

Inspection of a good school: Barlborough Primary School

High Street, Barlborough, Chesterfield, Derbyshire S43 4ET

Inspection dates:

24–25 September 2019

Outcome

Barlborough Primary School continues to be a good school.

What is it like to attend this school?

Pupils told me that they enjoy school because they can easily make lots of friends. They also said that the lessons are interesting. They enjoy having to think hard, especially in the 'maths challenges'. During the inspection, it was clear that the teaching of mathematics is indeed a strength of the school. Pupils have a good understanding of bullying, although they feel it rarely happens. They explained the importance of telling an adult or putting a note in the 'worry box' if they have any concerns. All staff expect a high standard of behaviour from pupils. This helps lessons and playtimes to flow smoothly. Pupils' behaviour was particularly impressive during a harvest assembly. They listened attentively and respectfully to the teacher. Their singing as they left the school hall was enthusiastic and tuneful. Staff, pupils and parents agree that the school provides a safe place, where children thrive and achieve well.

What does the school do well and what does it need to do better?

Leaders and staff have continued to provide a good quality of education. They have made the teaching of reading a high priority. This is especially true in the Reception class and Year 1. Staff have a precise overview of the phonics programme. They are clear about what they expect pupils to know and do each term. Well-trained staff provide extra help to the small number of pupils who need to catch up quickly. By the end of Year 1, almost all pupils are confident readers. In the older classes, pupils deepen their reading skills as they study a wide range of good-quality books. Staff are united in encouraging pupils of all ages to develop a love of reading.

In mathematics, teachers plan well-structured lessons to meet the needs of all pupils. This includes for pupils with special educational needs and/or disabilities (SEND). The mathematics leader provides valuable training and support for staff. This has resulted in a strong, consistent approach to teaching mathematics throughout the school. Pupils from a range of classes told me how much they enjoy mathematics and feel confident in lessons. The work in their books is accurate.

Leaders and staff have devised a topic-based approach across all subjects. Their ambition is for pupils to gain a rich store of knowledge as they progress through the school. For example, pupils learn about the historical importance of the River Nile. These lessons also improve their geographical and scientific knowledge about rivers and water. Pupils are well prepared for the next stages in their education.

Leaders know they need to find better ways of assessing how much pupils know and remember over time. This is particularly in subjects other than English and mathematics. Leaders and governors are mindful of the pressures on teachers' workload. They are keen for assessments to be useful and manageable.

Behaviour is good throughout the school, and bullying is not tolerated. All classes have a 'weather chart' system for encouraging good behaviour. Pupils believe this is a fair system that works well.

Staff promote pupils' wider development well. There is a good range of lunchtime and after-school clubs. Teachers make sure that pupils know about a range of faiths and cultures found in modern Britain. Pupils also told me about the 'anti-stigma champions'. This team of pupils helps support pupils' mental health and well-being during lunchtimes.

Children get off to a good start in the Reception class. Staff communicate well with pre-school providers during the summer term. 'Taster' visits help children to be ready to learn from day one at the school. There is a strong focus on phonics, reading and mathematics. The staff team plans interesting activities that will meet the needs of all children. Parents praise the teaching and care that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety and well-being are of great importance to leaders and staff. All staff understand and follow the school's procedures for raising concerns about pupils' welfare. They receive regular updates so that they are aware of current safeguarding issues. There is good support for new staff. Leaders work effectively with other agencies. Safeguarding training is up to date for staff and governors. There is useful information for parents about online safety on the school's website. When new staff and volunteers join the school, leaders make sure they are suitable to work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is coherently planned and sequenced across the full range of subjects. Teachers are now implementing the curriculum plans across the school. However, leaders and staff have not decided how best to assess pupils' retention of knowledge and skills at key points in all subjects. They need to build on the success of their assessments in English and mathematics. This will help teachers to better

understand what pupils know and what to plan for their future learning.

- Leaders and governors are mindful of staff workload. They should ensure that new assessment systems do not add unnecessarily to this.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Barlborough Primary School to be good on 16 June 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112505
Local authority	Derbyshire
Inspection number	10110137
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Vernon Sanderson
Headteacher	Kerry Towndrow-Birds
Website	www.barlborough.derbyshire.sch.uk
Date of previous inspection	23 February 2016

Information about this school

- There have been no significant changes at this school since the last inspection.

Information about this inspection

- I met with the headteacher, the acting deputy headteacher and a range of other curriculum leaders and staff.
- The following subjects were evaluated in depth: reading, mathematics and history. This involved speaking with curriculum leaders, teachers and pupils, examining planning documents and pupils' books, and carrying out lesson visits.
- I inspected safeguarding by speaking with leaders, staff and pupils, and reviewing policies, documents and the school's system for recording concerns. I reviewed the single central record of checks on the suitability of staff to work with children.
- I met with two representatives of the governing body to discuss how they fulfil their statutory duties regarding safeguarding. I also discussed to what extent they are mindful of staff workload.
- I carried out a range of inspection activities to evaluate how the school supports pupils' wider development, including how pupils are prepared for life in modern Britain.

- I observed pupils' behaviour in lessons and around school.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

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