

Barrow Hill Primary School

Station Road, Barrow Hill, Chesterfield, S43 2PG

Inspection dates 21–22 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- The school has improved significantly since the previous inspection. The headteacher has very high expectations of everyone and her strong focus on improving pupils' achievement through high-quality teaching has raised standards across the school.
- From their starting points in school, which for most children are usually well below those that are typical for their age, they make very good progress across Nursery and Reception.
- Pupils continue to make good progress across each key stage. Standards at the end of Year 6 in reading, writing and mathematics, which were very low until 2011, have been slightly above average for the past two years.
- Lessons and activities are mostly well planned to meet the needs of the different ages and abilities within the classes.
- Behaviour is good. Pupils say there is no bullying and that they feel safe and secure in school.
- Parents greatly value the work that the school is doing with their children and regard the school as a centre of support for the local community.
- Governors now have a good understanding of how the school is performing and have used the information available to them to challenge the school to improve.

It is not yet an outstanding school because

- Teachers do not always ensure that pupils apply the skills that they have learnt in spelling, handwriting and punctuation in all their writing.
- In a few lessons, more-able pupils are not set work that is sufficiently challenging to help them reach the higher levels of attainment.
- Not enough opportunities are provided for pupils to understand how societies function at national and global levels.

Information about this inspection

- The inspector observed 10 lessons, or parts of lessons, seven of them jointly with the headteacher.
- The inspector looked at work in pupils' books and listened to some pupils in Years 1 and 2 read. He met with a group of pupils to gain their views of the school.
- The inspector looked at a range of documentation, including assessments and records of pupils' progress, the school's checks and records relating to safeguarding, child protection and attendance, minutes of the governing body meetings, records of how teaching is managed and the school improvement and self evaluation plans.
- Meetings were held with the headteacher, other staff, five governors and representatives of the local education authority.
- There were not enough responses to the on-line questionnaire (Parent View) for the responses to be considered. The inspector met with a group of parents and also talked to parents at the end of the school day. He also looked at the responses from the seven staff questionnaires.

Inspection team

Adam Hewett, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than most other primary schools.
- The proportion of pupils supported through the pupil premium is above the national average. This is additional government funding for pupils who are known to be eligible for free school meals, children of service families, or those who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is below that in most schools. The very large majority are of White British heritage.
- Pupils are taught in four mixed-age classes.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is a little above average. The proportion of such pupils who are supported at school action plus, or with a statement of special educational needs, is well-above average.
- The headteacher was appointed in January 2012. There have been many changes of staff since the last inspection and all the teaching staff have been appointed within the past two years.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching so that the rate of pupils' progress and their levels of attainment continue to rise by:
 - ensuring the basic skills of sentence construction, punctuation and handwriting are applied in all pieces of work
 - providing sufficiently challenging activities for the most-able pupils in all lessons.
- Improve the effectiveness of leadership and management even further by developing more opportunities within the curriculum for pupils to gain a deeper understanding of how society operates both nationally and globally.

Inspection judgements

The achievement of pupils is good

- Most children start in the Nursery with skills and knowledge that are well below those that are typical for their age. Children make good progress across Nursery and Reception due to well planned learning activities, both indoors and outdoors, that match the different ages, abilities and interests within the class. Most children are developing a good understanding of words and sounds, and showing interest in reading. By the time they move into Year 1, pupils' standards are only slightly below those expected nationally.
- Pupils continue to make good progress across Key Stage 1. In 2013, pupils' attainment by the end of Year 2 went up significantly and in reading, writing and mathematics was slightly above that found nationally.
- In 2012 and 2013, by the time they left the school, every Year 6 pupil had made at least the progress expected during Key Stage 2, with an increasing number exceeding this. In 2013, pupils' standards were slightly above average in writing and mathematics but were below in reading and their knowledge of spellings, punctuation and grammar.
- Current school data and work in books indicate that all pupils in school are making good progress. However, whilst the progress of more-able pupils is improving, too few are reaching the higher levels of attainment. The tasks that they are set in some lessons are not always sufficiently challenging.
- In the 2013 Year 1 screening check on phonics (linking letters and the sounds they represent), the proportion of pupils' attaining the expected standards was below that found nationally. However, by the time they reach Year 2, the pupils are increasingly secure in their ability to read unfamiliar words and this is continued across Key Stage 2. Each day, there is a session where older and younger pupils are able to read together and this has helped to develop very positive attitudes towards reading.
- Disabled pupils and those with special educational needs make good progress due to effective one-to-one or small-group teaching, based on an accurate assessment of their individual needs. Their progress is checked closely and additional support is provided where needed. Evidence gathered during the inspection indicates that these pupils are now making progress that is at least in line with others in school. This shows the school's commitment to ensuring that there is equality of opportunity for all pupils.
- Pupils supported by the pupil premium achieve as well as, or better than their peers in school in reading, writing and mathematics. In Year 6 in 2013, there were too few pupils in the cohort to compare the attainment of eligible pupils without the risk of identifying individuals. Data for eligible pupils currently in school show that their progress is in line with other pupils in school.

The quality of teaching is good

- Teaching has improved strongly over the past two years and is now good in all classes, with some that is outstanding. This is due to a clear focus from school leaders on matching the teaching accurately to the different needs, abilities and ages of the pupils in the classes and having high expectations for them all. Evidence of this was seen through lessons observed during the inspection, pupils' work in books, records of pupils' progress, and regular observations of teaching and learning by the headteacher.

