

# Barwick and Stoford Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	123718
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	359496
<b>Inspection dates</b>	24–25 March 2011
<b>Reporting inspector</b>	Stephen Lake

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Williams
<b>Headteacher</b>	Sarah Coleman
<b>Date of previous school inspection</b>	27 February 2008
<b>School address</b>	South View Barwick Yeovil BA22 9TH
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<b>Email address</b>	office@barwickstoford.somerset.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons, or parts of lessons, seeing three teachers. Inspectors held meetings with a member of the governing body and members of staff and pupils. They spoke also to some parents and carers. Inspectors observed the school's work and looked at the most recent school self-evaluation form, the school development plan, the governing body minutes and the school's assessments of pupils' attainment and progress. Inspectors also looked at the records held on potentially vulnerable pupils and those with special educational needs and/or disabilities, school policies and reports from the school improvement partner. Inspectors analysed questionnaires received from pupils, staff and 29 parents and carers.

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

- It looked at achievement in writing and mathematics across the school to determine whether teaching is sufficiently challenging.
- It looked at the impact of strategies to improve attendance.
- It looked at the impact of the improved systems for assessment.
- It looked at the provision within the curriculum for developing writing and mathematical skills including in the Early Years Foundation Stage.
- It investigated the opportunities for independent choice of activities for learning for children in the Early Years Foundation Stage.

## Information about the school

This is a much smaller than average-sized primary school. It serves mainly the area around the two villages of Barwick and Stoford, although a small minority of pupils come from nearby Yeovil. The vast majority of pupils are of White British heritage, with only a few from other minority ethnic groups. No pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is average and none has a statement of special educational need. Over the last several years, there have been some unavoidable staffing changes, but staffing has now stabilised. The headteacher is retiring at the end of this school year and a new headteacher has been appointed to take up post in September. A Sure Start children's centre, managed separately, is on the school site, but was not inspected as part of this inspection.

**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

This is a satisfactory school. It provides a secure, welcoming environment in which pupils feel safe. Pupils behave well and have a good understanding of how to stay safe and keep fit and healthy. Safeguarding arrangements are good. Strong partnerships with external agencies provide valuable additional support for potentially vulnerable pupils and have supported successfully the improvement in their provision and progress. Parents and carers are kept well informed and closely involved in their children's learning.

Pupils achieve satisfactorily. After several years when attainment varied but never rose above average, attainment is now securely average and rising. Attainment in English is improving as a result of the well-targeted actions to improve pupils' writing. Attainment in mathematics has not yet risen as much. Progress is satisfactory because, although teaching is satisfactory and sometimes good, the proportion of good teaching is not high enough to improve progress to good and raise attainment further. A change to the way information on how well pupils are doing is used to plan work ensures most lessons provide a satisfactory challenge to pupils. Nevertheless, in a few lessons, the work planned does not always challenge pupils of all abilities well enough and especially those who are more able. For some pupils, work is too easy. Children get a secure start to school in the Early Years Foundation Stage, but activities planned to allow opportunities for independent learning are not always linked closely enough to the main objectives or themes of the lessons.

Pupils' spiritual, moral and social development is good, but their cultural development is satisfactory. Pupils' contribution to the day-to-day life of the school is good and they have a satisfactory understanding of community cohesion in relation to their immediate locality. Nevertheless, strategies for promoting community cohesion and opportunities for pupils to get involved in the world beyond the school are not robust enough. This limits opportunities to develop this aspect of their education further.

School self-evaluation is accurate and governance is satisfactory; the governing body has recently become more involved in the process, although this is not yet embedded. Rigorous systems for recording and analysing data have been introduced recently and, as a result, senior leaders and the governing body now have an accurate view of school performance. The strengths noted in the previous inspection have been maintained and areas for improvement, identified by the school, are broadly accurate. The areas targeted by the school are already showing an improvement. This indicates a satisfactory capacity for sustained improvement.

