

Barrowby Church of England Primary School

Inspection report

Unique Reference Number	120513
Local Authority	Lincolnshire
Inspection number	380046
Inspection dates	22–23 November 2011
Reporting inspector	Richard Marsden

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	Mark Newton
Headteacher	Sylvia West
Date of previous school inspection	8 January 2007
School address	Church Street Barrowby Grantham NG32 1BX
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons taught by nine teachers. Inspectors spoke with parents and carers, and held meetings with staff, pupils and representatives of the governing body. They observed the school's work and looked at safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and planning, as well as responses to questionnaires from 130 parents and carers, 21 staff and 133 pupils.

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

- Are all current pupils maintaining the high attainment of previous years and making good progress from their starting points?
- How securely do teachers know how the attainment of their pupils compares with that of pupils nationally?
- In this predominantly White British community, how effectively is the school preparing pupils to take their place as citizens in our culturally diverse society?
- Do children in Reception now have more opportunities for creative and physical development, as recommended at the last inspection?

Information about the school

The school is similar in size to the average primary school. Almost all pupils are of White British heritage, with a very few from other ethnic backgrounds. Very few are at an early stage of learning English as an additional language. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational need, is in line with that found nationally. The percentage known to be eligible for free school meals is well below the national average.

The school has several awards including the Basic Skills Mark. It also has Healthy Schools and Eco-Schools Silver status.

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?

1

The school's capacity for sustained improvement

1

Main findings

The school provides an outstanding education for its pupils. Not only do they attain high standards in their work but, as parents, pupils and staff all confidently state, the school has a warm and caring atmosphere where pupils are known exceptionally well as individuals. The promotion of pupils' self-worth and the raising of their aspirations and self-esteem are central to the school's work. The school caters exceptionally well for pupils' all-round personal development as well as their academic progress.

Under the guidance of experienced and inspiring leaders, staff are relentless in their pursuit of excellence for all pupils. Staff work exceptionally well as a team, offering one another high levels of support and encouragement. Through stringent self-evaluation they have a very clear view of the school's strengths and areas for further development. The areas for improvement raised at the last inspection, as well as areas uncovered by the school's ongoing self review, have been very decisively addressed. Consequently, the school's capacity for further improvement is outstanding.

Pupils' behaviour is excellent and their attitude plays a major part in the excellent progress they make in lessons. Older pupils effectively support younger ones, and, in an atmosphere of mutual support, pupils gain confidence to take risks and 'have a go' without embarrassment or fear of failure.

Teachers track pupils' progress very closely. They use this information to make sure that work is keenly matched to pupils' needs and interests, and offers the right level of challenge. As a result, the progress made by all groups of pupils, including those with special educational needs and/or disabilities, is equally impressive. Although the attainment of pupils is high in English and mathematics, girls have done better than boys in recent years, in line with the national picture. The school is effectively narrowing the gap and sets itself the challenge of ensuring that boys' attainment consistently matches that of girls, bucking the national trend by eradicating the gap completely.

The school is an exceptionally harmonious community and promotes community cohesion very effectively in its locality. Leaders recognise, however, that there is scope to develop further the school's links with contrasting communities in the United Kingdom and abroad, so that pupils are more fully prepared to take their places confidently as global citizens.

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What does the school need to do to improve further?

- Sharpen the level of challenge so that at the end of Year 6 even more pupils attain standards in English and mathematics which are well-above those found nationally and any remaining gap in the performances of boys and girls is eradicated.
- Strengthen the school's contribution to community cohesion by expanding opportunities for pupils to interact at first-hand with their counterparts from contrasting communities within the United Kingdom or overseas.

Outcomes for individuals and groups of pupils

1

From starting points which are in line with national expectations in Reception, pupils make excellent progress and attainment in English and mathematics by the end of Year 6 is high in relation to national standards.

Pupils achieve well because they engage very effectively with their work. Both boys and girls respond well to the visual aids and 'hands-on' tasks which enliven teachers' explanations. They do not have to sit and listen for long before setting about their own work. Opportunities to work individually, in pairs and in groups, develop resilience, resourcefulness and deep levels of concentration. In one outstanding English lesson in which pupils were exploring ways to convey empathy with a character, the lesson involved role play, film clips, hands-on activities and quick bursts of paired discussion, as well as moments for silent thought and reflection. Not a moment was wasted as pupils engaged deeply with the tasks. The written work which followed was of a very high standard. In a lesson with the youngest children there was very thoughtful discussion about how people hurt one another. The teacher's sensitive use of a puppet brought situations to life for the children, creating a moving atmosphere of calm and reflection at the end of the day.

