

# 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>	312778
<b>Inspection dates</b>	17–18 September 2007
<b>Reporting inspector</b>	Terry McDermott

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 on roll</b>	
School	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Yvonne Carruthers
<b>Headteacher</b>	Mrs Janet Denovan
<b>Date of previous school inspection</b>	1 September 2003
<b>School address</b>	Marsh Lane Barton-upon-Humber DN18 5HB
<b>Telephone number</b>	01652 632286
<b>Fax number</b>	01652 661808

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This slightly larger than average primary school serves a mixed area in the small town of Barton-upon-Humber. The vast majority of pupils come from a White British background. Almost all pupils speak English as their first language. The proportion of pupils eligible for free school meals is average. The proportion of pupils with learning difficulties and/or disabilities is average, but the proportion with a statement of special educational need is above average. The school holds the Investors in People and Healthy Schools Awards. It is active in the Primary Leadership Programme.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school which gives good value for money. It has some outstanding aspects. The excellent care, guidance and support it provides for all pupils is clearly recognised by many parents in comments such as, 'All the staff take great care in knowing their children personally'. Such close attention to the needs of the individual underpins the school's work and ensures that the personal development and well-being of pupils are also outstanding. The school is a happy place, reflected in the smiling faces of pupils and adults.

Achievement is good. Standards at the end of Years 2 and 6 are above average and the school's results in national tests show a rising trend. Children enter the school with skills and knowledge below those which are typical for children of their age. Many have weaknesses in communication, language and literacy, and several have significant learning difficulties and/or disabilities. The school's very effective assessment system ensures that the learning needs of individual pupils are quickly identified and rapidly met. Because teaching is good, pupils make good progress through the school.

The school's clear focus on the spiritual, moral, social and cultural development of every pupil is strengthened by its deeply rooted inclusive ethos and its strongly espoused values of fairness, equality and enjoyment. This ensures that pupils' personal development and well-being are outstanding. Pupils say they enjoy being in a place where 'learning is fun' and this is reflected in their excellent attendance. They are unfailingly polite, always helpful, especially to each other, and have no fear of bullying. The overwhelming majority of parents are strongly appreciative of the work of the school, exemplified by the comment, 'The school has been excellent in helping my son with his special needs'.

The quality of teaching and learning is good. Teachers are dedicated to their pupils, and are fully committed to helping them to improve. The very best lessons are exciting and fast moving, and set challenging and interesting tasks which inspire pupils to learn for themselves. In these lessons, pupils make clear gains in understanding and learning is rapid. In a small number of other lessons, teachers spend too much time talking to individual pupils, and the group focus on learning is dissipated. This sometimes causes the pace of learning to slow.

The curriculum exceeds requirements and provides a good breadth to pupils' learning. All pupils study French in Key Stage 2, and the school's links with China give an additional dimension. High rates of participation in extra curricular activities demonstrate pupils' enthusiasm for the good quality learning experiences provided for them.

The school gives outstanding care, guidance and support to all pupils. It takes its responsibilities for safeguarding pupils very seriously, and meets all the laid down requirements. It successfully spends a great deal of time and effort in ensuring that it meets the needs of each individual child. It reliably records and tracks the progress they are making.

The headteacher and senior staff know the strengths and weaknesses of the school well. There is a clear focus on raising standards, and a good commitment to working in partnership with others to secure continuing improvement in pupils' learning. Leaders have the full support of the staff and the governing body, and all work as an effective team. The school is implementing well thought out strategies aimed at improvements in all subjects similar to those achieved in mathematics since the last inspection. These are becoming firmly established. In view of these strengths, the school has good capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage is good because the quality of leadership and provision is good. Accurate, thorough assessment and detailed planning ensure that the different learning needs of each child are well met. Good teaching and a flexible curriculum lead directly to good learning and all children make good progress. Children get off to a flying start, and this prepares them well for future learning. However, the needs of pupils in respect of outdoor provision are not met because the school has been unable to provide a suitable area.

### What the school should do to improve further

- Where necessary, quicken the pace of learning in lessons.
- Ensure that the appropriate provision for outdoor education is made in the Foundation Stage.

## Achievement and standards

### Grade: 2

Children achieve well in the Foundation Stage and attain the standards expected for their ages when they start in Year 1. Pupils continue to make good progress in Key Stage 1. The school's results of assessments at the end of Year 2 in 2006 were broadly average. Results in 2007 were better than this. Systematic tracking and good teaching through Key Stage 2 ensure that good progress is maintained, and in the national tests at the end of Year 6 in 2006, the school's results were above average. Results for 2007 were higher. Throughout the school, pupils make particularly good progress in mathematics. Very good use is made of a range of formal and informal target setting procedures from whole school level down to individual pupils. This ensures that no pupil, or group of pupils, including those with learning difficulties and/or disabilities, underachieves.

## Personal development and well-being

### Grade: 1

Pupils' outstanding personal development is reflected in their high attendance, full enjoyment of school, excellent relationships and attitudes, and exemplary behaviour. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils understand how they need to take care of each other and recognise their personal responsibilities in doing this. They work well in lessons when not directly supervised, and are very effective learners when working independently. Older pupils are particularly proficient in the use of information and communication technology (ICT) for research or presentation. They know how to stay safe and healthy, with many attending clubs that promote participation in sport and physical activity. Pupils are very aware and respectful of the richness and diversity in society, for example through their links with China and exploring the art of other countries and cultures.

