

Barford Primary School

Inspection report

Unique Reference Number	120783
Local Authority	Norfolk
Inspection number	358842
Inspection dates	10–11 May 2011
Reporting inspector	Richard Blackmore

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair	Toby Davidson
Headteacher	Judith Tigerschild
Date of previous school inspection	18 September 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed six teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, looked at its monitoring of pupils' progress, the quality of provision, samples of pupils' work, attendance data and school improvement plans. The views of 40 parents and carers were also taken into account.

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

- What are the standards and progress that are achieved by boys?
- How successful the school's actions are to improve pupils' rate of progress in Key Stage 2?
- How well assessment is used to provide support and challenge pupils to raise their achievement in mathematics?
- How much pupils know and understand about cultures different from their own?

Information about the school

Barford Primary School is a smaller-than-average school of its type. It serves the local community and the surrounding area. The vast majority of the pupils are White British. A lower-than-average proportion is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is broadly average, as is the proportion of those who have a statement of special educational needs. The headteacher has been at the school for eight months. The school holds the national Healthy Schools award and bronze Eco-School status. There are four classes with pupils of mixed ages. There is a before- and after-school club for pupils at the school, managed by the governing body.

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

This is a good school. Very positive relationships and sensitive pastoral care result in pupils' good behaviour and enthusiasm for learning. As one parent wrote, 'We believe that Barford Primary School promotes a caring, nurturing environment for the children who enjoy their time there.' Pupils have a good understanding of a healthy lifestyle, participating keenly in the 'Walk to School Week', and many have gained recognition for their efforts in the 'Safari Steppers' initiative. The school's national Healthy Schools award reflects the importance it attaches to pupils learning to live healthy lives. Pupils say they feel safe because staff are 'on it straightaway' - as one pupil said. Good attendance and punctuality reflect pupils' desire to be at school and their enjoyment of what the school offers. Attainment in English, mathematics and science is above average, exemplified by the work in pupils' books and especially by improvements in the quality of reading and mathematics. The progress made by boys, particularly in reading, is good because texts selected in lessons are chosen with their interests in mind. From broadly average, but highly variable, starting points, pupils achieve well and quickly improve in key skills and this means they are well prepared for the next stage in their education. The headteacher, ably supported by senior staff, evaluates the school's work rigorously and ensures that assessment is used effectively.

Teachers make lessons interesting by using information and communication technology to bring learning alive and build learning in small and carefully organised steps. This approach keeps lessons moving forward rapidly and generally teachers involve pupils well in question-and-answer sessions that extend thinking and understanding. The consistent celebration of pupils' efforts and successes, supported by the 'marble' awards which recognise pupils' efforts, helps to ensure they are well motivated. Sometimes, writing tasks are not challenging enough, particularly for the more-able pupils, and opportunities are missed to develop pupils' responses to questions. Marking does not always explain what pupils need to do next to improve their work. Improvements have been made to the curriculum, so that it is structured to focus on improving pupils' skills in specific subjects. Coupled with a wide range of enrichment activities, the curriculum contributes well to pupils' good progress. The pupils are very enthusiastic about opportunities provided to participate in the school's special events, such as Arts Week, curriculum theme days, and music and drama at school. The school provides very good support and challenge for pupils with special educational needs and/or disabilities and sets targets that are highly individual with the result that they make good progress both academically and in personal skills, building independence, self-esteem and confidence.

The school's capacity for sustained improvement is good because the headteacher and governing body have put together a detailed and realistic plan for developments which is based on thorough evaluation of the school's performance and astute and accurate identification of what needs to be done. Consequently, attainment is above average and

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pupils achieve well. Senior leaders have complementary skills and use these to good effect; they work together well as a team. Leaders at all levels are involved in monitoring the performance of the school and taking steps to improve it. The promotion of community cohesion is satisfactory. The school has embarked on developing comprehensive arrangements to underpin the promotion of community development, but there are limitations in links with areas beyond the locality and the evaluation of current actions.

What does the school need to do to improve further?

- Raise the quality of all teaching to that of the best by:
 - improving the information provided to pupils of how to improve their work
 - ensuring pupils, especially the more able, are challenged continually, particularly when answering questions and in their written work.
- Promote the scope of community cohesion through:
 - establishing more links beyond the local area
 - evaluating the impact of events and initiatives.

