

Barton St Peter's CofE Primary School

Marsh Lane, Barton-upon-Humber, Lincolnshire, DN18 5HB

Inspection dates 22–23 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Inconsistencies in the quality of teaching remain between classes in writing and mathematics. Too few pupils are aware of their targets and where they should concentrate their efforts in lessons.
- Achievement in some classes requires improvement and despite improved teaching, not all pupils have yet caught up to achieve as well as others.
- Teaching assistants are not fully effectively deployed. In some classes, more-able pupils are sometimes not fully challenged or supported.
- Opportunities to develop writing and mathematical skills in subjects such as history or geography are sometimes missed.
- Although teachers' marking is effective, writing and mathematics work is not sufficiently closely analysed in lessons to help pupils learn from one another's mistakes and achievements.

The school has the following strengths

- Relationships are strong throughout the school. Parents recognise that this is a happy school. Pupils behave well, feel safe, are polite and courteous and show respect for each other, staff and visitors to the school.
- Attendance is well managed, has improved and is now above average, reflecting pupils' enjoyment of school.
- The headteacher, deputy headteacher, other leaders and the governing body are fully committed to ensuring all pupils do their best and staff continually do their jobs better. Leaders have done much to minimise the effect of staff turnover on pupils' learning.
- Good leadership and management have resulted in improvements in the quality of teaching and pupils' progress this year. More pupils in more classes are now taught well and making good progress.

Information about this inspection

- Inspectors observed all nine classes including a joint observation with the headteacher. In addition, inspectors made a number of short visits to lessons to see particular aspects such as the teaching of reading. A range of other school activities including, playtimes, lunchtimes and an assembly were observed.
- Inspectors scrutinised pupils' past and current work and heard pupils reading.
- Meetings were held with school leaders and other staff, members of the governing body and a telephone discussion was held with a representative of the local authority.
- Documents, including school records of pupils' progress, school development planning and self-evaluation reports, safeguarding documents and policies and records relating to behaviour, safety and attendance were inspected. A range of information on the performance of the school in comparison with other schools nationally was also analysed.
- The views of the 48 parents who completed the on-line questionnaire (Parent View) were noted. Short discussions were held with approximately 30 parents at the beginning of the second day of the inspection.
- Inspectors received the views of staff through discussions and also through analysing 11 responses to the pre-inspection questionnaire. They received the views of pupils through both informal and pre-arranged discussions.

Inspection team

Roger Sadler, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

Full report

Information about this school

- This is an average size primary school with the vast majority of its pupils from White British backgrounds speaking English as their main language.
- An average proportion of pupils are known to be eligible for the pupil premium, which is additional funding applied to the school.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below average and a below average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Over the last year or so there has been a high level of staff changes and long-term staff absence.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching to enable pupils in all classes to make at least good progress, especially in Years 1,3 and 5 by:
 - reviewing the deployment of teaching assistants, especially in whole-class sessions
 - increasing the level of challenge and additional support for more-able pupils in some classes
 - more frequently providing pupils with clear models and checklists to clarify exactly what is expected and to guide them to where they should concentrate
 - helping pupils to analyse particular aspects of their own and others' work, especially at the ends of lessons, to identify achievements and common errors so that they can learn from these.
- Improve attainment especially in writing and mathematics by:
 - ensuring that pupils are fully aware of their writing and mathematics targets in all classes
 - planning more opportunities to develop writing and mathematics skills in subjects other than English and mathematics.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because inconsistencies remain in the progress pupils make in different classes. Slow progress made in some classes in previous years, due to weaknesses in the quality of teaching, have had an adverse effect on the attainment of pupils in some classes. For example, although pupils in Year 2 are currently making good progress in their learning, their attainment is currently no better than average because they made too little progress when they were in Year 1 last year.
- Although high staff turnover and some long-term absence have held back pupils' attainment and progress in some classes, these changes have been managed effectively by senior leaders to minimise their impact on pupils' learning. The achievement of pupils in most classes in the school is improving well. Weak teaching has been effectively tackled. School records and pupils' work show that pupils in some classes, for example, in Years 2, 4 and 6 are progressing and achieving well. Some pupils in Years 1, 3 and 5 are making less progress.
- Most children start school in the Early Years Foundation Stage with skills that are typical for their age. Data shows that over the years most children leave the Reception Year with average standards. Rates of progress are improving and current Reception children are on track to do better than Reception children in previous years.
- Attainment in reading is improving throughout the school. Last year, the national tests at the end of Year 1 indicated that too few pupils reached or exceeded national expectations in reading. Since then, rates of progress have improved well. In particular, good teaching of letters and sounds is helping raise standards in reading and spelling, especially for younger pupils. Although Year 2 pupils are attaining standards that are expected for their age in reading, they are making good progress. There is a similar picture in Year 6 where standards in reading are as expected for age, but where more pupils are making good progress in their reading than in previous years.
- Achievement in mathematics and writing is not as consistently good as it is in reading. In some classes not enough of the more able pupils are achieving the higher standards they should. This is because they are not always given work that challenges them to do their best in writing and mathematics.
- Disabled pupils and those with special educational needs are supported well and often progress well.
- Pupils eligible for the pupil premium progress in line with their peers. The school has recently collected evidence which shows that recent improvement in provision for these pupils is beginning to narrow the gap between the attainment of pupils known to be eligible for free school meals and that of others in their classes. This confirms the school's good promotion of equality of opportunity.