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

- Increase the proportion of good or better teaching by July 2012 in order to improve pupils' progress to good by:
  - embedding more securely the improved procedures for using information on pupils' attainment and progress to plan lessons that challenge all pupils and especially the more-able
  - providing more opportunities for subject leaders to gain experience of observing good or outstanding lessons so that they can be more robust in monitoring the quality of teaching and learning
  - improving the quality of marking and target setting in mathematics to match that in English.
- Embed improvements to the curriculum more securely by April 2012 to ensure that:
  - more opportunities are provided to use mathematics across the whole curriculum to raise attainment further
  - better opportunities are provided to promote community cohesion and involvement beyond the immediate school community so that pupils can develop their understanding of different cultures.
- Improve the provision in the Early Years Foundation Stage by September 2011, by planning better links between the central themes of lessons and the activities set up to enable independent learning by children.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils enjoy school very much. They are keen to learn and respond well to their teachers. Children start in the Early Years Foundation Stage with skills levels similar to those usually found at that age, although, in some years, the small numbers mean that this can vary. They build satisfactorily upon these skills to start Year 1 with broadly average skills. By Year 6, pupils attain broadly average skills. The levels are improving steadily, especially in English, and the fluctuations in the attainment of previous years have been halted. The school had correctly identified that writing skills were low and, although the school is good at teaching pupils to read, attainment in English had been depressed by the lower writing skills. This year, a focus on making writing more relevant is already resulting in improvements. In a good lesson observed during the inspection, pupils were stimulated by a presentation that encouraged them to consider what an invading alien and his home-world may look like. Not only did pupils discuss this with 'talk partners', but also they made small models rapidly and painted pictures that showed their ideas. The pictures and models were then used effectively as the basis for good-quality writing about the alien and the events following its landing on earth. Good links were made to science by discussing the features necessary for the alien to survive. Lessons such as this are contributing to the improving achievement in writing, but are less evident in mathematics, where improvement is slower, partly because pupils do not apply their skills in a wide range of contexts. Pupils with special educational needs and/or disabilities and other potentially vulnerable pupils make good progress because of good support and partnerships with outside agencies.

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Pupils say there is little bullying in the school and they trust teachers and other adults to deal effectively with any that might occur. They undertake a wide range of responsibilities, such as school council representatives and house captains, but have fewer opportunities to contribute to activities beyond the school and its immediate locality. This lack of opportunities impacts upon their understanding of the wide range of beliefs and cultures found in the United Kingdom. Older pupils have a strong understanding of how to stay safe including on the internet. Their well-produced posters, created using their sound information and communication technology (ICT) skills, help inform younger pupils of how to keep safe when using modern communication systems. Most pupils have a good knowledge of how to stay healthy. Pupils' social skills are good. The pupils behave well, attend regularly and contribute effectively to the harmonious atmosphere in the school. They have a curiosity about the world and show empathy for others. Pupils know right from wrong and show respect for themselves and others.

*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	2
<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>3</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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?**

Teachers make good use of technology to stimulate and motivate learning. They are skilled at asking the right questions to make pupils reflect upon what they are learning. Improved systems for assessing how well pupils are learning are starting to be used effectively to plan challenging lessons that focus on the next steps in learning. Targets are set for improvements in writing and checked regularly. Marking in English makes it clear to

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pupils how to improve their work and pupils are involved in checking how well each piece of work helps them meet their targets. Nevertheless, this practice is not consistently good in all classes. In English and mathematics, more-able pupils are not always challenged enough by the activities set for them. In mathematics, marking is less rigorous than in English and is not linked well enough to short-term targets that are understood clearly by pupils. As a result, the improvement in mathematics is not as good as the improvement in writing.

The curriculum is starting to link subjects together and focus on key skills by planning opportunities for learning in all subjects. However, the links are more common in English than mathematics, with many interesting activities provided to stimulate writing, which is a key reason for the improvement seen in writing skills. At present, mathematics is not yet embedded well enough across the whole curriculum. Partnerships with other local schools provide good opportunities for sport. Those pupils identified as gifted and talented are supported appropriately through links with the local secondary school. The many after-school sports clubs and the school garden make a good contribution to pupils' understanding of how to stay fit and healthy.

Pastoral care is strong. All adults know the pupils well and take good care of them. Good-quality procedures for child protection are known well to all staff. They are followed rigorously and effectively. Suitable tracking to check pupils' progress is in place and information gained is used to identify those pupils requiring extra support. Good support for families and their children has enabled a significant improvement to take place in rates of attendance.

*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?

The leadership of the headteacher has inspired in all staff an ambition to improve the school and raise standards. The headteacher has a good understanding of the strengths and weaknesses in teaching. Subject leaders are involved increasingly in monitoring the quality of teaching and learning. Although satisfactory, this is not as rigorous as it could be because too few of the teachers have a wide enough experience of the monitoring of teaching and learning. This limits their understanding of the key elements of good and outstanding learning and contributes to the inconsistencies noted in teaching and learning. The school takes suitable steps to ensure there is equality of opportunity and to prevent discrimination through satisfactory monitoring checks on the effectiveness of procedures.

