

# Barham Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	118653
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358411
<b>Inspection dates</b>	29–30 March 2011
<b>Reporting inspector</b>	Kevin Hodge

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>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Scott Rutherford
<b>Headteacher</b>	Graham Bissett
<b>Date of previous school inspection</b>	22 January 2008
<b>School address</b>	Valley Road Barham, Canterbury CT4 6NX
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## Introduction

This inspection was carried out by two additional inspectors. They visited 14 lessons taught by 10 staff. They observed the school's work, and looked at school documentation and pupils' workbooks and displays; they held discussions with groups of pupils, members of the governing body, including the Chair of the Governing Body, and staff. Questionnaires from 92 parents and carers and 22 staff were analysed to help inform the inspection.

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

- How well pupils' attainment in writing is fostered, particularly for boys.
- The extent of pupils' achievement in science and information and communication technology.
- What aspects of teaching and the curriculum can improve.
- What key areas are senior leaders seeking to improve further.

## Information about the school

This is an average-sized school. The Early Years Foundation Stage children are taught in one class. The proportion of pupils with special educational needs and/or disabilities is around average. There is a very low proportion of pupils with a statement of special educational needs. Very few pupils are from minority ethnic backgrounds. The proportion of pupils known to be eligible for school meals is low. All pupils have a packed lunch as the school cannot provide hot meals. The school has a number of awards reflecting its commitment to promoting pupils' healthy lifestyles, their environmental awareness and in developing staff.

**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?**

**2**

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

**2**

## Main findings

Barham is a good school. Pupils enjoy attending for many reasons, not least because of the caring family atmosphere which the vast majority appreciate. Their academic and sporting abilities develop very well. Most, but not quite all, parents and carers believe their children are happy, citing for example, 'the good balance between academic work and other extra-curricular activities'.

Children make a good start in the Early Years Foundation Stage. They build upon their confidence levels and their basic skills are promoted well. They enter Year 1 with better than expected levels of attainment. In Years 1 to 6, this good start is fostered well by generally good levels of teaching so that by the time they leave, pupils' attainment is above average and their progress is good. This has been maintained well since the last inspection. Pupils throughout the school are confident speakers and their written work, including that of boys, shows flair and imagination. Number work develops very well so pupils are quick and accurate in their calculations. Opportunities to apply these skills in problem solving or 'real life' contexts are not always frequent enough. In science, pupils' knowledge and understanding of concepts and principles are very secure. Their skills in information and communication technology (ICT) meet those levels expected, although sometimes pupils do not use these skills frequently enough in their day-to-day activities. The small number of pupils with special educational needs and/or disabilities achieve well because their needs are catered for well, often in one-to-one teaching, small groups and support in class from well briefed teaching assistants. The broad curriculum fosters pupils' musical and sporting abilities particularly well and pupils take part both in local competitions and sometimes in national sporting events. Extra-curricular activities include sports and the arts and are popular with pupils.

Good levels of spiritual, moral and social development help promote pupils' excellent behaviour and they are usually thoughtful and mature. The good quality of care and guidance also help pupils gain an excellent understanding of how to live a healthy lifestyle. Those pupils, whose circumstances make them vulnerable, are particularly well catered for generally, with good links to outside agencies and professionals. Pupils' knowledge of the wider world is good and the harmonious relationships in the school help it to be a cohesive community. The pupils' knowledge of others with contrasting belief or backgrounds in this country is a weaker aspect of their cultural and multicultural awareness.

Underpinning the continued success of the school is the combined efforts of the headteacher, senior staff and members of the governing body in setting the clear direction of the school and high standards. Most, but not all, parents, carers and children appreciate this clear approach. The accurate and systematic evaluation procedures identify the right areas of development. Teaching is monitored, but not enough staff are involved in seeing others teach so that good practice is identified and shared. Senior leaders are keen to

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improve further and recognise that the views of all those involved in the school are important self-evaluation tools in reaching this goal. Given the school has maintained its effectiveness well since the last inspection, the school has good capacity to sustain improvement.

