

# Barton Church of England Primary School

Barton, Richmond, North Yorkshire, DL10 6LJ

**Inspection dates** 21–22 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

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

- The headteacher's clear plans for improvement have not had sufficient time to secure pupils' good achievement, including for children in the early years.
- Too few pupils make good progress in reading, writing and mathematics as they move through the school.
- Teaching requires improvement. Lessons are not always interesting enough to make pupils keen to learn as much as they can.
- Teachers in Reception and Years 1 to 3 do not provide enough opportunities for pupils to develop independence through thinking hard and applying their learning to a range of different tasks and practical activities.
- Assessment of pupils' learning is not always accurate or used well enough to provide activities which meet the needs of different abilities.
- Pupils do not always behave well in lessons and there is occasionally some low-level disruption to learning.
- Expectations of the amount and quality of pupils' work are not always high enough. Pupils rarely have the opportunity to follow up the guidance given in marking about improving their work.
- The most able pupils are not always moved on to harder work quickly enough. Sometimes, they are left for too long to get on with work without any adult support. They are not always challenged in their learning or given enough opportunities to extend their thinking and deepen their understanding.
- Middle leaders are in the early stages of developing their skills. As a result, the curriculum is not yet strong across the full range of subjects and provision for children in the early years requires improvement.

### The school has the following strengths

- The newly appointed headteacher has a very secure understanding of the school's strengths and weaknesses. Her actions have already improved pupils' behaviour in and are showing a measurable impact on teaching and on accelerating progress in Years 4, 5 and 6. As a result, this is an improving school.
- Disabled pupils and those who have special educational needs make good progress owing to high-quality intervention and support.
- Governance is strong. Governors are very well informed about pupils' progress. They check that any extra support given to improve progress is effective, regularly seek pupils' views on their learning and look at samples of pupils' work.
- Pupils say that they feel safe in school. They know that staff look after them well and are confident in asking for help when they need it.

## Information about this inspection

- The inspector observed teaching and learning in a range of lessons or parts of lessons, four of which were joint observations with the headteacher.
- The inspector spoke to a range of pupils about their work and play in school.
- Meetings were held with seven members of the governing body as well as school leaders and with a local authority representative to discuss support for the school.
- The inspector took account of the 22 responses to the online questionnaire (Parent View) and five responses to the staff survey as well as talking to parents informally on the school yard.
- The inspector observed the overall work of the school and checked various documents and procedures, including school improvement planning and systems for checking pupils' progress. She also looked at documents relating to safeguarding and behaviour.
- The inspector considered a wide range of evidence, including the school's records of the quality of teaching over time and pupils' current work in books.

## Inspection team

Janette Corlett, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average sized primary school.
- Most pupils are White British.
- The school makes no use of alternative provision.
- The proportion of disadvantaged pupils is below average. The term disadvantaged is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority. Both these groups are eligible for support through the pupil premium funding.
- The proportion of pupils who have special educational needs is slightly above average. There are no disabled pupils in the school.
- There were less than 10 pupils in Year 6 in 2014 and so information on whether the school meets the government's floor standards, the minimum expectations of pupils' attainment and progress by the end of Year 6, is not relevant.
- Pupils are taught in three mixed-age classes. Children in the Reception class receive full-time education alongside pupils in Year 1.
- The headteacher took up her post in September 2014. All teachers have been appointed within the last 12 months.

