

# Barton St Peter's CofE Primary School

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

**Inspection dates** 15–16 July 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement has improved since the previous inspection. This because of the drive and determination by senior leaders, staff and governors to raise standards.
- The school provides effective support for all groups of pupils, including those eligible for the pupil premium and the most able, which enables them to achieve well.
- The quality of teaching is good. It has also improved since the last inspection, especially the teaching of phonics (the link between letters and the sounds they make).
- Teaching assistants are highly skilled and provide good-quality support.
- Behaviour throughout the school is good. Pupils learn and work cooperatively in a calm and caring environment.
- Pupils feel safe and learn how to keep themselves safe. They enjoy coming to school and attendance is above average.
- The headteacher and senior leaders make improving teaching their top priority. They have improved its quality through good training for teachers and teaching assistants.
- Pupils' spiritual, moral, social and cultural understanding is developed well through assemblies, lessons and other activities.
- Governors have a clear understanding of the school's strengths and areas for development. They challenge leaders while providing support and encouragement.

### It is not yet an outstanding school because

- Over time progress across Key Stage 2 has not been as rapid as in Key Stage 1.
- Teachers' expectations of what pupils can achieve in lessons are not always high enough. Work set is not always sufficiently challenging.
- The quality of marking is variable. It does not always make it clear to pupils how they can improve the content or presentation of work.
- Pupils have too few opportunities to practise their writing skills in all subjects.
- Middle leaders are not always involved in checking the quality of teaching.

## Information about this inspection

- Inspectors visited 14 lessons or parts of lessons, one of which was observed jointly with the headteacher. They looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils, the Chair and other members of the governing body and representatives from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed playtime and lunch breaks, and attended assemblies (collective worship). Displays around the school and in classrooms were also examined.
- Inspectors took into account 37 responses to the online questionnaire, Parent View. Technical problems with Parent View during the inspection meant that a number of parents had difficulty recording their views and results were not accurate. Inspectors met with some parents and chatted informally with others. They also took into consideration results of a questionnaire carried out by the school.
- The views of staff and pupils were also considered.

## Inspection team

Christine Millett, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

## Full report

### Information about this school

- Barton St Peter's is an average-sized primary school.
- The overwhelming majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding is similar to that found nationally. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below that found nationally as is the proportion supported at school action plus or through a statement of special educational needs.
- The school meets the government's current floor standards, which are minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection there have been changes in staff.
- The school is part of a local collaborative trust.

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

- Improve the quality of teaching from good to outstanding in order to raise standards further, particularly in Key Stage 2 by:
  - raising teachers' expectations of the quality and quantity of work pupils can achieve in lessons
  - ensuring that work challenges all groups of pupils
  - improving the consistency of the quality of marking across all subjects, so pupils know how to improve both the quality and presentation of their work
  - providing more opportunities for pupils to practise their writing skills in other subjects
  - increasing the involvement of middle leaders in checking the quality of teaching across the school.

## Inspection judgements

### The achievement of pupils

is good

- Children enter the Reception class with skills and knowledge that are typical for their age. Children settle quickly, get off to a good start and are well prepared for Year 1.
- The teaching of phonics has improved and there has been an increase in the number of pupils reaching the required standard in the Year 1 national reading check. By the end of Year 2 all those pupils who did not reach the required standard in Year 1, have done so.
- Pupils' progress in Key Stage 1 is now good and standards by the end of Year 2 are above those found nationally in reading, writing and mathematics. The most recent test results show that the proportion of pupils reaching the higher levels is also above average.
- In the past, progress across Key Stage 2 has not been as rapid as in Key Stage 1 because of inconsistencies in the quality of teaching. However, most recent test results show that, from their different starting points, by the end of Year 6, the proportion of pupils making expected progress in reading, writing and mathematics is similar to that found nationally. A similar proportion, particularly those pupils eligible for pupil premium, made better than expected progress. These good levels of progress are not yet reflected in standards at the end of Year 6 as this year group are still catching up on slower progress in previous years. However, standards at the end of Year 6 are improving year on year. The most recent results in national tests show that standards in reading, writing and mathematics at the end of Key stage 2 are now in line with those found nationally. There has been significant improvement in standards in mathematics as a result of training opportunities for all staff.
- The proportion of pupils reaching the highest levels, particularly in writing and mathematics, has increased. This is also the case for those pupils supported by pupil premium funding; including those known to be eligible for free school meals. The gap in attainment between them and their peers has closed because funding is being used to provide appropriate help and guidance.
- The most able pupils make good progress and it has improved this year. This is reflected in the attainment of the current Year 6 where a number of pupils are working at levels higher than those typical for their age in mathematics.
- Work in books and the school's own assessment records show that progress in reading, writing and mathematics is also speeding up in other Key Stage 2 classes
- The small proportion of disabled pupils and those who have special educational needs make good progress overall because work is adjusted to meet their needs and they receive effective support from additional adults when they need it.
- Those pupils heard to read did so willingly and with great enjoyment. Reading was lively, fluent and with good expression. Pupils were able to apply their knowledge of letters and sounds to work out new words. They spoke well about their favourite authors and the books they have read. Pupils have access to a range of reading materials from within their classrooms or school library. Classrooms feature an author of the term and display a wide selection of books by that author.

### The quality of teaching

is good

- Teaching has improved and is now consistently good overall. Pupils understand what teachers want them to learn and how to succeed.
- Pupils say they enjoy coming to school and that 'lessons are interesting'. For example, investigations in science and problem solving in mathematics are popular with pupils. This was clearly evident in a mathematics lesson where pupils had to follow clues in order to work out the combinations of locks, using all their knowledge of number. They tackled this task with great enthusiasm and there was much lively debate as to the possibilities. However, such opportunities to be challenged are inconsistent. Sometimes teachers' expectations of what pupils are capable of achieving in lessons are not high enough.

