

Barlborough Primary School

Inspection report

Unique Reference Number	112505
Local Authority	Derbyshire
Inspection number	357116
Inspection dates	24–25 May 2011
Reporting inspector	Adrian Guy HMI

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	226
Appropriate authority	The governing body
Chair	Steve Riley
Headteacher	Lorraine Jones
Date of previous school inspection	27 November 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 16 lessons and eight teachers. They saw teaching in each of the eight classes in the school, including a joint observation with the headteacher. They held meetings with staff, members of the governing body, and groups of pupils. The team observed the school's work and scrutinised a number of documents relating to the safeguarding of pupils, the teachers' assessment records, the school improvement plan and those supporting the school's self-evaluation. Inspectors analysed 149 questionnaires returned by parents and carers and also those returned by pupils and staff.

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

- Whether, given their starting points, are all pupils supported and challenged sufficiently in their learning so that they consistently make good progress and attain the highest standards of which they are capable.
- Whether the school's provision, in particular the quality of teaching, ensures equality of opportunity and has enabled all groups of pupils and particularly boys; those who are taught separately from the majority of their cohort; those who are less able; or who have special educational needs and/or disabilities to make good progress.
- Whether, through effective school self-evaluation, leaders, managers and the governing body have an accurate grasp of the school's strengths and weaknesses and can demonstrate the capacity for sustained improvement.
- Do the staff in the Early Years Foundation Stage secure the highest quality outcomes and learning for all children through successful provision, leadership and management.

Information about the school

Barlborough is an averaged sized primary school although, due to uneven intake numbers, some pupils are taught in mixed-aged classes. The proportion of pupils known to be eligible for free school meals is just under half the national average. The proportion of pupils from a minority ethnic background is much lower than average, as is the proportion of pupils who speak English as an additional language. In comparison to most schools, the proportion of pupils with special educational needs and/or disabilities or a statement is lower than the national average.

Since the last inspection the school has been awarded Healthy Schools status, and the Activemark and Basic Skills awards.

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

A strong sense of 'being at the heart of the community' pervades Barlborough Primary School. This is a good school where pupils are well cared for and their safety and well-being are given a high priority by the staff. Pupils enjoy coming to school and their attendance is excellent. Overwhelmingly, parents and carers have a positive view of the school and one typical comment stated: 'The school feels like a happy and positive place to be. There is a sense of community, which is encouraged in all year groups, and I think this is an important part of school.'

Pupils achieve well and by the time they leave the school reach standards above those expected nationally. Since the last inspection standards have improved and since 2009 achievements in English and mathematics have been significantly above average. This is because the school has focused on the progress of pupils, particularly that of boys, intervening to support learning where necessary, sharing learning targets with pupils and ensuring that teachers have high expectations for all. As a result all pupils, including those with special educational needs and/or disabilities, make good progress because they are well supported. The quality of teaching is good and there is some outstanding practice. However, too often there is an over-emphasis on adult direction and opportunities are missed to encourage pupils to take more responsibility for their own learning.

In recent years the school has moved forward at a good rate. Improvements to the quality of provision, particularly the consistently good teaching in Key Stages 1 and 2 and the effective challenge now provided for more-able pupils, are contributing to improved attainment by Year 6. The school's capacity to improve further is good. This is evident in the strong sense of teamwork, high levels of commitment by staff and school leaders, and monitoring which results in an accurate evaluation of the school's work.

Structured activities in the Early Years Foundation Stage ensure that children progress well, especially in communication, language and literacy, and problem-solving, reasoning and numeracy. As a result, they leave their Reception Year with outcomes that are above average. Although there is some good teaching, provision across all aspects of the Early Years Foundation Stage is inconsistent. The uncovered outdoor area is underdeveloped and not all children benefit regularly from the full range of opportunities for outdoor learning. During whole class and small group sessions, activities and questioning by adults are well matched to children's varying abilities. However, at times activities are overly adult-directed and children have insufficient opportunities to learn independently and make choices. Consequently, adults miss the chance to question children in order to advance their learning.

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What does the school need to do to improve further?