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

- Improve teaching by:
  - developing teachers' skills so that they are able to support pupils across the full range of abilities in learning as much as they can in lessons and activities
  - making sure that all lessons are sufficiently stimulating to motivate pupils to really want to learn
  - increasing the amount of opportunities teachers give children in early years and Years 1, 2 and 3 to spend on tasks and practical activities that really make them think and develop as independent learners
  - ensuring that assessments of pupils' learning are accurate and used more effectively to plan work to meet the needs of different abilities in early years and Years 1, 2 and 3.
  - making sure that teachers in the early years always have an appropriate range of stimulating and interesting materials for children to choose from when they are playing and exploring
  - ensuring that teachers apply the school's behaviour policy consistently so that there is no disruption to learning in lessons
  - ensuring that pupils have the opportunity to follow up the guidance given in marking about improving their work.
- Improve achievement by:
  - making sure that teachers always have high enough expectations of how much work pupils can do and provide work at the right level to challenge them so that they can make rapid progress in every lesson
  - making sure that teachers give enough time in lessons to help most able pupils to extend their learning and deepen their understanding so that the proportion of pupils reaching the highest possible standards in reading, writing and mathematics at the end of Key Stages 1 and 2 is at least average.
- Improve leadership by:
  - developing the skills of middle leaders so that they can support the headteacher in driving up standards and improving the curriculum and provision for children in the early years.

## Inspection judgements

### The leadership and management requires improvement

- The recently appointed headteacher has already had a very significant impact on improving the school. While actions have not had sufficient time to ensure that this is a good school, there have been improvements in the quality of teaching in Years 4, 5 and 6 and in pupils' behaviour.
- The headteacher understands what constitutes good teaching. She is clear in her feedback to teachers, who respect and welcome her advice. Teachers are keen to improve their practice and appreciate the increased opportunities for professional training and development that the local authority has provided. Plans are in place to extend this further through visits to other local schools to observe good classroom practice.
- Salary progression has not yet been used to improve teaching and raise standards because all teachers are new to the school and only interim reviews have taken place so far.
- Middle leaders are in the very early stages of developing their roles because the headteacher rightly identified improving class teaching as the first priority for the school. As a result, curriculum leadership currently is not sufficiently focused to have the full impact on improving outcomes for pupils. Coverage of information and communication technology, science, history and geography is only adequate and the subject leadership of mathematics is not improving pupils' progress rapidly enough in all areas of the school.
- This is an inclusive school that fosters good relations within the school and with the local community. There are very few recorded incidents of racism or discrimination of any kind, and pupils confirmed on inspection that this rarely happens in their school. Equality of opportunity is demonstrated in the good progress made by pupils with special educational needs. However, not enough has been done to ensure that the most able pupils make equally good progress as they move through the school.
- Pupil premium funding is used effectively to support individual and small group sessions that help disadvantaged pupils keep pace with other pupils in literacy and mathematics so any small gaps in progress between disadvantaged pupils and other pupils in the school are swiftly tackled.
- The primary school sport funding is used effectively to give pupils access to a wider range of sports and to increase their involvement in competitive team sports. The funding has also been used to employ external coaches who have helped to develop teachers' own expertise in teaching physical education.
- The curriculum provides some opportunities for pupils to develop their understanding of fundamental British values. Pupils begin to learn about democracy through voting for their school council and know their voice will be heard. For example, teachers responded positively when councillors suggested that a traffic lights system for helping them to indicate how well they understand a particular area of learning should be used at the beginning of a lesson as well as at the end. Collective Worship and religious education lessons give pupils opportunities to learn tolerance and respect for different cultures and religions.
- Leaders welcome the support of the local authority that is helping to improve provision in early years and has been effective in developing the strong governing body.
- **The governance of the school:**
  - Governors bring a range of expertise to the school and are very much involved and supportive. They now have clear areas of responsibility which they regularly check through school a wide range of visits. Governors seek pupils' views. For example, they recently surveyed pupils about their views on reading and whether or not they feel safe in school.
  - The headteacher's reports to the governors are detailed and give governors useful information on progress against all the priorities for action identified in the school improvement plan. Governors understand achievement data well and thus provide a high degree of challenge to the headteacher on pupils' progress, improvements in teaching, pupils' attendance and on improvements to their behaviour. However, it is too early for this challenge to be fully effective in ensuring that this is a good school.
  - Governors are aware of the arrangements to check on teachers' performance and of the need to link any future pay awards to improved teaching and outcomes for pupils. The budget is well managed. Governors are aware of the purpose of the pupil premium funding and check on the impact of this in terms of giving extra support for literacy and mathematics as well as giving access to enrichment activities for disadvantaged pupils. Governors ensure that the school fulfils its statutory responsibilities for safeguarding. All staff have been cleared as suitable to work with children and are trained appropriately to keep pupils safe and free from harm. As a result, safeguarding and child protection policies and practice are fully effective.