- Teaching in the Nursery and Reception class is good, with a strong focus on developing children's understanding of phonics and their enjoyment of reading.
- Lessons are made relevant and interesting for the pupils. In a Year 5 and 6 mathematics lesson, pupils were planning for a market stall that they were running in Chesterfield the following weekend to raise funds for a trip to London. They had identified how much it would cost to travel by train and what attractions they could afford to visit. They then efficiently used calculations to work out the profit they would make on the items they were selling.
- Pupils make very good use of information technology, including mobile devices and tablets, to support and extend their learning. In a Year 1 and 2 lesson, pupils developed their understanding of time by recording a range of different activities that could be achieved within a minute and confidently discussed, predicted and measured the results.
- Teachers' marking of pupils' work in books is good and is linked to individual targets for improvement that are understood by the pupils. The headteacher has ensured that teachers are accurate in their assessments of pupils' attainment and this has helped to improve rates of progress.
- Pupils are provided with a good range of opportunities to use the skills they have learnt in mathematics and English in other subjects, such as history and science. However, while pupils are increasingly being taught the skills of spelling, punctuation and handwriting well, teachers do not ensure that they apply these in all pieces of writing. As a result, presentation is often untidy and there are too many errors with basic sentence construction.
- Homework is used very well, with weekly homework menus for all pupils that allow them to choose a piece of work to undertake with their parents and carers that is linked to their interests and abilities. This supports both their learning and their enthusiasm.
- Teachers and skilled teaching assistants work closely together to ensure pupils of all abilities have the support they need and, as a result, all pupils make good progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Staff use a consistent approach to behaviour management and, as a result, pupils appreciate that good behaviour is expected and rewarded. There has been a clear improvement in behaviour over the past two years that parents recognise and support.
- Behaviour, both within classrooms and on the playground, is consistently good. Older and younger pupils play well together and are provided with a range of activities that appeal to different interests.
- Pupils are proud of belonging to their school and the school is now very well regarded within the local community. The school has developed a range of activities that members of the community can participate in, including church services for Mothers' Day and a sports afternoon on the village playing field, that pupils, parents and other local residents attend.
- Pupils appreciate the range of trips and visits that have been introduced recently and understand how these support their learning. During the inspection, the Year 3 and 4 class visited Hardwick Hall and talked excitedly about what they had seen and learnt.
- The school's work to keep pupils safe and secure is good. Pupils say that there is now no

bullying in school. They are confident that, if it were to occur, it would be dealt with swiftly and effectively. Pupils have a good knowledge and understanding of most of the different types of bullying. They have been helped to understand how to keep themselves safe in a range of situations, including road safety sessions and when using the internet.

- Children in the Nursery and Reception class settle in very quickly due to the caring and welcoming environment that the staff have created. As a result, they develop self-confidence and work well with each other and with adults.
- The school works hard to ensure that pupils attend school regularly and on time and attendance is now broadly average. Where there have been occasions in the past where pupils have not been attending regularly, the school has made good use of education welfare officers to work with the families.

The leadership and management are good

- The headteacher provides very strong and purposeful leadership. She has effectively managed a considerable number of changes in teaching staff during the past two years, whilst maintaining her focus on improving the quality of teaching and valuing every child. This has brought about improvements in progress for all pupils.
- Every member of the small number of teaching staff is involved in leadership. Leaders have developed their skills in monitoring and evaluation and have introduced clear plans for improvement with specific targets and timescales.
- The school has developed a curriculum that is exciting and relevant for the pupils. For example, pupils are helped to understand how to manage and to take responsibility for their finances and how this will help them in their future lives. They have been provided with a much wider range of visits to places beyond their local area through trips to the seaside, and residential visits in Yorkshire and Derbyshire for all of the older pupils.
- The school has developed good links with a number of other local schools that allow for a sharing of expertise. Staff from some of these schools have visited Barrow Hill Primary to observe strong practice in areas such as the use of information and communication technology.
- Pupils' spiritual, moral, social and cultural development is promoted well through a strong set of shared values and visits to places of worship. Pupils have good opportunities to be involved in a range of cultural activities, including learning the cello and violin. Although the school is actively involved in the local community, there are too few opportunities for pupils to develop their understanding of how societies operate elsewhere in this country and the rest of the world.
- Links with parents and carers are very strong and are greatly valued. Parents know that the school cares for their children and appreciate the opportunities that it offers them to develop their own skills in English, mathematics, and through 'play and stay' sessions for pre-school children. A parent described the school as now being at the heart of the community.
- The school has made good use of the additional sports funding to employ a specialist coach who leads games and physical activities for all pupils in Key Stages 1 and 2. This has increased the range of sporting opportunities available to pupils and has developed staff teaching skills in teaching these areas. Pupils also now have access to a much wider range of sports, including after-school football and a martial-arts club, and have played competitive matches against other schools.

- The school places a strong emphasis on safeguarding all pupils and ensures that all statutory requirements are met.

- The local authority has provided additional support to the school to help staff to develop their skills in teaching mathematics and English. The authority recognises the strength of leadership that now exists within school and the improvements that have been brought about.

- **The governance of the school:**
 - Governors have taken responsibility for extending their own knowledge of how the school is performing and have worked with the local authority and a National Leader of Governance to develop their skills. They now provide good levels of challenge and support for school leaders and have a clear understanding of the data relating to pupils' achievement and the quality of teaching. They ensure that the resources available to the school, including the pupil premium, are used to best effect to increase progress for all pupils. They ensure that teachers are suitably rewarded for the quality of their teaching and performance and their impact on pupils' achievement.

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	112626
Local authority	Derbyshire
Inspection number	441865

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Sarah Tatam
Headteacher	Karen Porteous
Date of previous school inspection	12 March 2013
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