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

- Improve the quality of the curriculum and pupils' learning by:
  - ensuring that in Years 1 to 6, more opportunities are planned to use ICT skills in other subjects
  - ensuring that pupils in Years 1 to 6 apply their mathematical skills in solving or investigating 'real life' problems
  - planning more links with other schools in this country to help develop pupils' understanding of the lives of others.
- Improve the monitoring of teaching by involving more staff in identifying how current levels of good teaching can be improved still further.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils' enjoyment of school is evident in their high standards of behaviour and this significantly aids their learning in English, mathematics, science and other subjects. Class activities help promote pupils' basic skills particularly well. In a mathematics lesson in Year 2, pupils enjoyed 'playing' with numbers in working out different ways of adding or subtracting them, while in Year 4, pupils, including the boys, were very enthused to write poetry, having seen the class teacher dress up as a wizard and then acting out their scenes to help clarify their thoughts before writing. In some activities pupils' imaginative skills are not always fostered to the same degree. Pupils generally achieve well, including those with special educational needs and/or disabilities, with many reaching high levels of performance in national tests. Those, whose circumstances make them vulnerable, also make good progress in their learning. Pupils' current work indicates this trend of good progress is likely to be continued so the school meets its challenging targets.

Pupils like being able to help others around the school and the school council take their role seriously. While the majority speak highly of the school and the way they are treated, some pupils feel that their views, while reasonable, do not always fully influence initiatives. Pupils play very well together and older pupils like being buddies to younger pupils. Golf, supervised by Year 6, was popular with the youngest pupils at lunch time. At playtimes, pupils are generally well behaved, but some expressed concern about the number of ball games and activities in a relatively small playground. Generally however, pupils' behaviour around the school and in classes is very considerate and courteous to others. Not surprisingly, pupils' attendance is high. Pupils' awareness of their environment is good, and a recently installed cycle shelter is encouraging pupils to cycle to school. Cooking in class is a regular feature to help promote healthy eating. Pupils' good academic performance, combined with their levels of maturity, prepare them well for their next schools and beyond.

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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>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
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>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<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?

Pupils' willingness to learn is harnessed to good effect in many lessons. As a result, over time, pupils make good progress, particularly in English and mathematics. Teachers use interactive whiteboards to help enliven learning and display activities to good effect. Relationships are fostered to a high degree, although not all teachers capitalise on this fully. Sometimes explanations are a little long and the balance is too much towards 'teacher talk' rather than pupil's verbal contributions and interactions. Activities are usually pitched at the right level for all abilities to make good progress. Those with special educational needs and/or disabilities have good one-to-one and group activities to aid their learning. Although activities are well planned, such as when pupils in Year 3 learnt about synonyms quickly and enjoyably in other lessons, opportunities for pupils to make use of computers or other technology, or to give activities some 'real life' content, are missed. In science, activities are planned well with a good range of practical activities. Teachers' marking is regular and supportive, although it does not always refer to the progress pupils make in reaching their termly targets.

The curriculum is particularly good at broadening pupils' understanding in subjects such as physical education, music, and art and design. Pupils particularly enjoy attending a range of out-of-school clubs ranging from early morning sports to music band. Subjects generally link well to each other although the school recognises that the links have room to be strengthened further to make learning even more relevant and systematic. The teaching

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of modern foreign languages, aided by annual visits from French students, helps broaden pupils' abilities and horizons.

The good care, guidance and support are particularly effective in promoting pupils' sense of healthy living, their levels of maturity, and for those pupils with special educational needs and/or disabilities. Parents, carers and pupils themselves are generally very supportive of the way the school promotes care. A small number, while recognising the school wants high standards, feel, as a pupil put it, 'goes over the top' when spotting unwanted behaviour. Inspectors observed the way that the school handled behaviour and there were no instances when this occurred. Parents and carers generally spoke highly of the support that they received if their children experienced difficulties. Links with parents and carers when children start school are good.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The drive and ambition of senior leaders has succeeded in maintaining the good performance of the school since the last inspection. Staff feel they are valued, share the desire for improvement and benefit from regular training. The monitoring of teaching is regular, but not all subject leaders are yet involved in monitoring how well colleagues are introducing changes or promoting learning in their subject. In mathematics, this has been introduced successfully and improved teaching as a result. Partnerships with others, particularly with other rural schools, including secondary schools, help widen the pupils' experiences. This is particularly effective in promoting their sporting and musical abilities. Links with parents and carers are generally good, as reflected in their questionnaire returns. The school has been working on better communication, although a small number feel that there is still scope for improvement.

Members of the governing body give good support and work well with the school.

They ensure that safeguarding arrangements are carried out to a good standard, including checks on staff and site security. They are keen to secure the school's continuing success and their new monitoring arrangements, while in their first year of use, give them enough information to hold the school to account. Both the governing body and the staff are effective in ensuring pupils have equal opportunities and academic differences between pupils are few. Discrimination of any kind is not knowingly tolerated or condoned.

