

Barton St Peter's CofE Primary School

Marsh Lane, Barton-upon-Humber, Lincolnshire DN18 5HB

Inspection dates

20–21 March 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, the quality of teaching and leadership has been inconsistent and not good. Consequently, pupils are not making good progress in key stages 1 and 2 in reading, writing, mathematics and a range of subjects.
- Teachers are not using assessment, precisely, to set work that matches pupils' needs and abilities. As a result, pupils' progress is not good, particularly for the most able and middle-ability pupils.
- Subject leaders do not check pupils' work thoroughly. They do not check how well new initiatives are working. As a result, pupils do not make good progress.
- Questioning is not used skilfully and does not deepen pupils' knowledge, skills and understanding.
- Teachers' planning is not used well to ensure that pupils deepen their learning in a wide range of subjects. There are too few practical experiences in science.
- Children in early years have made the progress expected of them, but not good progress. As a result, the provision requires improvement.
- Leaders have not made sure the curriculum provides sufficient opportunities for pupils to write at length and apply their mathematical skills in a wide range of subjects.
- Leaders and governors have not made sure that disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities catch up

The school has the following strengths

- The new headteacher, and governors, are now tackling the school's weaknesses and there are clear signs of improvement. Morale is high and staff support leadership's actions fully.
- Parents and carers are very supportive of the school. They recognise that the changes being made by the headteacher and governors are improving the school.
- Pupils say they are safe and enjoy school. They have positive attitudes to learning and love reading. Pupils' spiritual, moral, social and cultural understanding is well developed.
- The physical education and sports funding is spent very effectively. Pupils enjoy sport and are very active.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is, at least, consistently good or better and leads to good outcomes for pupils, by:
 - setting work that challenges all groups of pupils, particularly middle-ability pupils and the most able pupils
 - assessing pupils' learning accurately and adjusting tasks to ensure that pupils make good progress
 - skilfully questioning pupils to deepen their understanding of what is being learned
 - planning work that helps pupils gain good knowledge and skills across a wide range of subjects
 - providing greater opportunities for pupils to apply their mathematical skills in a wide range of subjects
 - making sure pupils' skills in English grammar, punctuation and spelling are applied well to improve the quality of writing
 - providing greater opportunities for pupils to write at length in a wide range of subjects
 - developing pupils' comprehension skills systematically in reading
 - assessing children's abilities accurately in early years to plan challenging work that helps them make good progress.
- Increase the effectiveness of leaders, including governors, by ensuring that:
 - subject leaders check that new developments in teaching are used consistently well and are having a good effect on pupils' learning
 - subject leaders are thorough in checking the quality of teaching and pupils' progress to make sure they are good
 - teachers' expectations are consistently high and pupils make good progress
 - literacy and mathematical skills are developed effectively across a wide range of subjects
 - there are good opportunities for pupils to develop practical skills in science
 - successful actions are taken to ensure good progress and teaching for disadvantaged pupils and those who have SEN and/or disabilities
 - governors develop their skills to hold leaders to account fully for their work.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, leaders have not ensured that the quality of teaching has been consistently good and consequently pupils' progress has not been good. There have been times when instability in staffing has led to poor teaching and outcomes for pupils. As a result, leadership and management requires improvement.
- The new headteacher has a clear view of the school's strengths and weaknesses. She and the governors have tackled weak teaching effectively. She has made sure that staffing is stable and there is high morale among staff.
- The impact of actions being taken by the headteacher and middle leaders are showing signs of improvement. Staff are proud to work in the school and are using the guidance given by the headteacher, and the professional development they have received, to improve teaching and pupils' learning. However, inconsistencies remain across the school and teachers' expectations are not consistently high.
- The headteacher has overhauled assessment systems, introduced new methods for the teaching of subjects and ensured teaching is checked regularly. Subject leaders have received training and are keen to contribute. However, they are not thorough in checking pupils' progress and further work is required to ensure leadership is good. They are not picking up inconsistencies in how teachers are using the new methods for teaching subjects and using assessment to set challenging work.
- The additional funding for disadvantaged pupils has not been used effectively over time. The achievement of these pupils has been variable and still remains inconsistent. Barriers to learning for disadvantaged pupils are not identified and this results in staff being unclear about how to accelerate progress for these pupils. The new headteacher recognised this and commissioned a review of the spending to improve its use.
- The special educational needs coordinator has not been thorough in checking the quality of teaching and support for those pupils who have SEN and/or disabilities to ensure they make good progress. When necessary, external agencies are used to support these pupils to integrate fully into school life. The extra funding for those pupils who have SEN and/or disabilities is not used effectively.
- The curriculum is planned effectively for pupils to experience a wide range of subjects, including French. However, the subjects do not make a good contribution to pupils' writing and mathematical skills. Also, subjects are not taught in sufficient depth to give pupils a deep understanding of what they are learning.
- The curriculum provides a wealth of opportunities for pupils to develop their understanding of British values and what is required to be a good citizen. There are many good opportunities for music, art and learning about other cultures. The school choir engages in local activities and children contribute to charities. As a result, pupils' spiritual, moral, social and cultural understanding is developing very effectively.
- The primary school physical education and sport funding is used very effectively. It has provided additional equipment for pupils to use at lunchtime, training for staff and membership of a local sports partnership. There is a good range of sporting activity

