

# Barlow CofE Primary School

Millcross Lane, Barlow, Dronfield, S18 7TA

**Inspection dates** 9–10 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Decisive leadership and management, including by the governing body, have improved achievement and teaching since the previous inspection.
- Because teaching is now consistently good pupils of all abilities make good progress.
- Standards in English and mathematics at the end of Year 6 are rising rapidly.
- Children make a good start to their school lives in the Reception class.
- The progress of every pupil is carefully checked to ensure that nobody falls behind.
- Pupils' outstanding behaviour and attitudes to learning contribute to the strong sense of community in the school.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- The school provides a calm and orderly learning environment in which pupils feel very safe.
- Parents and carers are very pleased with the school and the progress their children are making.

### It is not yet an outstanding school because

- In a few lessons, teachers do not pick up quickly enough the points at which higher ability pupils can be given harder work.
- Pupils do not always follow the guidance in teachers' marking of their work in order to benefit from the advice given.
- There is a lack of clarity in the subject and other leadership responsibilities of some staff, which means they cannot contribute as strongly to school improvement as they could.

## Information about this inspection

- The inspector observed teaching in eight lessons. All of these were observed jointly with the headteacher. A number of other short visits were made to classrooms.
- Meetings and discussions took place with the headteacher, staff, governors, pupils, parents and a representative of the local authority.
- Samples of pupils' work were examined. Some pupils read books to the inspector.
- The inspector took account of the 25 responses to the online survey, Parent View, as well as the 10 questionnaires completed by staff.
- The inspector looked at a range of documents, including data on pupils' progress and attainment produced by the school, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and leaders' plans for raising attainment.

## Inspection team

Kenneth Thomas, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school.
- Pupils are taught in four mixed-age classes. The composition is: Reception; Years 1 and 2; Years 3 and 4; and Years 5 and 6.
- Virtually all pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium is well below average. This is additional government funding for particular groups, such as pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average as is the proportion supported at school action plus or with a statement of special needs. There are currently no pupils at the school with a statement of special educational needs.
- The executive headteacher took responsibility for leadership and management of the school in September 2013. A new substantive headteacher has been appointed to take up post in September 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve the quality of teaching so that more is outstanding by ensuring that:
  - teachers keep a close check on the progress higher ability pupils make in the work set in lessons so that their learning is moved on quickly
  - pupils follow the advice that teachers give them in the marking of their work so that they can improve their skills.
- Improve leadership and management by clarifying the responsibilities of staff with subject and other leadership roles and provide the necessary training so they can make a full contribution to school improvement.

## Inspection judgements

### The achievement of pupils is good

- Children join the Reception class with skills and aptitudes that are generally consistent with those expected for their age. They make good progress and virtually all enter Year 1 having achieved well in all areas of learning. Good foundations are laid for the development of the literacy and numeracy skills they will need throughout their time in school.
- Because teaching is consistently effective, good progress continues for all groups of pupils as they move through the school. As a result, standards in English and mathematics are rising.
- The most recent assessment information and inspection findings show standards in reading, writing and mathematics at the end of Year 2 to be above expectations, with marked improvements in writing and mathematics.
- Reviews of current pupils' work and the provisional 2014 end of Key Stage 2 test results show that standards in reading, writing and mathematics are rising rapidly. Small cohort sizes make comparisons with national figures unreliable; for example, in the current Year 6 there are only four pupils. Pupils achieve well in relation to their starting points and the proportion of pupils who make and exceed the expected progress compares well with national averages.
- The most able pupils achieve well. Most of the small number of pupils currently in Year 6 reached the higher Level 5 in reading and mathematics. A good proportion of the pupils presently in Year 5 are on track to reach similar standards in reading, writing and mathematics by the end of Year 6; the majority of these pupils have already reached at least Level 4 in all three subjects.
- Pupils' good progress in reading is underpinned by the regular teaching of letters and the sounds they make (phonics). Virtually all pupils reach the required standard in the Year 1 reading check. Across the school, the large majority of pupils develop confidence in reading and, by the end of Year 6, read widely for purpose and pleasure.
- Standards in mathematics have risen because pupils are given more opportunities to apply and develop their mathematical skills in a wide range of contexts. Standards in writing are improving because pupils are being given more opportunity to write at length for different audiences and different purposes. This is helping to ensure better progress and rising attainment.
- Disabled pupils and those who have special educational needs make good progress because their individual needs are well known and additional support is carefully tailored to meet those needs.
- There are too few pupils known to be eligible for the pupil premium to comment on their attainment without risk of identifying them. However, the additional support that is provided ensures that their progress is comparable to that of their peers in reading, writing and mathematics.

### The quality of teaching is good

- Teaching is much improved and is now consistently good. This ensures that all groups of pupils make good progress and achieve well. Virtually all pupils display enthusiasm for learning and behave extremely well.

