

Barford Primary School

Chapel Street, Barford, Norwich, NR9 4AB

Inspection dates 5–6 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their varying starting points.
- Standards in the current Year 6 are well above average in reading, writing and mathematics.
- Teaching is consistently good, with particular strengths in Reception and Year 1 and in Years 5 and 6.
- Pupils are clear about what they are expected to learn and have excellent attitudes to their work.
- Teaching assistants support pupils very well and enable them to make good progress.
- The behaviour of pupils is outstanding, both in class and around the school.
- Pupils feel very safe in school, a view supported by all parents who expressed an opinion.
- Leaders, managers and governors have built on the strengths identified in the previous inspection and have improved teaching and increased achievement since then.

It is not yet an outstanding school because

- Pupils do not always have opportunities to extend their writing across different subjects, especially in Years 3 and 4.
- Teachers do not consistently ensure that pupils act on the written advice in their books to improve their work.

Information about this inspection

- The inspector observed 12 lessons or parts of lessons, almost all jointly with the headteacher.
- The inspector heard pupils read and, with the headteacher, looked at samples of pupils' work.
- The inspector looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and subject materials, evidence of the school's partnership work and information for families.
- A meeting was held with a group of pupils chosen at random, and other pupils were spoken to informally in class and around the school. Discussions were held with school staff, the Chair of the Governing Body and two other governors, and a representative from the local authority.
- The inspector noted the 37 responses to the online questionnaire, Parent View, the contents of letters from parents, and spoke informally to parents in the playground.
- The inspector considered the eight staff questionnaires that were completed.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in mixed-age classes, except in Year 2.
- Most pupils are White British.
- The proportion of pupils supported by the pupil premium (which in this school provides additional funding for pupils known to be eligible for free school meals) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus, or with a statement of special educational needs, is above average.
- The school runs a daily breakfast club and after-school club.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Make sure that all pupils, including those in Years 3 and 4, have opportunities to apply their literacy skills in extended writing across different subjects.
- Make sure that pupils in all classes consistently act upon teachers' written advice to help them improve their work.

Inspection judgements

The achievement of pupils is good

- Children join the school with varying skills that are broadly typical for their age. They get off to a good start, enjoying a good range of purposeful and stimulating activities in Reception. They are well prepared for Year 1.
- Phonics (the sounds that letters make) is taught well in small groups tailored to pupils' abilities. In the 2013 Year 1 check on phonics skills, an above-average proportion of pupils met the required standard. This built on the school's good performance in 2012.
- Pupils make good progress in Key Stage 1. This is evident in the work they have produced over time. Very small cohorts mean that results fluctuate widely from year to year according to pupils' different starting points.
- In 2013, standards by the end of Year 2 were below average in writing and mathematics and average in reading. There were only nine pupils in this cohort. Pupils in the current Year 2 have made good progress and are performing at above-average levels in reading and mathematics and at average levels in writing.
- Good progress continues across Key Stage 2. Pupils did very well in 2012 and standards in the current Year 6 are well above average in reading, writing and mathematics. In 2013, standards dipped and were broadly average. This year group had suffered from weaker teaching in the past, so that even though they made very good progress in Year 6, not all pupils performed to their full potential.
- All the current Year 6 pupils are making nationally expected progress, and a good proportion are doing even better, especially in writing. This is because teachers across the school have benefited from extensive training in drama and there has been a focus on key writing skills in literacy lessons. However, pupils in Years 3 and 4, in particular, do not have enough opportunity to apply these skills in extended writing across different subjects.
- Pupils achieve well in reading because they learn to read quickly and have plenty of opportunities to read widely. Pupils benefit from weekly sessions with a highly skilled volunteer in the school's well-resourced library. An emphasis on promoting boys' reading has been successful.
- Progress has accelerated in mathematics because the school has adopted a new approach to teaching calculation based on using practical apparatus.
- Across the school, attainment is generally above what is nationally expected. The school's progress information shows that most pupils make good progress in reading, writing and mathematics. Disabled pupils and those who have special educational needs achieve well because their progress is closely tracked and support is promptly arranged according to their individual requirements.
- There are too few pupils supported by the pupil premium to comment on their attainment. The pupil premium is spent on additional teaching support and this enables eligible pupils to make good progress.
- The most-able pupils are well challenged and make good progress. In the current Year 6, more than half the pupils are performing at the higher levels of attainment in reading, writing and

mathematics.