and the school is successful in competitions including cross-country running.

- Parents are positive about the work of the school. Most would recommend the school and recognise that the new headteacher is improving the school. Parents were keen to say the school's computer app provides good information and aids effective dialogue with parents.
- The school organises a range of courses, some supported by the local authority, to support parents with their children's learning and reading. The numbers of parents listening to their children reading regularly at home has increased. This has helped the headteacher and staff to develop pupils' enjoyment of reading.
- The local authority and diocese work closely together in supporting the school. Over time, they have kept a watchful eye on the school and challenged leadership about declining performance. The local authority and diocese have supported the new headteacher by arranging for an experienced headteacher to offer advice while the new leadership team is established fully in school. They, and the governors, have supported the headteacher in the many staffing appointments that have been made. As a result, the school has turned a corner and pupils' progress is improving.

Governance of the school

- Over time, governors have increased their challenge to leaders and are making an effective contribution to the development of the school. However, they have not made sure that additional government funding for disadvantaged pupils and for those pupils who have SEN and/or disabilities is having a good effect on pupils' outcomes.
- There has been considerable change to governance in the past year. The governing body has streamlined its committee structure to hold leaders to account more thoroughly. This is working particularly well in the teaching and learning committee. The chair of the governing body is aware that governors' skills need to be honed to ensure greater challenge and support for the school.
- Governors check the school's finances and know what they are spent on. They allocated money to purchase books for the library and are well aware that the physical education and sport funding is spent well. Governors are increasing their knowledge of the school through formal termly visits lasting a day. They meet subject leaders and staff, as well as speaking to pupils about their views.
- Governors are clear about the school's priorities and keen to make sure that any weaknesses are overcome. They are adding greater capacity to leadership in order to support the headteacher in her efforts to improve the school.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding records are kept appropriately and the use of new electronic systems has enhanced the quality of recording. Records exhibit clearly the school's commitment to keeping children safe, and good links with parents and external agencies are evident. The headteacher and learning mentor are proactive in seeking early help for children and families should they need it.

- Leaders have had a sharp focus on safeguarding children. Staff are well-trained, knowledgeable and vigilant about safeguarding matters. The headteacher and governors check, regularly, staff's knowledge of safeguarding procedures. Staff and pupils know what to do should they have any concern relating to safeguarding matters. There is a strong culture of safeguarding across the school.
- Appropriate checks are made to ensure that all staff are fit to work with children and the school's single central record meets requirements.

Quality of teaching, learning and assessment

Requires improvement

- Over time, the quality of teaching requires improvement as pupils' progress has not been good. The headteacher has focused intensely on stabilising teaching and making sure it is improving. While the quality of teaching is improving, variability exists and it is not consistently good.
- Leaders have introduced new methods for the teaching of mathematics, reading and aspects of writing. Many new teachers have been appointed this year and pupils' progress is beginning to pick up. Leaders have provided training for staff and guidance about non-negotiables: what is expected from them when teaching. However, inconsistencies still remain in teaching.
- Assessment information is not used well enough to plan learning that matches pupils' needs and abilities. Consequently, work set is not challenging pupils consistently for them to make good progress, especially the most able and middle-ability pupils. There are interesting tasks that engage pupils appropriately but inconsistent challenge results in progress that is not good.
- Teachers assess pupils' learning regularly in class. However, they do not adjust work when it is too easy or challenge pupils to develop work more fully to make good progress. Overall, assessment of learning is variable and results in progress that requires improvement.
- When questioning is used skilfully, pupils are keen to engage and answer in detail to deepen their learning. However, this is inconsistent across the school and at times questioning does not overcome misconceptions, or challenge pupils to think more deeply about their learning.
- Current pupils' work shows that teachers' planning in a wide range of subjects, such as history, geography and science, is not deepening pupils' understanding. There are inconsistencies in pupils' work and times, when pupils are moved on without developing an in-depth understanding of topics. In science, teachers plan few practical opportunities for pupils to develop good scientific skills.
- Pupils' work also showed too few opportunities for them to write at length, particularly in subjects other than English, and apply English grammar, punctuation and spelling skills to produce high-quality writing. Inspectors' analysis also shows that mathematical skills are not consistently well developed in a wide range of subjects.
- Around the school there are good examples of pupils' art work. Teachers plan good opportunities for pupils to use their art skills a range of subjects. For example, there are high-quality sketches of life in ancient Egypt and of exotic birds.