Individuals and groups progress equally well, with no major differences, although sometimes there remains a small and diminishing gap between the performance of boys and girls. Pupils with special educational needs and/or disabilities are identified early. They master basic skills and make excellent progress because they receive high quality support from assistants within the classrooms or in individual or small group activities nearby. Pupils known to be eligible for free school meals and pupils from minority ethnic backgrounds also make excellent progress.

Pupils feel extremely safe and free from the fear of bullying. They say they can take any problems to their teacher if the need arises. They know about internet safety and 'stranger danger', as well as road, fire and water safety. Older pupils can explain clearly the dangers of smoking, alcohol and drug abuse. Pupils are good ambassadors for a healthy lifestyle, diet and regular exercise. Participation rates in out-of-school sport are high. Pupils enjoy many opportunities to make a contribution

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to their school or wider community. The school council can point to ways in which they have 'made a difference', and 'buddies' from older classes help younger pupils to settle in. Pupils are involved with projects within the local community, as well as further afield through charities and educational links.

Pupils' capabilities in information and communication technology are well developed, and they acquire skills in team working, decision making and problem solving. All of these, along with their high attainment in English and mathematics, mean they are being exceptionally well prepared to take their place eventually in the working world.

Pupils respond exceptionally well to the many opportunities they have to reflect on values, beliefs and principles, not only in assemblies but also in lessons. They articulate clearly a sense of right and wrong, showing openness and sensitivity to other people's views. They have a keen awareness of cultural diversity supported by links with schools in other parts of the United Kingdom and in Kenya. These are helping to widen pupils' horizons and are beginning to bring alive for them the diversity of the world beyond their village.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers' excellent planning leads to stimulating and inspiring lessons with high expectations. Lessons move at a rapid pace. Teaching often incorporates the use of music, movement, hands-on activities and high quality visual aids, as well as moments of calm and reflection. Teachers and pupils use computer technology very

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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effectively to foster enthusiasm and promote learning. The school's recent participation in an ambitious Europe-wide digital media project has had a decisive influence in raising attainment in writing. Learning support assistants are very well deployed to support pupils needing extra help. The school has a sophisticated tracking system which identifies swiftly any pupils who fall behind so that support can be given to help them catch up. Teachers provide good ongoing feedback in lessons and they mark work conscientiously, giving pupils clear guidance on how to improve and ensuring that they act upon this advice.

The curriculum is broad and balanced, offering memorable experiences which bring learning to life for all pupils. There are exciting 'theme days' involving the whole school or individual classes. For example, a recent Roman Day, and a Royal Air Force visit generated great excitement among the pupils. There is wide take-up of sporting and cultural activities. The school has an excellent reputation for the high quality of its musical productions which involve large numbers of participants. Visits, including a residential visit on which pupils enjoy a range of adventurous and confidence building activities, are highly valued. The school ensures that all pupils, irrespective of need, have the opportunity to take part in all activities.

The care shown to pupils is exceptional. Teachers ensure that new pupils, including any who join the school part way through a year, are made welcome and settle in quickly. Pupils are given high quality support and guidance as they prepare to move to the next stage of their education. The school is persistent and conscientious in the support it gives to any pupils and families facing challenging circumstances. This has ensured that pupils potentially at risk of underachieving have been able to make progress in line with their peers.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior leaders know the school's strengths and areas for improvement very well. They have high ambitions and set a clear direction. Issues identified in the last inspection and school priorities for improvement have been addressed effectively. Leaders monitor the quality of teaching rigorously and staff are keen to act on feedback they receive in order to develop their expertise.

Members of the governing body bring a broad range of skills and talents to their work. They have an incisive knowledge of the school and offer robust support and

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challenge. They can point to ways in which they have shaped the strategic direction of the school. The school works exceptionally well with parents and carers as they support their children’s learning. It provides high quality information via a range of media, and parents and carers say that the school listens to them and responds readily to any concerns they raise. The school not only meets but exceeds statutory requirements for the safeguarding and protection of children. It maintains excellent records and acts rapidly and decisively on all issues relating to child protection.