The quality of teaching

requires improvement

- Teaching requires improvement because the quality of teaching and learning is not consistently good throughout the school. Weak teaching in the past has led to pupil underachievement and to gaps in pupils' knowledge.
- Inconsistencies remain in teaching. For example, in some classes, more able pupils are not given sufficient additional challenge and support and teaching assistants are not fully deployed throughout lessons. In addition, more-able pupils are rarely given additional support or fully challenged in some lessons to make the best possible progress.
- Too many pupils are unclear about their learning targets, and their work is not analysed in detail in lessons, especially at the end of lessons, to maximise their learning and help them avoid mistakes. In some classes, guidance for learning is sometimes lacking. For example, pupils are

not given a sufficiently clear idea of what a good piece of work should look like or given a checklist which specifies how to assess their work.

- Despite the above points, the quality of teaching has improved well this year. Although inconsistencies remain, there is no inadequate teaching in the school and the proportion of good teaching has increased. The teaching of reading has improved particularly well and standards of reading are rising. In some classes, pupils have frequent opportunities to hold short discussions with one another. These help deepen their understanding and develop well their speaking and listening skills.
- Behaviour is well managed in classes and relationships are good. Pupils enjoy their interesting and lively lessons and concentrate well in classes where the quality of teaching is good. In assemblies and many lessons, pupils' spiritual, moral, social and cultural development is supported well.
- Teaching assistants often give good support for the learning of lower attaining pupils when they work with them in small groups or individually. Disabled pupils and those with special educational needs are also given effective and sensitive support and make good progress overall.
- Teaching in the Early Years Foundation Stage is good and children quickly settle in and enjoy school life. They make good progress, especially in their personal and social development and in their early reading. Children enjoy using their well-developed knowledge of letters and sounds to help them read words.

The behaviour and safety of pupils are good

- The school has a calm, well-ordered and positive atmosphere and pupils are happy in school. Many parents recognise this and are fully supportive of the school, although a few voiced concerns over disruptions to learning caused by staff changes.
- Many pupils show good attitudes to learning in lessons and rise to the challenge when a lot is expected. Pupils listen to others well and work collaboratively.
- Children quickly settle into Reception due to well-organised admission procedures. Throughout the school, pupils say they feel safe in school and parents agree. One parent reflected the views expressed by many others when she said; 'There is always a warm welcome from staff.'
- The well-managed 'Buddy' system has trained older pupils to support younger children in their behaviour choices and to help resolve minor conflicts. Pupils say they feel safe in school, act safely and show respect for the safety of others. They know how to use the internet safely.
- During the inspection, pupils' behaviour around school was invariably good and pupils said that behaviour was always this good. They show a good understanding of different forms of bullying and say that there is very little in their school and that the staff would support them well if any occurred.
- Attendance is above average, reflecting both pupils' enjoyment of learning and the school's effective work in encouraging all pupils to attend regularly.

The leadership and management are good

- Despite the fact that achievement and teaching require improvement, leadership and management have improved since the last inspection and are now good. The determination and vision of the headteacher and deputy headteacher that all pupils should have the best chances are leading to a good rate of improvement in pupils' achievement and in the quality of teaching. Senior leaders and staff work hard to ensure that all pupils have equality of opportunity and discrimination is not tolerated. Despite staff disruptions, there have been significant improvements in key areas such as the teaching of reading.

- Senior leaders have an accurate understanding of the school's present effectiveness and have a clear awareness of what remains to be done. They have implemented tight procedures, including regular meetings with each teacher, to enable and require all teachers to track the progress of each pupil in their class. These have helped teachers to develop a sense of responsibility for the progress of each pupil. In addition, the good rate of school improvement over the last year indicates that the school is well set to continue to improve in the future.
 - The school has spent its additional pupil premium funding wisely in enabling this group to achieve well. Teaching and learning are well managed. Staff training and follow up checks have led to improvement in the quality of teaching. The management of teachers' performance is now thorough and linked to salary progression. Staff have clear targets to bring about improvements and, although senior leaders are aware that some inconsistencies remain, the quality of teaching is improving, despite staffing disruptions. The governing body is fully trained in performance management and has challenged the school effectively to ensure that the latest performance requirements are met.
 - Subject leaders are given good support and clear guidance to carry out their roles and they are having a good effect on raising standards in their subjects. For example, the subject leader for English has worked well with local authority consultants to improve the teaching of reading and standards are rising well.
 - The school's curriculum and ethos concentrate well on promoting pupils' spiritual, moral, social and cultural development and this emphasis helps pupils to enjoy school and show consideration for others.
 - Because of strong safeguarding procedures, which fully meet statutory requirements, pupils are kept safe, and are looked after and cared for well.
 - **The governance of the school:**
 - The governing body has a broad range of expertise and plays an important part in the school's improvement. Members of the governing body show a clear and detailed knowledge of the school's strengths and know exactly where improvements are most needed. They analyse data on the school's performance thoroughly and accurately so that they can compare how well pupils are doing compared with pupils nationally. They also show a clear knowledge of where improvements in teaching are most needed and what has been done to tackle any underperformance. The governing body provides strong challenge and support for senior leaders and is ambitious for the school and strongly committed to its continuing improvement.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118006
Local authority	North Lincolnshire
Inspection number	405737

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Yvonne Carruthers
Headteacher	Janet Steward
Date of previous school inspection	23 February 2011
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