

# Barrow Hill Primary School

Station Road, Barrow Hill, Chesterfield, S43 2PG

## Inspection dates

12–13 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although teaching has improved and is sometimes good. The quality of teaching in Key Stage 1 is too variable and this means that pupils' progress is inconsistent.
- Teachers do not always provide work at the right level of difficulty, especially for pupils who find learning easy.
- Temporary staffing has meant that teachers in charge of subjects do not keep a careful enough eye on how well pupils are doing in their subject across the school.
- A particular weakness in mathematics is that pupils are not given enough opportunities to work on problems that require more than two steps to solve or work on tasks that have more than one solution.
- Pupils do not make as much progress in writing as they do in reading by the end of Years 2 and 6.

### The school has the following strengths

- This is an improving school. Standards have steadily improved over the last two years.
- Children make good progress in the Nursery and Reception class.
- The governing body and the headteacher set demanding targets for staff and use good systems to check on how well pupils are learning. As result, teaching has improved.
- Pupils feel safe, behave well in lessons and attend school more often because they enjoy the activities provided for them.

## Information about this inspection

- The inspector observed teaching and learning in all year groups in seven lessons and also made a series of short visits to classrooms and other activities such as withdrawal groups. The headteacher joined the inspector on a number of these visits.
- Meetings were held with those teachers with extra responsibilities for subjects such as mathematics and English, the Chair of the Governing Body, teachers, pupils and a representative of the local authority.
- The inspector took account of the 29 responses the school's own parental survey conducted this term as there were no responses to the online questionnaire (Parent View).
- The inspector looked at a range of school documentation and information relating to teaching and learning, behaviour and safeguarding.

## Inspection team

Jacqueline Wordsworth, Lead inspector

Her Majesty's Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- This school is much smaller than the average-sized primary school.
- Children in the Early Years Foundation Stage are taught in one class. Pupils in Years 1 and 2 are taught in another. Those in Years 3, 4, 5 and 6 are taught in a third class.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding to support pupils known to be eligible for free school meals, those who are looked after by the local authority and pupils with a parent in the armed forces, is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action plus, school action or a statement of special educational needs is higher than that found nationally.
- The school meets the current government floor standards, which set the minimum expectations for attainment and progress.
- The headteacher took up post in April 2012.
- The Early Years Foundation Stage leader took up post in September 2012.
- Two classes are taught by temporary teachers. One permanent member of staff has been appointed and is due to start at the school in the summer term.

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

- Improve teaching and learning so it is consistently good or better by making sure that teachers:
  - plan work for each pupil that is matched closely to what they already know and can do, particularly for those who are supported by extra funding or who find learning easy
  - check regularly how well pupils are learning during each lesson, so that they can be moved on to harder work as soon as they are ready
  - teach the solving of puzzles, problems and investigations in all classes throughout the school
  - extend pupils' vocabulary and make sure that pupils understand how to use words, grammar and punctuation effectively and accurately.
- Strengthen leadership and management by making sure that subject leaders are helped to play a full role in checking on how well pupils are doing throughout the school.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils generally make better progress in Key Stage 2 than in Key Stage 1 because of inconsistencies in the quality of teaching. This results in some pupils having to catch up in their learning from Key Stage 1, especially in writing and mathematics.
- Pupils' progress in mathematics is inconsistent. Work in Key Stage 1 is not demanding enough because teachers do not give the most able pupils hard enough work. For example, in one lesson, a child who already knew how to add several larger numbers together quickly had to participate in a lengthy introduction adding 1p, 2p and 5p.
- Pupils do not have an understanding of how to apply their number skills and knowledge in unfamiliar situations. This is because teachers do not give pupils enough opportunities to work on problems or puzzles in mathematics that require more than one way of solving the question.
- Many pupils do not have a wide enough vocabulary and this limits their ability to improve their writing. Their knowledge of spelling and grammar, although increasing, is not secure enough to reach the highest levels.
- Disabled pupils and those who have special educational needs make reasonable progress over time. Their progress is better in the Early Years Foundation Stage and Key Stage 2 because teaching is better in these key stages.
- The headteacher makes sure that the additional money that the school receives for pupils known to be eligible for free school meals and those in local authority care is used effectively to support individuals and small groups of pupils who need the most help.
- The pupil premium has helped to pay for extra teaching and individual support. As a result, the attainment and progress of eligible pupils is much improved. So much so that these pupils are now achieving the same as their classmates in reading and, in some cases, they are doing slightly better, particularly in mathematics.
- Children in the Early Years Foundation Stage are doing well because the teachers successfully build on what children know and can do, and have a good understanding of how young children learn. Reading is taught effectively and children's progress is good. Children are developing a love of reading and are keen to show adults how many sounds they know and how many simple words they can read and spell. As a result, they are ready to start Year 1 with skills and abilities in reading that are broadly in line with those of children nationally.

### The quality of teaching

### requires improvement

- Although there are secure plans in place to make sure that pupils do not repeat work in following years, teachers do not always take enough account of pupils' different stages of learning in the mixed-aged classes,
- There is not enough good teaching in the school to make sure that most pupils make good progress. Teachers do not always expect enough of pupils. Some activities are not hard enough, particularly for those who find learning easy.