- Teaching assistants have benefited from additional training and make a positive contribution to pupils' learning. They are clear about what they are asked to do and engage well with pupils.
- Good relationships and mutual respect exist between pupils and adult. This helps lessons to flow smoothly.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils listen to others' opinions and show respect for each other and adults. For example, they hold doors open for adults and each other.
- Pupils are keen to share their views about the school. They are confident in the adults who work with them. They know that on the rare occasions bullying occurs, adults do not tolerate it and deal with it swiftly.
- Pupils who spoke with inspectors said they enjoy school and feel safe. Pupils are very clear that staff are readily available to deal with any worries or concerns they might have. In lessons and assemblies, pupils learn about how to stay safe and keep safe. Pupils have a good understanding of how to stay safe when using the internet.
- There are good opportunities for pupils to take on leadership roles such as school councillors. Pupils vote for the school council and learn about democracy, liberty and the law. They are very proud of their new library which the school council helped to design.
- Pupils are tolerant of others and say, 'Everyone is different, but inside we are the same with the same feelings.' Pupils have a clear understanding of what it means to be a good citizen in modern Britain.
- Year 5 pupils are trained to become playground buddies and take this responsibility on in Year 6. They make sure all pupils have someone to play with, escort visitors around the school and set out games at lunchtime.
- Parents make sure their children are punctual to school. They are keen to support school events. During the inspection, many parents attended an assembly where Year 1 pupils performed their Easter play for the rest of the school.
- In lessons, pupils are keen to please their teachers and present their work well. Most pupils persist well with their work. Occasionally, there is a lack of urgency from pupils in settling to their work and this can slow the pace of learning.
- Parents and staff are very confident that children are safe and well cared for in school.

Behaviour

- The behaviour of pupils is good.
- Pupils know what is expected of them and enjoy the rewards they collect for good behaviour and good work.

- Pupils behave well at breaktime and lunchtime. There are good opportunities for them to play a wide range of games. They are supervised appropriately and adults encourage pupils to join in skipping and other games. As a result, behaviour is good.
- Behaviour is good in lessons and pupils conduct themselves well around the school. From time to time, a few pupils lose concentration in lessons when questioning does not engage them well, or work is not challenging enough. However, they do not disturb the learning of others.
- Currently, attendance is average, with the vast majority of pupils attending regularly. The attendance of a small number of disadvantaged pupils is below average. Staff check the whereabouts of absentees swiftly to make sure they are safe.
- Pupils' behaviour in the dining room is good. They queue patiently to be served and use good manners. They keep the dining room tidy and have good table manners.
- The school is a calm and purposeful place. Pupils look after their school environment and keep it neat and tidy.

Outcomes for pupils

Requires improvement

- For three years, 2014 to 2016, pupils made too little progress by the end of Year 6. The school was defined as 'coasting' because of a lack of pupil progress. In 2017, progress improved and the school is no longer defined as coasting. Currently, pupils' progress across the school is variable and not good.
- In 2017, published information shows pupils making broadly average progress at the end of key stage 2. Combined attainment in reading, writing and mathematics improved on the previous year but remained below average. In key stage 1, attainment improved, with more pupils attaining greater depth in reading, writing and mathematics. Even so, from their starting points, progress was broadly average and not good.
- Inspectors checked current pupils' work and found that, overall, progress needs to be improved to make sure it is good. In mathematics, problem-solving and reasoning skills are not fully developed. There are too few opportunities for pupils to use mathematical skills in a wide range of subjects to enhance their skills.
- Current work showed too few opportunities for pupils to develop good writing skills across a range of subjects. Also, it showed that pupils were not applying their positive work in English grammar, punctuation and spelling to produce high-quality written work and make good progress. In reading, teachers are not systematically developing pupils' comprehension skills to develop the highest standards in reading.
- School information shows that progress and attainment vary across year groups. Improvements are occurring, but some teachers are still in the process of overcoming gaps in pupils' skills resulting from previous poor teaching.
- Over time, the progress of disadvantaged pupils has been variable at the end of key stages 1 and 2. In key stage 2 in 2017, there were signs that these pupils were catching up in reading and writing but not in mathematics. Inspectors found that, currently, disadvantaged pupils are not catching up and their progress needs improving, particularly in reading, writing and mathematics.