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

The school's data and observations of pupils' work show the pupils' rate of progress is accelerating, including in Key Stage 2. Intensive, personalised support provided by teaching assistants using guidance from a range of outside specialists and initiatives - such as 'Project X', focused on texts to motivate boys' and improve their reading skills - is ensuring their good progress. Although attainment is above average overall, standards in writing are not as high as in reading and mathematics.

Lessons observed during the inspection showed that pupils continue to develop positive learning habits and attitudes as they move through the school, valuing learning and eager to do their best. They listen attentively and participate well in discussions. This was evidenced in an outstanding Years 5 and 6 mathematics lesson, when pupils were required to articulate strategies for solving problems with different quantities of money enabling the teacher to identify swiftly where support and reinforcement were most needed.

Pupils make good contributions to the life of the school, enjoying responsibilities such as members of the school council and assembly monitors to ensure that facilities are continually developed - including the summer shelter for the field and raised beds for the environmental group. This work is continued into the local community with pupils contributing actively to the planning and execution of the Barford festival and raising money for charities including EACH (East Anglian Children's Home). Pupils' spiritual and moral development is good, as demonstrated in their good and sometimes excellent behaviour because of an ability to reflect, very thoughtfully and critically, on the consequences of their actions. Pupils' awareness and understanding of cultures that are different from their own are less well developed and the school is actively working to advance their understanding. Pupils' exceptional social skills are used purposefully, as seen in their friendships and sensitive support for each other in the classrooms and playground. Impressive support is given to younger pupils by older members of the school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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 set clear expectations for all pupils. Concise and helpful explanations ensure that pupils have a good understanding of what they are expected to learn and how they will know if they are successful. Drama is a driving force behind the quickening pupil progress. Activities in drama have generated ideas to be developed and a richer vocabulary to use in the course of pupils' writing. For example, Years 2 and 3 pupils, excitedly, used words such as 'heartbroken' and 'horrified' as they explored the issue of protecting the environment. Consequently, pupils are able to talk confidently about a range of themes and show an analytical approach to tasks and problems. Teaching assistants are well trained and provide good support for individuals in lessons and in small groups. The majority of lessons are planned carefully and the content is matched well to the needs and abilities of the pupils. There are times when pupils' progress slows down because activities are not hard enough for all of them.

The curriculum is supported effectively by an impressive number of well-chosen trips. The visit to How Hill, which pupils said they appreciate greatly, contributes strongly to their personal development and learning across different subjects, such as science and geography. Visitors, including astronomers and forensic scientists, enrich the curriculum further and make pupils inquisitive about the world. Many pupils attend the popular range of extra-curricular clubs, including the computer club, and nearly half of the pupils in the

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school go to the environment club. These activities help to develop pupils' keen sense of moral perspective on a range of ethical issues, including recycling and water conservation. Pupils' strong environmental awareness is reflected in the school's Eco-School status.

The after-school club has a range of well-planned activities which develop creative, physical and mathematical skills in a lively and caring environment. 'Talk homework', which encourages discussion at home on a broad spectrum of topics including ethical and moral issues, has considerable impact on speaking, listening and social skills such as taking turns and sharing. Nevertheless, the frequency and opportunities for pupils to use their mathematical skills to solve problems are more limited.

Pastoral care is good and pupils are known as individuals. Well-developed support systems within the school, such as the work of the higher-level teaching assistants and family support, are complemented by an excellent range of partnerships with outside specialists to support the needs of potentially vulnerable pupils, including those with special educational needs and/or disabilities. The support for pupils enables them to develop in a safe and secure environment. The clear guidance, which is given on internet safety, for example, is appreciated by all pupils. There are occasions when support staff are slow to provide guidance and respond to pupils needs when teachers are introducing lessons and this limits pupils' progress in the early parts of some lessons.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides a clear vision of what needs to be achieved to improve the school, meet challenging targets and the needs of pupils. Leaders make good use of a range of monitoring activities to improve the quality of teaching and have been successful, for example, in making effective use of assessment data to track slower progress and target support where it is required most. For example, information on pupils' performance in mathematics has been used very effectively to pinpoint that pupils have required additional help with strategies that involve more than one calculation. Observations to check the quality of teaching take place regularly, but monitoring is not undertaken frequently enough by all senior staff to ensure teaching is always fully effective.