- Good classroom management, coupled with high expectations, ensures that teaching takes place in a calm and purposeful learning atmosphere. This makes a significant contribution to pupils' good progress.
- English and mathematics are taught well across the school, with an appropriate priority given to these subjects in all classes.
- Good planning makes sure that pupils are provided with work that is matched well to their different ages and abilities, including the most able. In a successful mathematics lesson with Year 5 and Year 6 pupils, for example, pupils made rapid progress in the application of the properties of numbers to solve problems, while a group of higher ability pupils progressed to the writing of basic algebraic formulae. However, in a few instances, the progress of higher ability pupils slows because the teacher does not pick up quickly enough the point at which they can be given more difficult work.
- In Reception, adults take every opportunity to encourage children to talk about their learning. In one session, for example, children were earnestly engaged on a variety of outdoor activities related to a day at the sea-side. While children were experimenting with water and sand and building boats of varying size, adults took every opportunity to develop their language by skilfully questioning them about the things they were doing.
- Reading is taught well. Daily sessions are carefully structured and well paced. Interesting activities help pupils to focus on the sounds of letters and groups of letters. This helps to develop both reading and writing skills.
- Good use is made of paired discussion for pupils to talk with and learn from each other. This helps to promote their social development, as well as their speaking and listening skills. Good-quality displays of pupils' work provide examples of what all should aspire to and reminders of key learning points.
- Teachers and teaching assistants ensure that the work given to pupils who need extra help is carefully sequenced so that all make good progress towards their learning targets. This includes disabled pupils and those who have special educational needs, and those eligible for the pupil premium.
- The marking of pupils' work is generally good, with guidance given on what pupils need to do to improve their learning and to reach a higher level in their work. However, in a few instances pupils do not follow the teacher's guidance when it is given.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. They have extremely positive attitudes to learning, and listen very attentively in class. Evidence in the school shows that this is a consistent factor in learning in all lessons and classes. Pupils enjoyed talking about their work with the inspector and their pride in their work is reflected in the care they take when writing in their books. This contributes strongly to their progress and the rising standards.
- In Reception, children quickly learn and accept the school's expectations of behaviour in lessons and around the school. This forms the basis of the excellent behaviour that contributes so well to the school's positive learning environment.
- The school's work to keep pupils safe and secure is outstanding. Parents and carers spoken to during the inspection echoed the view that this is a welcoming school in which behaviour is

exceptionally good and their children are kept very safe. Pupils are very friendly; as one pupil said, 'We care about each other'.

- Pupils are confident that adults will look after them well if they have any concerns. They have a well-developed understanding for their age of how to keep safe, for example, when using the internet. Pupils understand about different kinds of bullying, including physical bullying and persistent name-calling, and are emphatic when they say that they cannot think of any incidents of this type or of any racist comments. This is confirmed by school records.
- Pupils are keen to take on jobs and responsibilities within the school, for example, as school councillors or when older pupils act as 'Barlow buddies' in the playground. This helps younger pupils to feel secure and settle quickly into school when they begin.
- Pupils' enjoyment of school is reflected in their attendance, which is consistently above average, and their punctuality at the start of the day.

### **The leadership and management** are good

- The headteacher's exemplary leadership has driven the school's improvement since the last inspection. He has brought together the whole school community and provided the school with well-considered strategies for continuing its upward trajectory.
- The school has a powerful ethos of care and inclusion. There is a united determination to ensure equal opportunities, foster good relationships and eliminate discrimination. Staff morale is high and all are committed to raising pupils' achievement.
- The effective management of teachers' performance has improved the quality of teaching. Teachers are set demanding targets and all understand that pay increases have to be justified by pupils' progress. Through rigorous checks and clear feedback, teachers know exactly what they need to be focusing on to improve their practice. All have benefitted from suitable training and opportunities to share good practice with colleagues from other schools. The impact is seen in consistently good teaching across all classes and rising standards.
- Good leadership of the Early Years Foundation Stage ensures that supportive links are established with parents and carers from the time that children first enter school. This has a positive impact on their learning and social development.
- Staff with subject and other leadership roles are keen to contribute to school improvement. However, because of some staffing changes, in a few areas there is a lack of clarity in roles and responsibility. This hampers the contribution these staff can make to whole-school improvement.
- The school teaches a stimulating and relevant range of subjects and topics, which pupils enjoy. Every opportunity is taken for pupils to use their English and mathematics skills in different subjects. Particularly good use is made of visits to extend pupils' learning and their personal development. For example, residential experiences help to broaden pupils' outlook and develop their self-confidence.
- Pupils' spiritual, moral, social and cultural development is excellent and permeates all aspects of school life. The impact is seen, for example, in pupils' acceptance of clearly-defined boundaries of what is right or wrong. Pupils develop a very good understanding of religious and cultural diversity in modern Britain.

- The additional primary sports funding is being used to enhance provision through, for example, the employment of specialist sports coaches and widen the range of activities the school offers. The school has yet to evaluate the impact of these initiatives.
- The school has been provided with good support by the local authority. The quality of teaching has been checked through regular visits and support provided to develop the skills of the governing body.
- **The governance of the school:**
  - Governance has improved since the last inspection. Governors are now more thorough in evaluating the quality of their own work and the impact they have on the school's performance. They understand how pupils' attainment and progress compare with those of other schools and hold leaders to account for them. They set and review dutifully the headteacher's targets for improving the school. Governors are well informed about the quality of teaching and have fully supported the headteacher in the action taken to improve teaching. Succession planning was meticulous in the process of appointing the new substantive headteacher.
  - Governors ensure that pay and promotion are justified by the impact of teaching on pupils' progress and achievement. Financial management is secure and governors know how the income received through pupil premium funding is spent and the impact on pupils' progress. Governors ensure that all national requirements are met, including those relating to child protection and safeguarding

## 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>	112798
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	441866

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	77
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Shipley
<b>Headteacher (Executive)</b>	Jonathon Brookes
<b>Date of previous school inspection</b>	13 February 2013
<b>Telephone number</b>	01142 890413
<b>Fax number</b>	01629 640874
<b>Email address</b>	info@barlow.derbyshire.sch.uk

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