

The Bardney Church of England and Methodist Primary School

Henry Lane, Bardney, Lincoln, LN3 5XJ

Inspection dates 23–24 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. Pupils of all ability levels make good progress in reading, writing and mathematics, and standards are above average by the time they leave at the end of Year 6.
- Most teaching is good. Teachers plan lessons carefully to capture pupils' interest and enthusiasm, so that learning and progress are good.
- The teaching of early reading skills is good and pupils develop into confident readers who enjoy an interesting range of books.
- Behaviour is good. Pupils are kind and friendly, form good relationships and therefore feel safe in school. Above-average attendance reflects their good enjoyment of school.
- Leadership and management, including governance, are good. Teachers in this small school share responsibilities willingly and governors have ensured the school has developed well since its last inspection.
- Almost all parents and carers are pleased with the quality of education the school provides.

It is not yet an outstanding school because

- Although most teaching is a good, a small amount requires improvement and not enough is outstanding.
- Teachers occasionally do not demand enough from pupils in lessons, and their marking does not always help pupils to improve their work.
- The checking of pupils' progress does not focus enough on the amount or quality of written work completed in their books.
- Teachers do not have enough opportunities to observe each other's work, and so share the best practices in teaching.

Information about this inspection

- The inspector observed 14 parts of lessons, seven of which were seen jointly with the headteacher. This included three sessions on phonics (the teaching of letters and their sounds).
- Meetings were held with staff, governors and groups of pupils. The inspector also met with a representative of the local authority.
- The inspector observed the school's work and looked at documents relating to pupils' progress and attainment, pupils' work in books and school improvement planning. The most recent report from the local authority was looked at carefully, and documents relating to safeguarding were also considered.
- Account was taken of the 19 responses to Ofsted's online questionnaire, Parent View, and the 17 staff questionnaires that were completed.

Inspection team

Lois Furness, Lead inspector

Additional Inspector

Full report

Information about this school

- In this much-smaller-than-average primary school, the vast majority of pupils are White British.
- A broadly-average proportion of pupils are known to be eligible for the pupil premium. In this school it provides additional funding for children in local authority care, children from families working in the armed forces and pupils known to be eligible for free school meals.
- No pupils are educated through alternative provision away from the school site.
- The proportion of pupils supported at school action is broadly average, but the proportion supported at school action plus or through a statement of special educational needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There are five classes: Reception, Reception and Year 1, Year 2, Years 3/4, and Years 5/6.
- Two newly qualified teachers joined the school in September 2012.

What does the school need to do to improve further?

- Make teaching and achievement outstanding by:
 - demanding a consistently high quality and quantity of written work, and checking pupils' books more regularly to make sure it is there
 - giving pupils more opportunities to practise their writing and other basic skills in subjects such as science, history, geography and religious education
 - ensuring that more-able pupils are consistently challenged during introductions to lessons
 - always giving pupils clear guidance in marking about how to improve their work, and time to make the alterations
 - sharing the existing outstanding practice in teaching more widely.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved from satisfactory to good since the last inspection. This is a result of teachers using assessment information more effectively to plan lesson activities that promote good progress.
- With such small year groups children's attainment when they join the Reception classes varies from year to year, but overall their knowledge, skills and understanding are slightly below the levels expected for their age. As a result of good teaching they make good progress in all areas of learning. In 2012, standards on entry to Year 1 were above average.
- Pupils make good progress overall as they move through Years 1 to 6. They leave school in Year 6 with attainment that is above average in reading, writing and mathematics. All pupils in 2012 made at least the two levels of progress from the end of Year 2 in English and mathematics that are expected nationally.
- School data on pupils' progress and the work seen in lessons and books show that good progress is made by almost all pupils in reading, writing and mathematics. In all year groups most pupils are working at least at age-related expectations. Approximately one third are working above these levels, especially in reading.
- Achievement in reading is a particular strength. Pupils' early reading skills are taught well, and an above-average proportion of pupils attained the expected level in the newly introduced national reading test for Year 1 pupils. By Year 6, pupils read widely and often. They enjoy reading and speak knowledgeably about a range of authors such as David Walliams and Jacqueline Wilson.
- Although national test data suggest that boys were not attaining as highly as girls and their progress was slower, observations and the work in pupils' books show that this is no longer the case. Staff have worked hard to engage boys in their learning through the use of boy-friendly topics and practical resources, including information and communication technology.
- Disabled pupils and those who have special educational needs make good progress because of the well-targeted extra support they receive. The pupils who are supported by the pupil premium also receive effective help when needed. Test results and progress data shows that this support helps pupils who are known to be eligible for free school meals to achieve as well as others in the school.

The quality of teaching is good

- The overall quality of teaching seen during the inspection was good, and a small amount was outstanding. However, a small amount required improvement. This profile is typical of the teaching in school generally, as indicated by the senior leadership team's monitoring records.
- The variation in the quality of teaching is because teachers sometimes spend too long introducing work and ask questions that do not challenge pupils to think and try hard. This is particularly true for more able pupils, who at times have to listen for too long and do not get enough time to extend their learning.
- The work in pupils' books in English and mathematics is of good quality and well presented.

