the on-site inspection. In total, there are 251 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	59	53	36	4	3	1	1
The school keeps my child safe	92	63	53	36	0	0	0	0
My school informs me about my child's progress	69	47	72	49	5	3	0	0
My child is making enough progress at this school	64	44	69	47	8	5	3	2
The teaching is good at this school	74	51	66	45	3	2	1	1
The school helps me to support my child's learning	69	47	67	46	8	5	0	0
The school helps my child to have a healthy lifestyle	74	51	64	44	6	4	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)	65	45	68	47	5	3	0	0
The school meets my child's particular needs	71	49	67	46	6	4	1	1
The school deals effectively with unacceptable behaviour	55	38	65	45	15	10	6	4
The school takes account of my suggestions and concerns	59	40	75	51	4	3	2	1
The school is led and managed effectively	71	49	60	41	8	5	3	2
Overall, I am happy with my child's experience at this school	86	59	49	34	7	5	2	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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"><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 pupils' 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.**



25 February 2011

Dear Pupils

**Inspection of Barton St Peter's CofE Primary School, Barton-upon-Humber, DN18 5HB**

Thank you for the warm welcome when the inspectors visited your school, and many thanks to the school buddies who greeted us and the group of pupils who met with an inspector to discuss their work and explain how much they enjoy school. Your school provides you with a satisfactory education.

These are some of the good things about your school:

- your teachers and their assistants care for you and support you well
- you feel safe in school and your behaviour is good most of the time
- you enjoy school, especially the many activities out of class and after school

and your attendance is good

- you show considerable generosity by being helpful towards each other, to staff

and by raising money for many good causes.

The headteacher, staff and governing body are now setting about improving the school. To help with this we have asked them to:

- improve how mathematics is taught so that you make more progress
- strengthen teaching to enable you to learn in more effective ways.

You can all help by continuing to make good efforts with your work and trying your best, especially in mathematics.

I wish you all the very best for the future.

Yours sincerely,

Alan Lemon

Lead Inspector

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