- Further develop opportunities for pupils to be independent by:
 - ensuring that they have sufficient time in lessons to work independently
 - ensuring that adults achieve a more effective balance between directed activity and creating opportunities to identify and build on successes and misconceptions from pupils' unaided efforts.
- Improve the consistency of provision in the Early Years Foundation Stage by:
 - making full use of the outdoor area for all children to maximise learning opportunities
 - providing greater opportunities for children to learn independently and influence what, how and where they learn
 - ensuring all adults question children's understanding effectively in order to identify and plan for individuals' next steps more precisely.

Outcomes for individuals and groups of pupils

2

Pupils are motivated, have good attitudes to learning and respond positively when they are engaged and well taught. These qualities, together with their good behaviour and excellent attendance, contribute well to their learning.

When they start in Reception, children's skills and knowledge are in line with, and often slightly above, those expected for their age although there is some fluctuation from year to year. They make good progress so that by the end of Year 6 their attainment is above average. The school has focused on pupils' writing and is seeing improvements as a result. Pupils with special educational needs and/or disabilities make good progress as a result of the support they receive in tackling small steps in learning confidently.

The school takes good care of its pupils and enables them to progress well in aspects of their personal development. Pupils say they feel safe and behave well in school. They are polite, considerate and get on together very well. Pupils participate enthusiastically in school and community life. They take their school council, fund-raising roles and environmental improvement seriously. The recently opened school garden is a source of great pride. In learning about healthy living, they know about the dangers of alcohol and drugs, take plenty of exercise and take advantage of a range of clubs and activities beyond the classroom. Their high attendance, together with good attainment and social skills such as teamwork and cooperation, mean that they develop good attitudes and attributes that contribute successfully to their future economic well-being. Pupils' spiritual, moral, and social understanding is developed well. This is due in part to a strong ethos which focuses on being part of the community. However, pupils' cultural development and understanding of wider aspects of diversity are less strongly developed.

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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	1
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?

Good teaching, skilful use of interactive whiteboards coupled with teachers' commitment, and positive relationships all make a strong contribution to pupils' good progress. This is supported by the purposeful use of assessment information and individual targets for improvement. Where teaching is most effective, such as in Year 6, it is as a result of carefully planned, fast-paced, skilful and challenging activities that keep pupils continually on their toes. However, opportunities for pupils to demonstrate and develop their independence are limited.

Throughout the school, a well-planned curriculum, flexible to the needs of pupils in mixed-aged classes, supports learning and personal development effectively. Curricular themes are adjusted to meet pupils' interests and needs by gathering pupils' questions at the beginning of each topic and using them to adapt learning to their interests. With the opening of the school's 'hub' learning in information and communication technology (ICT) is provided for increasingly well. Provision for pupils with special educational needs and/or disabilities is well planned and enables these pupils to make good progress and more-able pupils also benefit from increased challenge in lessons. The school's small hall restricts certain activities from taking place. In particular, it is not possible for the school to hold whole-school assemblies and physical education activities for larger groups of pupils are also restricted. The school relies on effective community partnerships, which enable the use of the village hall for some of these activities.

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Good care, guidance and support for pupils are at the heart of the school's ethos. The impact of the school's supportive approach is evident in pupils' strong personal development. Liaison by pastoral staff with a variety of agencies and parents and carers ensures that the needs of pupils who may be vulnerable are well met.

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 has been successful in her strategy of raising achievement by developing a strong staff team, which shares her vision. Responsibility for monitoring pupils' attainment and curriculum subjects is distributed among the staff, ensuring that there is accountability for pupils' progress. The school's development plans and self-evaluation are appropriate and accurate. However, the links between them and the school's monitoring and governance are less strongly developed. Members of the governing body have developed the skills and knowledge to challenge and support the school in all areas of the school's work. Recent additions to the governing body have enabled the governors to better focus on further aspects of monitoring. Members of the governing body have effective communications and links with parents, the parent teachers' association (PTA) and the community. The school has effective policies and procedures in relation to promoting equality and tackling discrimination. Inspectors looked in detail at aspects of achievement for boys and girls and found no pattern of inequality, with all groups achieving good outcomes.