The school uses professional partnerships well to promote pupils’ excellent learning and personal development. Teachers work with counterparts from other schools to ensure a secure understanding of how well pupils are doing in relation to nationally expected standards. A range of agencies supports pupils facing challenging circumstances. The school’s collaboration with other local schools and community groups enables it to offer an exciting programme of extra-curricular activities. Great care is taken to ensure that there is no unevenness in the response of different groups of pupils to what the school offers: the promotion of equality of opportunity is at the heart of the school’s values.

The school is a highly cohesive community and promotes community cohesion very effectively within its locality, as well as further afield through links with Kenya. For this aspect of the school’s work to be outstanding, however, leaders acknowledge that the school’s links beyond the immediate locality need to be further strengthened. They already have plans to address the situation.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children in the Early Years Foundation Stage are eager to come to school and keen

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to talk about how much they enjoy the activities on offer. They make outstanding progress in developing knowledge and skills which prepare them very well for the future. In a safe and caring environment they settle in very quickly and develop confidence and social skills exceptionally well. Their behaviour is outstanding. They display excellent cooperation with each other and with adults, and readily take on jobs such as putting things away and tidying up.

The learning environment is highly stimulating. The outdoor area has been greatly improved since the last inspection. Both the indoor and outdoor areas offer a range of purposeful activities promoting all areas of learning exceptionally well. There is a balance of activities led by adults and activities chosen by the children themselves. The latter allow children to make informed choices and thus develop independence and confidence. Learning support assistants are well briefed and play a significant role in ensuring that all children thrive and progress.

Leadership and management are outstanding. Staff make very conscientious checks on what individual children can already do when they arrive. Further checks are regular and thorough, so that staff have a clear view of children’s progress and are confident that they are being appropriately challenged and that their needs are being appropriately met. Communications between staff are excellent, and the leader has a sharp insight into the strengths and areas which can be further improved.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

There was a 53% return of questionnaires, which is much higher than the national average return for primary schools. Parents and carers were overwhelmingly positive in their responses to questions on the questionnaire. A very few took the opportunity to mention individual concerns. Inspectors investigated these very carefully, concluding they were not indicative of more widely spread concerns. Many others wrote comments offering glowing praise for the school, such as 'We are absolutely delighted with every aspect of Barrowby School. The leadership and staff are superb and our son is contented, happy and making excellent progress.' and 'We are very impressed with the school's activity, variety, communication and overall family atmosphere.'

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barrowby Church of England 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	111	85	19	15	0	0	0	0
The school keeps my child safe	110	85	19	15	0	0	0	0
The school informs me about my child’s progress	86	66	38	29	2	2	1	1
My child is making enough progress at this school	100	77	27	21	1	1	0	0
The teaching is good at this school	101	78	27	21	0	0	0	0
The school helps me to support my child’s learning	83	64	36	28	5	4	0	0
The school helps my child to have a healthy lifestyle	82	63	44	34	2	2	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)	72	55	41	32	3	2	3	2
The school meets my child’s particular needs	87	67	40	31	1	1	0	0
The school deals effectively with unacceptable behaviour	73	56	45	35	5	4	0	0
The school takes account of my suggestions and concerns	74	57	44	34	8	6	2	2
The school is led and managed effectively	96	74	31	24	0	0	0	0
Overall, I am happy with my child’s experience at this school	105	81	21	16	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



24 November 2011

Dear Pupils

Inspection of Barrowby Church of England Primary School, Grantham, NG32 1BX

I would like to say a big 'thank you' to everyone for the warm welcome you gave to the inspectors when we visited your school. We came to see what the school does well and how it might be improved. We took notice of your views as well as those of the adults. This is what we found:

- Your school is outstanding and gives you a very high standard of education.
- You behave exceptionally well and concentrate hard on your work, which means you make excellent progress and reach high standards.
- Your teachers work very hard to make lessons interesting and fun
- The school is a very caring, friendly place where people are not afraid to 'have a go' even if they make mistakes
- You have healthy lifestyles and you know how to stay safe
- You have lots of opportunities to take part in out-of-school activities and to take on responsibilities in your school.

To make your school even better we have asked your teachers to make sure that everyone reaches the same high standards in mathematics and English. In some classes the girls are doing slightly better than the boys! We have also suggested that teachers give you more opportunities to have contact with people from communities beyond your village so that you can learn from one another about how different people live.

It was a great pleasure to visit your school. You can make sure it goes from strength to strength by always working hard and doing your best.

Best wishes to all of you.

Yours sincerely

Richard Marsden
Lead inspector

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