

# Barton Junior School

## Inspection report

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<b>Unique Reference Number</b>	118392
<b>Local Authority</b>	Kent
<b>Inspection number</b>	339213
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Robert Ellis

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Peall
<b>Headteacher</b>	Chris Russell
<b>Date of previous school inspection</b>	8 July 2008
<b>School address</b>	Barton Road Dover CT16 2ND
<b>Telephone number</b>	01304 201643
<b>Fax number</b>	01304 201643
<b>Email address</b>	headteacher@barton.kent.sch.uk

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Twelve lessons were observed and nine teachers were seen. Meetings were held with staff who have particular responsibilities and with groups of pupils. Inspectors observed the school's work, and looked at school improvement plans, curriculum plans, the school's tracking data showing pupils' progress, teachers' lesson plans, pupils' work and the displays around the school. In addition, the questionnaire responses of 70 parents and carers, 93 pupils and 11 staff were analysed and their views taken into account.

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

- How effective teaching is in accelerating pupils' progress throughout all year groups in order to raise standards in English, mathematics and science, particularly for the most able pupils.
- The extent to which the curriculum motivates pupils to do well.
- The use of monitoring information to assess the impact of initiatives, gain a realistic view of the school's effectiveness and sharpen targets for further improvement.

## Information about the school

Barton Junior School is a part of the Dover Federation for the Arts. Most pupils are White British and very few are at the early stages of learning English as an additional language. The percentage of pupils eligible for free school meals is above average. The proportion of pupils who have special educational needs and/or disabilities is above the national average; the majority of these pupils have emotional, social and behavioural difficulties or moderate learning difficulties. However, few have a statement of special educational needs. The school has achieved the Activemark and has National Healthy Schools Status. It runs a breakfast club as part of its extended provision.

**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

Good progress has been made since the previous inspection. The school meets the needs of its pupils well and leaders and managers have an accurate view of the school's effectiveness and demonstrate good capacity for further improvement.

Standards are rising and robust systems and procedures are in place to track pupils' progress and identify those who need extra help or who require additional challenge. The quality of teaching is good and it is improving because appropriate challenge, professional development and support are provided for teachers. Pupils enjoy school and say that they feel safe. The school's arrangements to ensure their safety are effective.

The school promotes pupils' spiritual, moral, social and cultural development well. This is an inclusive school where all pupils are valued. Pupils' behaviour has improved but a small minority do not behave as well as they should, despite the good work being done to enable them to take responsibility for their own behaviour.

Lesson planning does not always take full account of the precise needs of different groups of students. Although the school has taken appropriate actions to improve outcomes for pupils some of these actions have not been evaluated fully.

Governors do not consult widely enough to ensure that all parents and carers feel that their views and concerns are listened to.

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

- Ensure that planning for improvement is based on the consistently rigorous and systematic evaluation of performance data in all areas of the school's work.
- Refine the use of assessment information to ensure that tasks and activities in lessons are more closely matched to the needs and interests of different groups of pupils.
- Consult more widely with parents and carers so that full account is taken of their views and concerns.

**Outcomes for individuals and groups of pupils****2**

Most pupils make good progress in relation to their starting points. Levels of attainment are rising and an increasing proportion of pupils achieve their challenging targets. The proportion of pupils who achieve Level 4 in national tests in English and mathematics is close to the national average but fewer than expected achieve the higher Level 5. Pupils

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who have special educational needs and/or disabilities make good progress because of the appropriate support and guidance that they receive.

Behaviour in lessons is good, but a small minority of pupils do not take responsibility for their own behaviour when supervised less closely. Pupils understand the school's system of rewards and sanctions and say that they are fair. Attendance is above the national average and good steps are taken to challenge and support the few pupils who do not attend regularly. Pupils say that they feel safe and that there is always someone they can talk to if they have a problem. They contribute to decision making and have good opportunities to take responsibility as members of the school council, playground buddies and role models.

Pupils understand the importance of adopting healthy lifestyles and keeping safe. They are enabled to develop skills that will be useful in their future education and most pupils were observed to cooperate well in paired and group activities. Inspectors observed a celebration assembly, led by pupils, respecting and valuing the achievements of other pupils.

*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>	3
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>3</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>2</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>	2
<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?**

Teaching has improved since the last inspection and it is now good, with some examples of outstanding practice. Appropriate assessment systems and procedures are being

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developed but assessment information is not used consistently well in all classes. Teachers plan lessons to take account of pupils' different abilities and interests. However, occasionally the needs of some groups of pupils are not met precisely enough to enable them to make the progress that they should.