Strong links with the local community and effective partnerships are effective in helping the school to deliver aspects of its work that it could not deliver on its own. For example, the school works with a local cluster of schools to employ an ICT technician and the PTA raised significant funds to help establish the school's ICT 'hub'. Reports, parent's meetings, text messages and newsletters keep parents and carers informed appropriately. The school has held workshops to support parents' and carers' understanding of aspects of the curriculum. The availability and approachability of the headteacher and governors, as well as surveys, gives parents and carers opportunities to make their views known. There is a strong sense of a cohesive community within the school, with strong links to the local community. The school is aware of the need to widen this focus beyond the local community and provide more opportunities for pupils to develop wider perspectives and further develop their positive attitudes and dispositions to enable them to live in, and make a positive contribution to, a diverse community.

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

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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle well in the Early Years Foundation Stage. They are well cared for and they make a positive start to their schooling. They progress well and, by the end of the Reception Year, achieve outcomes above those typically expected for their age. Where teaching is good, children are challenged and they make good progress particularly in communication, language and literacy, and problem-solving, reasoning and numeracy. However, this is not consistent and when teaching is satisfactory, progress slows. Although the planned curriculum covers all the required areas of learning, providing children with structured activities that meet their needs and ensure good outcomes, these activities are too often overly adult-directed. As a result, provision is satisfactory because children lack sufficient opportunities to explore their world for themselves, make real choices or to think more imaginatively and creatively. This is compounded in the use of the uncovered outdoor learning area which is not readily accessible to all children.

Systems for monitoring provision and children's progress are not sufficiently rigorous to address inconsistencies and arrangements for identifying gaps in learning and planning next steps in each child's development are underdeveloped.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
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

A large majority of parents and carers returned questionnaires to the inspection team. Inspectors also spoke to some parents and carers and considered their responses along with those expressed in the questionnaires. A very large majority of parents and carers are supportive of the school. They agree that their children enjoy school, are kept safe and are well taught. A very small minority disagreed that the school meets their child's particular needs and that the school takes account of their concerns. Inspectors examined these issues carefully. They found evidence that all groups of pupils achieve well, that provision for their needs were appropriate and arrangements for ensuring their well-being were good. The school has appropriate strategies for engaging parents and actively seeks their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barlborough 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 149 completed questionnaires by the end of the on-site inspection. In total, there are 228 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	58	59	40	2	1	1	1
The school keeps my child safe	88	59	58	39	1	1	2	1
My school informs me about my child's progress	71	48	74	50	4	3	0	0
My child is making enough progress at this school	82	55	58	39	6	4	2	1
The teaching is good at this school	85	57	56	38	2	1	2	1
The school helps me to support my child's learning	76	51	61	41	6	4	0	0
The school helps my child to have a healthy lifestyle	76	51	63	42	8	5	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)	58	39	71	48	3	2	4	3
The school meets my child's particular needs	73	49	66	44	8	5	1	1
The school deals effectively with unacceptable behaviour	70	47	67	45	5	3	3	2
The school takes account of my suggestions and concerns	53	36	84	56	8	5	2	1
The school is led and managed effectively	82	55	56	38	4	3	4	3
Overall, I am happy with my child's experience at this school	89	60	49	33	7	5	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.



26 May 2011

Dear Pupils

Inspection of Barlborough Primary School, Chesterfield, S43 4ET

Thank you for welcoming the inspection team to your school recently. You may remember us coming to check how well you are all learning. We learned a lot from watching your lessons, talking to you about your work and life at school, and looking at your work.

Your school provides you with a good education. The adults take good care of you. Your well-being is really important to them. We were pleased to see that you behave and get along together very well. You are given interesting things to learn about and a range of clubs and activities to join in with. I was very impressed by your school garden and the way you look after each other on the playground as young first aiders.

We could see that many things are improving at your school:

- ? your attainment is much higher
- ? the quality of the teaching you receive is better
- ? the way your school is led and managed is more effective
- ? your attendance is excellent - well done!

These are the things we have agreed with your headteacher and the governing body that your school should improve next:

- ? ensure you all have the opportunity to be more independent in lessons
- ? improve the opportunities for children in the Reception classes to learn as well as they can both indoors and outside

I am sure that you will have some good ideas about how to improve your school. I hope you will contribute them through the school council. All the inspectors wish you the very best for the future.

Yours sincerely

Adrian Guy

Her Majesty's Inspector

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