However, they do not contain enough written work for this time of year, especially in subjects such as science, history, geography and religious education. Teachers do not have consistently high expectations of the quality and quantity of work produced, and so pupils are not getting enough regular opportunities to use and apply their key literacy and numeracy skills.

- The teaching of phonics is good. The sessions observed were lively and interesting, and pupils were highly motivated by the teaching. Good subject knowledge ensured all pupils developed the skill of blending letters together to read unfamiliar words.
- All teachers plan lessons carefully, so they are well prepared with resources readily available. This was seen in a good mathematics lesson when Year 2 pupils explored the lines of symmetry in different shapes. Mirrors, coloured paper, markers and a range of shapes were on hand so pupils could choose how to investigate the question of how many lines of symmetry each shape contained.
- All teachers encourage pupils to collaborate and discuss ideas. In an outstanding lesson for Years 5 and 6, pupils were observed eagerly discussing scenes in *A Midsummer Night's Dream* in preparation for writing play scripts and ultimately a performance of this Shakespeare play. There was a buzz of excitement in this lesson as pupils eagerly completed their tasks.
- Good marking is evident in English books, and in this subject useful comments encourage pupils to improve their work. However this good practice is not seen enough in other subjects and pupils do not always have time to respond to the comments made.

The behaviour and safety of pupils are good

- Pupils say they enjoy school and find their lessons interesting. Above-average attendance and good punctuality reflect this view.
- Behaviour in lessons and around school is typically good. Staff say behaviour is good, and pupils and parents agree. Discussions with pupils indicate that lessons are very rarely disrupted by inappropriate behaviour, and any 'silliness' is sorted out quickly. Just occasionally the more-able pupils lose concentration, particularly when introductions to lessons go on too long.
- The behaviour of the Reception-age children is good. Through the skilled guidance of the adults working with them they learn the skills of taking turns, listening to each other and tidying up after playing with different resources.
- Pupils have no concerns about bullying and say it happens very rarely. All those spoken to had a good understanding of different types of bullying such as making racist comments, name calling and the misuse of mobile phones.
- Positive, caring relationships are a strength of the school and pupils say they feel safe and well cared for. All parents who completed the online Parent View survey said the school keeps their children safe. Pupils understand what constitutes potentially dangerous situations and how to avoid or react to them. For example, they know about the possible dangers of the internet.
- Pupils' mature behaviour, respect for others, relaxed and courteous manners and the open views they express about other cultures and religions all reflect their good social, moral, spiritual and cultural development.

The leadership and management are good

- Leaders, including the governing body, have high aspirations and the school improvement plan is a useful tool to achieve their vision. The questionnaires show that all staff fully support the leadership team and what it is doing to improve the school.
- Leaders have an accurate awareness of the strengths and weaknesses in teaching. They have provided suitable training to support the development of the less experienced teachers, although staff have not had enough opportunities to share the existing outstanding practice so that more teaching is at that level.
- A regular cycle of leaders' monitoring includes analysing pupils' progress, lesson observations, discussions with pupils and checking their work in lessons. However, the work in pupils' books is not checked often enough to make sure that all pupils are making consistently good progress in all subjects, or having enough opportunities to practise their literacy and numeracy skills.
- The use of pupil premium funding has been planned and allocated well. Additional resources and support have been successful in helping eligible pupils who are at risk of falling behind in literacy and numeracy to succeed.
- The way subjects are taught gives pupils a wide range of learning experiences, both within school and beyond. Lessons on personal, social and health education promote pupils' good personal skills, including behaviour and an understanding of keeping safe. Other aspects of spiritual, moral, social and cultural development are provided through music, art and the learning of French, for example.
- The local authority has provided good support for this school over the last two years. It has provided consultancy support for the Early Years Foundation Stage, training in the teaching of phonics, and leadership training for relevant staff. Also, the school improvement partner has written informative reports for the governing body.
- Parents appreciate the staff and the work they do. The online questionnaire returns and the school's own survey results show that parents have positive opinions of the school and would unreservedly recommend it to others.
- **The governance of the school:**
 - Governors visit the school regularly to find out for themselves how well the headteacher and staff are performing. Records of meetings and visits show that they help the school to improve through good support and by asking searching questions. They have a clear overview of pupils' attainment and progress and how these compare to similar schools nationally. They also know about how staff pay rises and promotion are linked closely to pupils' performance. Governors check how the pupil premium funding is spent and how it helps pupils' achievement. Appropriate recent training for governors has covered information for new governors, finance and safeguarding. They manage the school's financial resources well, and make sure that safeguarding procedures and practices meet national requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120589
Local authority	Lincolnshire
Inspection number	405944

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	114
Appropriate authority	The governing body
Chair	Joanne Kerry
Headteacher	Garth Hicks
Date of previous school inspection	5 July 2011
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