The governing body takes great pride in its responsibilities and fulfils its duties with considerable expertise. It is knowledgeable about the school, has a good understanding of its strengths and its weaknesses and ensures resources are used well to challenge school leaders. Safeguarding procedures are robust and are monitored regularly. Child protection procedures are strong and followed closely by staff to ensure pupils' safety. Parents and carers are kept well informed about their children's achievement and the school, regularly,

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seeks their views. Relationships with parents and carers are good and the school works hard to involve them positively in their children's learning. A wide range of partnerships promote pupils' learning and well-being well. Apart from the expertise called on to support pupils with special educational needs and/or disabilities and behavioural difficulties, there are good links that support their learning. For instance, pupils enjoy a range of experiences in physical education through links with other schools that engage them in competitions. The school promotes equality and tackles discrimination effectively through a range of procedures that are understood by staff. There is close scrutiny of performance data to ensure underachievement of an individual or group of pupils is quickly identified and tackled.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Generally, children start school with skills that are broadly typical for their age, although relatively weaker in literacy. Children settle well when they first start in the Reception Year and adapt quickly to the daily routines. This is because adults are attentive, listen to the children and create conditions in which children feel welcomed, safe and secure. Children enjoy their learning and have a wide range of creative opportunities which enable them to develop skills quickly. For example, the teacher became a 'good witch' to help the children think about how her 'transport' (broomstick) could be modified in its design to be more effective. There are good relationships and parents and carers are welcomed as valued partners in their children's learning and well-being. Teaching is good, especially with regard to letters, sounds and numbers. Because of this good teaching, enhanced by a good curriculum and effective organisation, by the time children enter Year 1, they have made good progress in all areas of learning. Provision is particularly strong in promoting the children's literacy and numeracy skills and good assessment procedures are used to plan work that is matched accurately to the needs and abilities of all children. Even so,

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there are times when more use can be made of the outside area to develop writing skills. Good leadership and management ensure that individual children's needs are quickly identified to help them achieve their potential.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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

A higher proportion of parents and carers returned the questionnaire than is typical nationally. The overwhelming majority of parents and carers believe that the school keeps their children safe and helps their children to live a healthy lifestyle. All those who responded said that their children enjoy school. A small minority of parents and carers felt that their children were not making enough progress or that the school deals with unacceptable behaviour effectively. The inspection team found that pupils' progress is good, but endorse the view that it can be made better still. Behaviour in the school was seen to be good overall.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barford 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	48	21	53	0	0	0	0
The school keeps my child safe	16	40	23	58	0	0	0	0
My school informs me about my child's progress	9	23	29	73	2	5	0	0
My child is making enough progress at this school	9	23	23	58	8	20	0	0
The teaching is good at this school	11	28	27	68	2	5	0	0
The school helps me to support my child's learning	9	23	26	65	4	10	0	0
The school helps my child to have a healthy lifestyle	18	45	21	53	1	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)	8	20	25	63	5	13	0	0
The school meets my child's particular needs	10	25	22	55	6	15	2	5
The school deals effectively with unacceptable behaviour	10	25	21	53	6	15	2	5
The school takes account of my suggestions and concerns	10	25	22	55	7	18	0	0
The school is led and managed effectively	10	25	24	60	6	15	0	0
Overall, I am happy with my child's experience at this school	11	28	26	65	3	8	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



12 May 2011

Dear Pupils

Inspection of Barford Primary School, Norwich, NR9 4AB

Thank you for helping us when we visited your school. We enjoyed talking to you and you all helped us get to know your school really quickly. Your school is good and gives you a good education. Here are some of the best things about it.

You make good progress, particularly in reading and mathematics.

Your behaviour is good - so well done for that.

You told us how much you enjoy coming to school.

Your knowledge of keeping healthy is good.

You have a good awareness of how to stay safe.

Your spiritual, moral, social and cultural development is good.

You play a highly important role in organising the school through your school council and the jobs you do, such as raising money for charities.

Teaching is good.

Those in charge lead the school well.

I have asked your headteacher and staff to make your school even better by making sure all teaching is at least good. I have also asked her to help you get to know more about other cultures and places within the United Kingdom. You can help your teachers make these improvements. You can start by saying if work is too easy and if you don't understand how to make your work better.

Yours sincerely

Richard Blackmore

Lead inspector

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