- Good learning takes place in phonics. This is because all staff have been well trained and also because it is taught across a large number of groups. This ensures that learning is tailored to the needs of all pupils, including those eligible for the pupil premium, disabled pupils, those who have special educational needs and the most able. This is an example of the equality of opportunity to be found in the school.
- Staff question pupils effectively, asking probing questions which encourage pupils to think deeply and give reasoned answers. They use good subject knowledge to give clear explanations when correcting misunderstandings and also to introduce new ideas.
- Teaching assistants provide valuable support to both individual pupils and groups of pupils, because they have been included in all training opportunities.
- Teachers mark books regularly and there are examples of good marking which informs pupils of how to improve. However, this is not consistent across all subjects. The quality of work in topic books is not as good as that found in literacy books, for example. This is because pupils do not always have regular opportunities to practise their writing skills in other subjects and marking is not always as thorough.
- Teaching in the Early Years Foundation Stage is good. Children enjoy a wide range of interesting and thought-provoking activities which encourage discussion and group cooperation both indoors and outdoors. They are always busy, be it shopping at the farm shop, organising a picnic, or working out how to transfer water from one container to another.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good.
- Pupils behave well in class and around school. Even on a hot day in the last week of term, pupils played and worked well together showing consideration and kindness to each other and adults. Strategically placed gazebos on the school field provided shade from the sun and somewhere to play a game of giant dominoes, build a large tower with wood blocks, or simply sit and chat to friends.
- Pupils know and understand routines and they respond quickly when spoken to by their teachers or teaching assistants. They listen well to instructions. The very small numbers of pupils who find it difficult to manage their own behaviour are supported very effectively by adults.
- Positive attitudes in lessons contribute well to good learning and progress. However, pupils sometimes produce untidy work and do not take enough care with their handwriting.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe, for example, when using the internet. They understand the different kinds of bullying such as cyber and prejudiced based. If incidents do arise they are handled effectively by staff or trained pupil anti-bullying ambassadors.
- The overwhelming majority of parents said their children were safe at school. All staff were of a similar opinion. The pupils spoken to say they felt safe and well looked after. Problems are addressed quickly because all pupils have a nominated member of staff to whom they can turn if they have a concern or are worried.
- Pupils play an active part in the life of the school. They confidently take on roles as school councillors, anti-bullying ambassadors, playground buddies or eco-councillors. All make a contribution to the school. For example, all Year 5 pupils are trained as buddies and then have to write a letter of application if they would like the role to be permanent when in Year 6. This helps them to learn about showing commitment to a role.
- Attendance in school is above the national average and the vast majority of pupils arrive on time.

### **The leadership and management** are good

- The leadership of the headteacher is strong and she has led the school successfully through a

challenging time of change. She is well supported by senior leaders and staff. Senior leaders observe lessons, look at pupils' work and check assessments of pupils' progress over time to ensure that teaching is consistently good.

- Leaders have been successful in identifying areas for improvement and have acted quickly to bring about improvement. This is evident in the rising levels of achievement in phonics and mathematics.
- Middle leaders are not yet sufficiently involved in checking the quality of teaching and learning in their areas. This limits their impact upon pupils' learning, for example the inconsistencies in marking are too often overlooked.
- Teachers are set challenging targets and held to account for their performance, which is linked to their pay. They are supported by well-focused training to help them improve further.
- The range of subjects taught engages pupils' interest because they are often linked by a common theme. Pupils are motivated by the appealing choice of activities. For example, children in the Early Years Foundation Stage have been excited by watching chicks hatch and grow into young hens. A range of interesting visits and visitors add to pupils' enjoyment.
- Spiritual, moral, social and cultural development of pupils is strong. Pupils take part in assemblies (acts of collective worship), which provide opportunities for reflection. School concerts, guitar tuition and artwork allow pupils to express themselves through the arts. The subjects taught in school promote the study of other countries.
- Pupils from all backgrounds and of all abilities are welcomed into school. Pupils receive additional help and support as appropriate to their needs and all have access to the extra activities and visits that take place. These actions ensure equality of opportunity for all pupils.
- The school actively encourages parental involvement and provides many channels of communication through newsletters, text messages or parents' evenings. These all help to keep parents involved in school life.
- The primary school sports funding has been used effectively to provide additional opportunities for pupils to develop their sporting skills and regularly participate in inter-school competitions. Money has also been spent on improving equipment and coaching for staff in order to hone their skills.
- The school has valued and benefited from the local authority's effective advice and support. They have also received additional training and acquired more resources such as those that have led to improvements in the teaching of phonics. The school also works closely with fellow members of the local collaborative trust to share training and expertise.
- **The governance of the school:**
  - Governors are knowledgeable and show a high level of commitment to the school in their determination to bring about continuous improvement. They analyse published performance data as well as the school's own records of pupils' achievement and are able to make comparisons between the school and others locally and nationally. Governors have taken part in a wide range of training activities and are well equipped to support and challenge the school, and do so in equal measure. Members of the governing body have clear roles and are kept well informed through headteacher reports and their regular visits to the school. They are aware of the quality of teaching and the link between staff performance and pay especially in relation to teaching and pupil progress. Governors understand how additional funding that the school receives, for example, the pupil premium funding and the primary sport grant, are being used and their impact upon pupil progress. Governors are vigilant with regard to the safeguarding of pupils and ensure that safeguarding arrangements meet statutory requirements.

## 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

<b>Unique reference number</b>	118006
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	442244

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

<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>	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rebecca Sheekey
<b>Headteacher</b>	Janet Steward
<b>Date of previous school inspection</b>	22 January 2013
<b>Telephone number</b>	01652 632286
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