The quality of teaching is good

- Teaching is consistently good across the school, with particular strengths in Reception and Year 1 and Years 5 and 6. This enables pupils to make good progress as they move from year to year.
- In Reception, a clear focus on developing children's early basic skills equips them well as they move towards Year 1. The stimulating and dynamic teaching fires children's enthusiasm as they enjoy well-planned activities in all areas of learning, both inside and outdoors. For example, children followed up a recent visit to Cromer by writing pictorial greetings cards.
- Pupils in Years 5 and 6 have been engaged in studying the First World War and have been encouraged to make very good links with other subjects. For example, they looked in depth at how the propaganda posters of the time were designed to persuade people to sign up for the war. Pupils were able to identify key features of the posters which got the message across. They looked at posters from Germany as well as Great Britain and used their knowledge to design their own high-quality propaganda posters.
- Teachers make clear to pupils exactly what they are going to learn and work with them to establish how they will know that they have been successful. Teachers have high expectations of pupils and use their good subject knowledge to set challenging tasks that make pupils think for themselves. They deepen pupils' learning further through, for example, probing questioning that tests out what pupils already know and extends their understanding.
- Teaching assistants are trained well and they are well briefed, enabling them to support individuals and groups of pupils very effectively. This makes a valuable contribution to pupils' learning.
- Books show that work is marked regularly and that, in some year groups, teachers encourage pupils to act on the advice given to improve their work. However, in other year groups, this does not always happen.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils have excellent attitudes to learning and are full of enthusiasm for their studies. In class, they are fully engaged and enter wholeheartedly into their activities. Pupils are highly accomplished at collaborating together and are very keen to join in with class discussions.
- Pupils' behaviour in and around the school is exemplary. They say, 'Everyone knows everyone.' Older pupils readily mix with younger ones and they all support one another. Pupils enjoy taking responsibility; for example, as play leaders and buddies.
- The school is very successful in supporting improvement in the behaviour of those pupils who sometimes find it difficult to behave well.
- The school's work to keep pupils safe and secure is outstanding. Pupils say there is no bullying and they have every confidence in staff to help them if anything goes wrong. They have an excellent understanding of the different types of bullying, such as cyber-bullying, and how to

deal with them.

- Staff know pupils very well as individuals and this makes an extremely positive contribution to the school's caring atmosphere. Pupils have a very good awareness of how to keep safe, both in school and out and about.
- Pupils raise significant amounts of money for charities, such as the British Heart Foundation when they took part in a skipping marathon. They join in fully with community events, such as the renowned Barford Festival each summer.
- The breakfast and after-school clubs are popular and well run. They enable pupils of all ages to socialise in a relaxed atmosphere.
- The school has worked effectively with families to reduce absence. Attendance has improved this year to be in line with the national average.

The leadership and management are good

- The headteacher and senior teacher form a strong team and are highly ambitious for the school. They have built on the strengths recorded at the time of the previous inspection. There is a dedicated staff team who share a common vision for driving improvement. Members of staff are very keen to develop their skills further and they benefit from productive training.
- Senior leaders and governors have done much to keep teaching consistently good or better and have acted swiftly to tackle any lapses. They check the quality of teaching rigorously and have formed an accurate view of how well the school is doing and how it could improve.
- Subject and other leaders are fully involved in checking the work of the school and contribute to its well-focused action plans. These set targets that can be clearly measured and are reviewed regularly with governors. The headteacher and senior teacher have developed the roles of other leaders in the school effectively, which keeps morale high.
- The management of teachers' performance is robust and pay rises are only given if these can be justified by pupils' accelerated progress.
- The range of subjects and topics is designed to take into account pupils' interests and includes activities to enrich their experiences. For example, pupils visited Norwich Castle Museum to see an exhibition about the Romans and the Celts.
- The school makes sure that pupils enjoy a wide variety of music, sport and the arts. This contributes very well to their spiritual, moral, social and cultural development. For example, pupils worked on a project at the Theatre Royal, Norwich on a project linked to the Glyndebourne Touring Opera. They also represented Norfolk schools at Twickenham Rugby Stadium in a tag-rugby demonstration.
- The primary sports funding has been spent on training for staff and on widening the range of sports on offer to pupils. This has increased the level of participation. Staff are more confident in teaching sports and pupils are healthier as a result of the greater focus on keeping fit. Regular 'wake and shake' exercise sessions after assembly also contribute to this sense of well-being.
- A close link with a Czech school makes pupils aware of how children in other countries live and

learn and contributes to their cultural development. The school ensures that all pupils are treated equally and have the same chance to succeed, free from discrimination.

- Parents are very positive about the school and almost all who responded to Parent View said they would recommend it to their friends. They value the school's openness and say that their children 'skip into school each morning'.
- The support from the local authority has been low-key, appropriately in proportion to the school's strengths. A recent visit from a 'challenge partner' has been beneficial for staff in setting priorities for future improvement.
- Leadership and management are not yet outstanding because there remain a few inconsistencies in the provision, such as marking, and not enough pupils exceed expected progress for achievement to be outstanding.
- **The governance of the school:**
 - Governors are knowledgeable about the school and visit regularly to find out first-hand how well it is working. They know about the quality of teaching and how pupils' performance compares with that in other schools. They understand how the pupil premium is spent and the impact it is having. They make sure that the management of teachers' performance promotes the school's priorities for improvement and supports individuals. Governors bring a wide range of skills to support the school. They ensure that all safeguarding arrangements are exemplary.

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	120783
Local authority	Norfolk
Inspection number	444104

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	89
Appropriate authority	The governing body
Chair	Jenny Longmore
Headteacher	Judith Tigerschild
Date of previous school inspection	10 May 2011
Telephone number	01603 759660
Email address	office@barford.norfolk.sch.uk

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