The school's promotion of community cohesion is good, as are the school's harmonious relationships, good knowledge of the school's locality and links with other schools and



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events globally. The school recognises that pupils' knowledge of others with contrasting backgrounds in the United Kingdom is not secure enough.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</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>2</b>

## Early Years Foundation Stage

Children make a good start to school as their welfare and well-being are promoted well. Adults ensure that children have a good variety of experiences, and skilful help with early reading, number and social skills prepares them well for their next classes. Teaching is good in giving children a variety of activities, which promote their early skills in communication, language and problem solving effectively. Children develop early number skills well such as counting the number of vegetables for their soup and they enjoy role play activities such as the class post office and vets who enjoyed posting their letters and caring for their imaginary sick animals.

Activities planned for the outside area are generally well conceived, although some resources look a little worn and the range is comparatively limited. That said, the children make frequent visits out of school and children were looking forward to visiting the green opposite the school in connection with their story of the 'Three Billy Goats Gruff'. Teachers and other adults supervise pupils well, although on a few occasions, children spend too long on activities before adults give them more guidance about how to extend their learning.

From average starting points, most children reach above average levels in most aspects of their development. Leaders have a good understanding of this age group and the good 'hands on' approach means the school has clearly focused upon diagnosing weaker areas of provision. Assessment routines are good and adults keep a close eye on how children develop so they can adjust activities to best effect. Links with parents and carers are good, prompted by visits to the school and by being a member of the class for a day.

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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:	2
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

There was a good return of the parents' and carers' questionnaires. Those parents and carers who commented very favourably about the school were in the majority, reflecting the positive statistical responses. Parents and carers cited the friendly nature of staff, the 'fantastic' school, the 'inspirational spring concert', their children's enjoyment in attending and the range of out of class activities. Of those questionnaires containing concerns, several were specific in nature, reflecting a particular experience. However, there was a theme to a few comments, which related to sanctions for those pupils whose behaviour fell short of the school's expectations. Others felt that exciting class based activities were not always the norm in some of the older age groups. Inspectors noted high standards of behaviour most of the time. Most pupils have very positive views of the school and that good behaviour was desirable. A very small number felt that staff were sometimes too quick to 'tell them off', but this was not evident during the inspection. The school has the normal, routes of communication via newsletters, website, text and e-mail, although senior staff and members of the governing body are keen to follow up comments to seek ways in which they can continue to improve the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Barham Primary 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 inspector received 92 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	67	21	23	7	8	0	0
The school keeps my child safe	69	74	20	22	1	1	0	0
My school informs me about my child's progress	46	49	38	41	6	6	0	0
My child is making enough progress at this school	45	48	37	40	6	6	2	2
The teaching is good at this school	56	60	28	30	5	5	0	0
The school helps me to support my child's learning	49	53	34	37	8	9	0	0
The school helps my child to have a healthy lifestyle	59	63	30	32	3	3	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)	39	42	42	45	2	2	1	1
The school meets my child's particular needs	44	47	37	40	6	6	1	1
The school deals effectively with unacceptable behaviour	52	56	33	35	2	2	0	0
The school takes account of my suggestions and concerns	43	46	36	39	6	6	1	1
The school is led and managed effectively	50	54	27	29	9	10	1	1
Overall, I am happy with my child's experience at this school	60	65	29	31	3	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.**



31 March 2011

Dear Pupils

**Inspection of Barham Primary School, Canterbury CT4 6NX**

Many thanks for your welcome recently when we visited your school. We think yours is a good school and we are confident that you enjoy the range of things you can do which help your learning. Here are some particular things we found out.

Children make a good start in the Reception class.

You make good progress in your learning and your attainment in many subjects, especially the important ones of English and mathematics is higher than the expected levels.

Your musical and sporting based skills develop well. Well done those of you who are involved in national sports.

Behaviour is generally excellent and you told us you enjoy lessons.

The school makes good links with the village and other organisations to help you learn.

The school cares for you well, particularly those who find learning particularly hard.

You know a lot about keeping healthy and keeping fit-just make sure you don't bump into others at playtimes!

Those we spoke to and your questionnaires said you feel safe in school.

The headteacher staff and governors are glad it's a good school, but want it to be even better.

We have asked the school to try and improve in two areas to help it get even better:

Give those of you in Years 1 to 6 more 'real life' mathematical investigations and more chance to do ICT work in more subjects. We have also asked the school to help you learn more about others in different parts of our country.

To ask more staff to be involved in looking at other lessons to spot things which are good to help teaching get even better.

You can help too by continuing to be brilliantly behaved and by making the school council work hard to discover your views.

Yours sincerely

Kevin Hodge

Lead inspector

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