Pupils willingly take on responsibilities, for example as 'playground buddies'. Through the school council, and circle time, they develop leadership and decision-making skills. 'I like the school council', said one councillor, 'because it gives children a chance to have their say'. Pupils make an excellent contribution to the community through raising funds, helping at fêtes, and organising concerts and visits to the elderly. Through working with a wide variety of visitors pupils gain an excellent insight into the world of work. The view of one parent that, 'It's all these extras that make a school special for a child', is typical of many.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. Typically, teachers inspire pupils to work independently in small groups, setting a range of challenging tasks which expand their knowledge and understanding, and make them work things out for themselves. Pupils are active learners and the pace of work is relentless and exciting. Occasionally in lessons, pupils have too few opportunities to think and learn independently, before the answers or explanations are provided for them. In these instances, the pace of learning slows.

Teachers track pupils' progress regularly and reliably, and are beginning to use this information more effectively to guide them in planning for the next steps in learning. The marking of pupils work clearly indicates how they can improve their work. As pupils move through the school, they are increasingly involved in evaluating for themselves the strengths and weaknesses in their own and others' work. Good support from active teaching assistants is well targeted to specific groups of pupils. This ensures that all pupils are able to take a full part in the lessons, and learn well.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum that motivates pupils and promotes their interest and enjoyment of learning. Good links are being made between subjects especially through the use of ICT for research and for sharing learning. There is a strong emphasis on the development of literacy and numeracy. Education for safe and healthy lifestyles is prominent. The school has good links with the local secondary school to enhance provision for physical education, and the school has recently gained the national Healthy Schools Award.

Pupils and parents appreciate the way in which the school enriches the curriculum through a wide range of out of school activities, which are very well attended. Pupils benefit from a wide range of visits, including residential trips for the older pupils and from visitors who are used to enliven pupils' learning experiences, and to develop their social skills. The well planned school focus on China is used creatively to enhance the provision and is thoroughly enjoyed by the pupils.

### Care, guidance and support

#### Grade: 1

The statutory requirements for the safeguarding of pupils are fully met. Robust systems are in place to ensure pupils' safety both in school and when they make visits. Excellent caring relationships and outstanding support for every individual, have created a learning environment in which pupils flourish personally and, increasingly, academically. Teachers have a good knowledge of their pupils, and relationships both within the school, and with parents, are excellent. As one parent said, 'There is an excellent home-school relationship'. Pupils' progress is regularly monitored and carefully tracked. Prompt and effective action, involving parents and outside agencies when this is appropriate, is taken to support any pupil who requires it. Pupils are appreciative of the effective academic guidance they are given, and understand the targets for learning and personal development they are set.

## Leadership and management

### Grade: 2

Senior leaders know the school well. Their evaluations of its provision and outcomes for the pupils are largely accurate if occasionally modest. The headteacher leads by enthusiastic but purposeful example. A good team of subject leaders, teachers and support staff has been established who share the headteacher's aspirations to do the very best for every pupil. This is shown in the excellent care, guidance and support which pupils receive. Well-established monitoring and performance management systems ensure that staff training is closely matched to emerging issues. The effective governing body gives challenge and support, and is well led by the chair of governors.

The sophisticated, but easy to understand, assessment system tracks the progress made by individual pupils. It provides the basis for a well thought out, whole school target-setting process which is beginning to be used to refine the planning of teaching. The school sets challenging targets for itself, which are used effectively and ensure that no group of pupils underachieves. The school has successfully addressed areas identified for improvement at the last inspection. For example, the problem solving aspect of mathematics, which was an issue at the last inspection, has been turned around and mathematics is now a clear strength of the school. Resources are managed well, and financial management is good.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

19th September 2007

Dear Children

Inspection of Barton St Peter's CofE Primary School, North Lincolnshire, DN18 5HB

Mr. Tingle and I would like to thank you for being so friendly and helpful to us when we visited your school recently. I am writing to let you know what we found out.

Almost everyone we spoke with, including yourselves, or who wrote to us, thought that Barton St. Peter's is a good school, and gave us many reasons why they felt this. But one reason stands out above all others like a beacon, and it was very obvious to us as well. This is the way the school looks after each one of you and helps you to become polite, mature and sensible young citizens who demonstrate great respect for each other. This is not happening by accident, but because every adult in the school takes meticulous care to try and instil the values of trust, honesty, tolerance and consideration for others, in every one of you. Their success in this effort is clearly shown in your excellent behaviour and attendance, and is why we judge both the care provided by the school, and your personal development and well-being, to be outstanding.

We are asking the school to make sure that you make the best possible progress in all your lessons. This means that you will have to work even harder than you do now, as you try to reach ever higher targets for learning in all subjects. We know you can do this because we saw some outstanding learning going on when we visited some of your lessons. We have confidence that you will rise to this challenge. We are also asking the school to provide an outside area for children in the Foundation Stage to work and play.

Thank you for allowing us to share your exciting and happy experiences. We wish you good luck for the future.

Terry McDermott

Lead inspector