Regular training for staff and the governing body and close monitoring by the governing body ensure safeguarding requirements are met well. The supportive governing body has

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satisfactory procedures and strategies for obtaining the views of parents and carers. Senior leaders and the governing body have indentified correctly the need to make better use of data to judge school and cohort performance. With support from the local authority, a new system for recording information on pupils' attainment and progress is in place. This is already being used effectively to compare pupil year groups or school performance with schools nationally. This has enabled a closer focus on the key areas for improvement and is making it easier for the governing body to hold the school to account and identify areas of underperformance.

The school has indentified correctly that, although strategies to promote community cohesion locally are sound, more remains to be done. The school is trying to develop links with other schools nationally and internationally, but at present these are at an early stage of development and have not had time to impact fully on the pupils' wider cultural understanding.

*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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Well-established routines help children get a secure start to their education. The school has developed strong links with parents and carers and with the pre-schools. This enables a smooth and secure start to schooling. The strong teamwork between teachers and teaching assistants ensures that the welfare and needs of the children are met well. Children's personal and social development is good and a strength of the provision. Usually, teachers and other adults ensure a good balance of direct teaching and opportunities for children to learn through purposeful play. Children make good use of the outdoor area, but activities outside are not always linked closely enough to what is being studied inside to provide opportunities for making independent choices on where to learn. For example, role-play areas do not always link to the theme of the week or of the month.



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This means that key skills are not always reinforced during the children's independent play.

Satisfactory leadership and management have ensured effective action to address the much-enlarged Reception class and improvements to the provision are contributing well to the school focus on improving writing. Good opportunities planned for children to practise their speaking and listening skills are stimulating them to write. The Early Years Foundation Stage is taught currently in a class with Year 1 children. This allows those children making good progress to move on to work they might do in Year 1 when they are ready and so children start Year 1 soundly prepared for learning. Suitable systems for checking on children's progress are in place, but these are not yet always used consistently to challenge children to achieve better.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The proportion of parents and carers who completed questionnaires is above average. A minority of those responding also added comments. Almost all of the comments were very positive. Typical of the comments received is 'Both of my children are very happy at this school, and always want to go to school.' There were no common issues on which a significant proportion of parents and carers expressed concern. Inspectors endorse the positive comments made, although there is still more to do to make sure all pupils achieve as well as they can.

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

Ofsted invited all the registered parents and carers of pupils registered at Barwick and Stoford 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 29 completed questionnaires by the end of the on-site inspection. In total, there are 65 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	66	10	34	0	0	0	0
The school keeps my child safe	21	72	8	28	0	0	0	0
My school informs me about my child's progress	16	55	12	41	0	0	0	0
My child is making enough progress at this school	16	55	12	41	1	3	0	0
The teaching is good at this school	16	55	11	38	1	3	0	0
The school helps me to support my child's learning	17	59	9	31	0	0	0	0
The school helps my child to have a healthy lifestyle	16	55	13	45	0	0	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)	10	34	14	48	1	3	0	0
The school meets my child's particular needs	17	59	11	38	1	3	0	0
The school deals effectively with unacceptable behaviour	16	55	7	24	4	14	0	0
The school takes account of my suggestions and concerns	16	55	12	41	1	3	0	0
The school is led and managed effectively	14	48	14	48	1	3	0	0
Overall, I am happy with my child's experience at this school	21	72	7	24	1	3	0	0

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.**



28 March 2011

Dear Pupils

**Inspection of Barwick and Stoford Primary School, Barwick, BA22 9TH**

Thank you for making us welcome when we came to visit you. We enjoyed talking with you about your school and noted particularly how you behave and look after each other well.

Yours is a satisfactory school that is improving and where you reach broadly average standards by the time you leave in Year 6. Here are some of the things that we liked about your school.

- The school looks after you well and makes sure that you are safe and have a good understanding of how to keep yourselves safe.
- You have a good understanding of how to stay fit and healthy.
- You make satisfactory progress through the school and we can see how much better your writing is developing. You now need to get as good as this in mathematics as well.
- Those of you who find learning more difficult make good progress because you are supported well.
- There are good links with your parents and carers and with other schools and organisations that all help your learning.

To help your school continue improving, this is what we have asked the headteacher and governing body to do.

- Make all lessons as good as the best ones so that you all learn as well as you can. We have asked that teachers use the information that they have on you to plan work that really challenges all of you. You can help by telling your teachers how hard or easy you find the work set for you.
- Improve the curriculum so that you have more opportunities to use mathematics in other subjects and better opportunities to learn about other people and how to get on with them.
- Make sure that, for those of you in the Reception Year, the activities planned for you to choose yourself are linked closely to what you are learning about in the other parts of your lessons.

Yours sincerely

Stephen Lake Lead inspector (on behalf of the inspection team)

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