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

- The behaviour of pupils requires improvement. In those lessons where the tasks set are not sufficiently stimulating, pupils' attitudes to learning are not always good enough. Sometimes pupils chatter when the teacher is talking or do not pay attention to instructions.
- There is now a clear behaviour policy that includes a system of rewards and sanctions. Pupils understand that poor behaviour will result in a loss of their 'sunshine time' at the end of the school day. However, the behaviour policy is not consistently followed by all members of staff and this considerably reduces its impact.
- Pupils' behaviour at breaks and as they move around the school is improving and this is commented on by parents and outside visitors to the school. Most pupils now have good manners and are polite and courteous. Occasionally, pupils are overly boisterous and this causes a few bumps and scrapes, but the number of incidents continues to fall.
- Attendance is slightly below average. The headteacher is working with families and outside agencies to improve this. She has plans in place to help pupils and parents become more aware of the crucial importance of regular attendance and punctuality.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils' safety is of paramount importance to all staff. Pupils know that adults care for them well and are confident in asking for help when they need it.
- Pupils say they feel safe in school and their parents agree. Pupils say that there is very little bullying or use of racist or homophobic language. They understand the importance of eating a healthy diet and the dangers of misuse of drugs.
- Pupils have a good understanding of how to use the internet safely. They are aware of the potential dangers of inappropriate images and know that they must always tell an adult if they ever come across something that is harmful.
- The school buildings and grounds are secure and there is ample adult supervision at all times during the school day.

**The quality of teaching** requires improvement

- Teaching requires improvement because, while there is evidence that it has improved in the last few months in Class 3 (Years 4, 5 and 6), its impact over time on pupils' progress in reading, writing and mathematics has not been consistently good in all year groups and for all groups of pupils.
- In Class 3, improved teaching has already secured pupils' better progress in reading and in developing their English grammar, spelling and punctuation skills. Pupils' progress in mathematics in this class is also beginning to show improvement. Pupils particularly appreciate opportunities to apply their mathematical calculation skills to solving problems. In one lesson observed during the inspection, they took part enthusiastically in a 'treasure hunt' on the school field. They worked very well together in teams and had some heated discussions with one another on how to order numbers involving decimals and fractions.
- However, in other year groups, teachers' expectations of the amount and quality of pupils' written work are not always high enough and there are insufficient opportunities for pupils to practise their skills in writing and mathematical calculations across a range of subject areas. Pupils sometimes complete worksheets that are not demanding enough to help them make good progress and they miss out on chances to write for extended periods of time.
- Teachers do not always give enough time in lessons to support the most able pupils. Sometimes, these pupils are left to work by themselves for too long on tasks that are not stretching while the teacher works with other pupils. As a result, in some lessons they do not receive any real challenge or guidance on how to extend their learning and deepen their understanding. This limits their progress and their development as independent learners.
- The school's marking policy is consistently applied to help pupils understand how successful they have been in their work and the steps they need to take in order to improve it further. However, pupils rarely have the opportunity to follow up on teachers' advice on how to improve. Indeed, pupils in Year 1 cannot read and understand the teacher's lengthy comments. This limits the effectiveness of the time teachers spend marking on improving pupils' progress.
- Pupils are asked to complete weekly homework that supports their work in school and is the right amount

for their age.