- The most able pupils and middle-ability pupils are not challenged well enough to attain the highest standards.
- Pupils who have SEN and/or disabilities are making less than average progress in key stage 2. Progress is better in key stage 1 but still not consistently good. The needs of these pupils are not precisely identified to support good teaching.
- Pupils enjoy reading in school and at home. The headteacher introduced a 'reading challenge' that has encouraged pupils to read at home regularly and often. Phonics has improved because of more skilled teaching. After being below average in 2017, the school expects the proportion of children attaining the expected standard in the Year 1 phonics screening check to be average. Pupils enjoy spending time in the new library and reading independently, or to adults. Inspectors listened to pupils and found them to be fluent and very keen readers. Pupils have a love of reading.

Early years provision

Requires improvement

- Children settle quickly into Reception and cooperate well with adults. Relationships between adults and children are good and lead to a secure, friendly and caring environment.
- Children enter the provision with skills that are typical for their age. Over time, the proportion of children attaining a good level of development has been broadly average. Not enough children have exceeded the early learning goals, particularly in writing and mathematics. Consequently, more challenging work and greater expectations are required to ensure good progress over time.
- Teachers and adults realise that children's skills, when entering the provision, have not been assessed precisely. This has led to adults underestimating what children are capable of. Learning has not progressed swiftly enough for progress to be good.
- With the support of the local authority, assessment of children's abilities is improving. However, a lack of initial precision has limited additional challenge for children, including disadvantaged children, to help them make good progress. Staff are keen to put additional challenge in place to help children progress faster than in the past.
- Children work well together, especially in the construction areas, where they help each other to make animals and share their learning. They are keen to help each other when learning phonics and reading together. The curriculum provides good experiences for children. During the inspection, children were excited by the live animals, including an armadillo, that were brought into school by visitors.
- Parental links are good. There are regular opportunities for parents to stay and share their children's learning. Parents contribute to their children's learning journals to give staff an indication of what their children are experiencing outside school.
- Before children enter the provision, families are visited at home and information is collected from the nurseries children attend. The headteacher has identified that better use of this information would help to identify precisely the support children might need to help them make good progress.
- All the appropriate welfare and safeguarding requirements are met.
- By the end of Reception, children are ready to start learning in Year 1.

School details

Unique reference number	118006
Local authority	North Lincolnshire
Inspection number	10042217

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	The governing body
Chair	John Pullen
Headteacher	Adeline Brack
Telephone number	01652 632286
Website	www.barton-st-peters.n-lincs.sch.uk
Email address	admin.bartonstpeters@northlincs.gov.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is an average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is above average. Three out of 10 pupils are disadvantaged.
- Almost all pupils are White British. Very few pupils speak English as an additional language.
- The proportion of pupils who have support for special educational needs and/or disabilities is average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is below average.
- Children start school by attending full-time education in Reception.

- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school is part of a local collaborative trust that shares its expertise among schools.
- There have been significant changes in staffing and leadership since the previous inspection. The headteacher took up post from January 2018 after being the acting headteacher from 1 March 2017. An acting deputy headteacher was appointed from April 2017. A substantive deputy headteacher has been appointed to start in September 2018.
- Recently, there have been significant changes to governance, with several new governors and a new chair of the governing body.
- Two new classrooms were added to the school in September 2017 to accommodate increasing numbers of children attending the school.
- The new headteacher commissioned a review of the use of the pupil premium funding. The review took place in early March 2018. The report had not been completed by the time of the inspection.

Information about this inspection

- Inspectors observed a range of teaching and learning throughout the school.
- During the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety. They also spoke with parents.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books. Inspectors listened to pupils reading.
- An inspector held a meeting with the chair of the governing body and two other governors.
- A meeting was held with a representative of the local authority and a diocesan adviser.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its development and improvement plans, a number of school policies and the minutes of meetings of the governing body. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 63 responses to Ofsted's online questionnaire for parents (Parent View) posted during the inspection. They also considered 27 responses to a staff questionnaire and 162 responses to the Ofsted pupil questionnaire.
- Pupils attended an Easter service at the local church on the second day of the inspection.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Angela Harper	Ofsted Inspector
Paul Plumridge	Ofsted Inspector

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