The breadth and quality of the curriculum make a positive contribution to pupils' learning. It is enriched by a variety of clubs and activities, including educational visits and visitors to the school. Links with other schools and organisations offer pupils opportunities to experience memorable challenges, such as science experiments at a local secondary school and activities at the Kent Educational Television studios. The school interior is a bright and stimulating environment for learning. Pupils' artwork is celebrated by being displayed prominently in public areas around the school. Stronger links between subjects are being created and the school is working to develop a more creative curriculum. There are appropriate procedures for identifying and developing pupils who have particular gifts and talents. However, these enrichment programmes have not been evaluated fully. Opportunities for pupils to develop their information and communication technology skills are sometimes missed.

Pupils are well cared for and procedures for promoting their safety and well-being are rigorous and effective. The school works productively with families and outside agencies to provide good support for vulnerable students. The federation employs its own social worker and nurse, facilitating close links with social services and health services. There are very good transition arrangements for transfer between schools, and Year 6 pupils report that they are being prepared well for secondary school.

*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	3
<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 senior leadership team has a clear vision for the school and is focused on pupils' personal development and raising attainment. Clear priorities for improvement are founded on accurate performance data. The school has appropriate systems to monitor all aspects of its work but the evaluation of the impact of actions taken is not always sufficiently rigorous and systematic. Consequently, the school does not have secure and detailed evidence to show which actions are having the greatest benefit.

Effective links with a range of external agencies, including other local schools, support the progress and well-being of the pupils. Partnerships established with other parts of the federation are being particularly beneficial. For example, specialist teachers from other federation schools teach lessons in their area of specialism. The governing body is holding the school to account for tackling weaknesses and rapidly improving outcomes for pupils.

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However, it does not systematically consult and gather the views of parents and carers, and a significant number of these stakeholders do not believe that sufficient account is taken of their views and concerns. The school has a deficit budget but a recovery plan is in place and finances monitored closely.

Although work has been done to promote community cohesion at federation level, more needs to be done at school level. Equality of outcomes and the creation of a harmonious school community demonstrate that all pupils are valued and equality of opportunity is central to the school's ethos.

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

## Views of parents and carers

The vast majority of parents and carers are very happy with their child's experience at the school and feel that their children are safe and well cared for. A typical comment from a parent was, 'The school is managed very well and any known issues are dealt with very quickly.' A small minority expressed the view the school does not take sufficient account of their views and concerns and governors accept that more could be done to consult parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Barton Junior 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 167 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	61	26	37	0	0	1	1
The school keeps my child safe	42	60	27	39	0	0	1	1
My school informs me about my child's progress	27	39	36	51	5	7	2	3
My child is making enough progress at this school	34	49	23	33	5	7	1	1
The teaching is good at this school	35	50	23	33	5	7	1	1
The school helps me to support my child's learning	26	37	32	46	7	10	3	4
The school helps my child to have a healthy lifestyle	30	43	36	51	2	3	1	1
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)	22	31	38	54	4	6	2	3
The school meets my child's particular needs	26	37	35	50	1	1	5	7
The school deals effectively with unacceptable behaviour	28	40	32	46	7	10	1	1
The school takes account of my suggestions and concerns	21	30	31	44	6	9	4	6
The school is led and managed effectively	30	43	34	49	1	1	1	1
Overall, I am happy with my child's experience at this school	37	53	27	39	3	4	1	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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.**



5 November 2010

Dear Pupils

**Inspection of Barton Junior School, Dover CT16 2ND**

Thank you for making us feel so welcome and for helping us with the inspection. I would particularly like to thank those of you who took time to talk to us and those who completed our questionnaire. We liked the enormous range of your artwork that is displayed around the school. Many of you told us how much you enjoy school and that you feel safe and well cared for. We agree that the school looks after you well and most of you are making good progress. Most of you behave very well, but a few of you do not take enough responsibility for your behaviour.

Here are some of the best things about the school.

- You get on well with each other and your attendance is good.
- You are given good support to help you to develop as responsible young people. Everyone is valued and respected.
- The adults who run your school have good ideas about how to continue to improve it.

Here are the things that we are asking the school to do.

- Make sure that the work given you is always at exactly the right level. You need to tell teachers if it is too easy or too hard.
- Work out which of the things that the school does make the most difference to your learning.
- Ensure that your parents and carers are consulted and that their views and opinions are taken into account.

I am sure that you will want to play your part in making the school an even better place.

Yours sincerely

Robert Ellis

Her Majesty's Inspector

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