- Assessment across the school is increasingly accurate but is not yet fully secure. This means that it is not always easy to measure pupils' progress from their individual starting points and to hold teachers to account for this. Teachers are working with other local schools to improve the accuracy of assessment and develop their awareness of what good progress looks like in pupils' work over time.
- The teaching of phonics (the sounds that letters make) is improving and helping pupils make more rapid progress in their reading. Less able pupils in Year 2 are able to break down words into small chunks of sound and then blend these together. However, their comprehension skills are weak because guided reading sessions in class rely too frequently on cutting and sticking activities from worksheets that do not always help pupils to understand what they are reading. Pupils enjoy reading both at home and at school.

### The achievement of pupils

### requires improvement

- Standards at the end of Year 2 and Year 6 in reading, writing and mathematics declined over the last three years and were below average overall in the 2014 national tests. The new headteacher has acted swiftly to address this, and standards have improved rapidly in Year 6 but the improvement in Year 2 is not fully apparent.
- Most pupils' progress in reading, writing and mathematics is no better than expected as they move through the school and this is why achievement requires improvement. However, older pupils have received effective support this year to help them to accelerate their progress so that Year 6 pupils currently in school are well prepared for the next phase in their education.
- Over time, too few of the most able pupils reach standards that are above age-related expectations for all pupils nationally at the end of Year 2 and Year 6. However, stronger teaching and focused support mean that the most able pupils currently in Year 6 are currently achieving well beyond national expectations. Standards for the most able pupils in Year 2 are not as strong.
- The school identified that pupils' progress in mathematics during the autumn term was weaker than in reading and writing. The headteacher requested a review supported by the local authority that identified specific areas for improvement. Plans are in place to move performance in this subject forward rapidly.
- The very small numbers involved mean that comparisons between the performance of disadvantaged pupils and other pupils in the school and non-disadvantaged pupils nationally are not helpful nor statistically valid. Inspection evidence and the school's own data show that disadvantaged pupils make at least as much progress as other pupils in all year groups due to the effective support they receive. Currently there are no significant gaps in their attainment compared to other pupils in school.
- The achievement of disabled pupils and those with special educational needs is good. From their individual starting points, these pupils receive well-focused support from teachers and support staff and this ensures that they make good progress.

### The early years provision

### requires improvement

- Small numbers mean that the make-up of cohorts is variable, but generally around half the children enter the Reception class with levels of skills and development typical for their age and the other half below this. They make the progress expected of them, and, by the end of the year, around half the children are ready to start the Year 1 curriculum.
- Leadership in the early years is not yet fully established. The teacher is new to early years and is receiving good support from the headteacher and from the local authority to develop her understanding of how young children of this age learn best.
- Teaching requires improvement because teachers are not always effective in helping children to extend their learning and creative thinking when they are playing together, for example in construction and role play. Adults tend to supervise play rather than take an active part and use the opportunity to deepen the learning experience.
- Teachers record children's learning soundly and their learning journey books are a delightful record of children's work and play. However, the observations do not identify next steps in learning and do not link to effective planning for future progress. Plans are in place to involve parents in contributing to the books and recording children's interests and learning at home.
- Some of the resources available to children, particularly in the outdoor area, are tired, shabby and not stimulating enough for young children. This sometimes limits their opportunities to explore new experiences while they are playing. Indoors, the classroom is untidy and resources are not always readily

available to the children. For example, children were asked to make a birthday card to send to the Queen. But when they went off to do this, no card and materials were visible for them to use. As a result, none of the children chose to do the activity.

- Behaviour requires improvement. Children are not always expected to listen to adults and to respond to instructions. Classroom routines, such tidying up after activities are not well established and this is a missed opportunity to promote children’s personal and social development.
- Children say that they enjoy coming to school and the procedures in place to keep them safe are very secure. Relationships are strong and youngsters are confident in talking to adults.

## 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>	121527
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	449645

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>	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barbara Whittle
<b>Headteacher</b>	Sharon Stevenson
<b>Date of previous school inspection</b>	26 May 2010
<b>Telephone number</b>	01325 377246
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<b>Email address</b>	admin@barton.n-yorks.sch.uk

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