- Some teachers do not check on pupils' learning in lessons and change their teaching when they can see that pupils can already do the work. Therefore, those pupils capable of doing much harder work do not always get the opportunity. As a result, they do not learn as quickly as they should.
- Teachers mark pupils' work regularly and some teachers give specific examples of what to do next. However, not all marking is accurate or helpful in showing pupils how to improve.
- Reading is taught well throughout the school. This is because the school has a good system for the teaching of early reading skills. Younger pupils learn the sounds that letters make (phonics) and apply these skills well in reading unfamiliar stories and books. Older pupils read more widely and are able to explain what they think authors mean when they use certain words or skills to gain the readers' interest.
- Well-trained adults are used appropriately to teach reading to groups and individual pupils of different abilities. They work closely with teachers to plan and carry out programmes to support disabled pupils and those who have special educational needs. They help to make sure that these pupils have the same opportunity to learn as their classmates.
- In the Early Years Foundation Stage, learning is particularly effective because teachers often find an unusual or real-life context to capture children's interest. Children, as a result, are well engaged in their lessons. Best use is made of resources and adults in order to develop children's imaginative play. For example, children were engrossed in a number of activities from fixing the sink in the role play area to simple model making using wood, nails and tools. The teacher's good use of questions extends children's thinking and ideas, and helps children to talk about the decisions they make and to develop their play

### **The behaviour and safety of pupils** requires improvement

- Attendance has improved and is average. Absences are swiftly followed up and the unacceptability of being late is reinforced at the start of the school day.
- Behaviour has improved in response to a range of strategies introduced by the school. The school keeps detailed records of incidents of inappropriate behaviour. However, these records do not allow for easy searching for previous incidents.
- Pupils work and play together well. They generally respond well to instructions, both in the classroom and around school.
- Relationships between adults and pupils are generally positive. Pupils mostly want to do well and try really hard in their work. In a few lessons, where work is either too hard or too easy, pupils lose interest in their learning and their progress slows.
- The 'Stay and Play' and 'Men behaving dadly' groups have shown pupils, parents and carers that learning can be fun. Older pupils are taking part in the 'Rotary Award' for poetry writing. This successfully encourages pupils to take part in events in their local community and to make sure that their work is the very best it can be.
- Pupils report that bullying has decreased and is now rare. Pupils have an appropriate understanding of the different types of bullying and know how to keep themselves safe on the internet and social networking sites. Most parents and carers who responded to the school's own questionnaire agree that there is little bullying and that their children feel safe in school.

- Those pupils facing challenges in their lives are well supported by the headteacher, who provides them with opportunities to talk about their concerns and develop ways to cope with their difficulties. Some of the pupil premium money has been spent on support for these pupils and it has had a positive impact on their behaviour and enjoyment of school. The headteacher and pupils themselves can point to examples of pupils whose behaviour has improved dramatically because of such support.

### **The leadership and management** requires improvement

- The recent improvements to the quality of teaching and pupils' learning and progress have not been sustained long enough for the judgement of this aspect to be good. It is clear, however, that the headteacher has a good grasp of the school's strengths and weaknesses and is taking the right steps to eradicate inadequate teaching and raise standards.
- While much has been done to strengthen leadership, further work is needed because much of the improvement rests in the hands of the headteacher. Owing to temporary appointments, those responsible for subjects or other aspects of the school are not carrying out their responsibilities well enough to help overcome the long-term weaknesses in the quality of teaching and pupils' learning and progress.
- The headteacher checks on the quality of teachers' work and pupils' progress frequently through visits to classrooms and regular meetings. These checks place a good emphasis on the impact that teaching has on pupils' learning and progress. Follow-up visits are planned to check that areas for development for individual staff have been acted upon.
- Pupils are very pleased that the headteacher has introduced visits to an outdoor education centre where they stay away from home, organise sporting events and activities that allow them to be successful in other areas of school life. Pupils are excited by the new after-school clubs. They value the opportunity to take on responsibility for running the school shop and being part of a newly established school council.
- The headteacher is making links with several local organisations so that pupils understand the importance of how doing well at school helps you get a job. Everything possible is done to help pupils whose circumstances make it difficult for them learn to have the same opportunity to learn and succeed as other pupils. The headteacher has sought to increase links with local churches and faith groups so that pupils develop an understanding of how other people live.
- Communication with parents and carers and the wider community has been strengthened. The headteacher is winning the hearts and minds of most parents and carers in making the required changes to the school. They particularly like the training and workshops provided by the school to help them to better understand how they can support their child's reading.
- The school values the good support from the local authority, which has been particularly successful in improving the governance of the school. The local authority provides good support through its advisers and a local partner school to improve the quality of teaching. The checking of the school's performance by the local authority is rigorous and accurate.
- **The governance of the school:**
  - Recent support from a National Leader of Governance has improved the way the governing body carries out its roles and responsibilities. The minutes of governing body meetings now meet requirements. Members of the governing body have made sure that all of the required

policies are in place and are up to date. Governors have an accurate understanding of how well the school is doing and they work closely with the headteacher to make the school better. They now gather evidence for themselves to check that things are moving forward. For example, they make regular visits to classrooms to look at books and are involved with checking that pupils are making at least the progress they should. Governors have a reasonable understanding of how the pupil premium money is spent and where it is having the most impact. As a result of good quality training, governors have an increased understanding of the quality of teaching and how this is linked to teachers' pay. They have taken decisive action to eradicate inadequate teaching. Governors ensure that safeguarding procedures meet current requirements. A recent audit of how the governing body and headteacher manage the school's budget found that they are making reasonable progress in meeting the statutory requirements of the School's Financial Value Standard and the local authority internal policies and procedures.

## 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

<b>Unique reference number</b>	112626
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	410246

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Tatam
<b>Headteacher</b>	Karen Porteous
<b>Date of previous school inspection</b>	20 October 2011
<b>Telephone number</b>	01246 472494
<b>Fax number</b>	01246472494
<b>Email address</b>	headteacher@barrowhill.derbyshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

