

Inspection of Barton St Peter's CofE Primary School

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

Inspection dates: 8 and 9 December 2021

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Requires improvement |

What is it like to attend this school?

Pupils say they love attending Barton St Peter's. They state that they are very happy and feel safe. The relationships between staff and pupils are positive and respectful. This gives pupils the confidence to ask for help if they struggle with their learning.

Leaders have set high expectations for what pupils should achieve. They have considered the local area and the views of the pupils when designing the curriculum. Pupils are very positive about their learning. They want to do well. They try hard in lessons.

Pupils state that behaviour is good in school and that bullying does not happen. Leaders achieve this through a clear and consistently applied behaviour policy. Leaders support and train staff to manage behaviour positively. As a result, behaviour in all classes is calm and purposeful. One parent said, 'My child is extremely happy at this caring and nurturing school. It feels like they are part of one big happy family.'

Parents are overwhelmingly positive about the school, stating it is 'exceptional'. They know the school has high expectations for all. As one parent said, 'I know my child will excel here with focus on their individual personality, strengths and potential. The school will set them up for a great future.' Parents praise the clear communication and friendliness of staff.

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

Leaders, including governors, are determined that all pupils will achieve as well as they can. The curriculum, in subjects such as reading, mathematics, science and religious education, is well planned and sequenced. Each year, learning builds on what pupils have been taught before. As a result, pupils are remembering more. They can apply the skills and knowledge they have to new learning. Leaders have introduced assessments, but these are not accurate enough. They do not check the essential knowledge that leaders want pupils to know across all subjects.

The curriculum is ambitious. Leaders have carefully considered how they can use the local area when planning and delivering the curriculum. They want pupils to learn about the community they live in as well as the heritage, important landmarks and famous people who made the local area so important.

Children in the Reception Year make a prompt start when learning to read. Expertly trained staff have the skills to teach phonics well. In Year 1 and Year 2, adults build pupils' knowledge in small steps. Reading is well planned and sequenced to build pupils' knowledge of sounds over time. When pupils fall behind, adults support them to catch up quickly. The books pupils read are matched to the sounds that they know. This means they are confident and motivated readers. Older pupils talk enthusiastically about stories they have listened to and authors they know. They love their new library areas and are proud to be appointed as library ambassadors.

The mathematics curriculum is well thought out and taught effectively. Pupils confidently recall their learning and make strong progress. The work in pupils' books shows that their mathematical knowledge is developing quickly. Pupils are able to use the facts they have learned to tackle more complex mathematical ideas.

Children in the early years enjoy learning in a welcoming, exciting and attractive space that prioritises language and reading. They quickly become curious and independent learners. Staff make the most of the indoor and outdoor areas to develop children's knowledge, understanding and skills. Children enjoy the activities staff plan for them. While playing, children develop their social skills as well as their ability to read and count. Inspectors saw children learning through exploration and hands-on practice. This makes learning fun for all.

Pupils with special educational needs and/or disabilities (SEND) are well supported by all staff. Pupils' needs are identified at an early stage and specific actions are agreed to help pupils progress. Barton St Peter's is a very inclusive school.

Leaders support pupils' personal development exceptionally well. This is a real strength of the school. Pupils have roles in school such as library ambassadors, buddies or members of the student council. Pupils are proud to contribute to their school through the jobs they do. Pupils' success and achievement, both in and out of school, are celebrated. The school offers a good range of after-school clubs, including photography, Zumba and baking. Pupils are proud to represent the school in local events.

Leadership is strong at all levels. Leaders have brought about significant improvements to all aspects of the school since the last inspection. Governors, many of whom are new to role since the last inspection, know the school well and hold leaders to account effectively. They meet with leaders regularly to find out how the school is developing. Governors ensure that their statutory obligations are met. They are keen to enhance their work by recruiting more governors with the skills to complement those they currently have.

Leaders and staff have taken determined action to engage with parents and the wider community. Staff are highly visible at the start and end of the school day. Regular newsletters and the use of social media help parents know what is being taught. Workshops support parents to know how to help their child learn at home. Parental confidence in the school is very high. Almost all parents who completed Ofsted's survey, Parent View, would recommend the school.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding is consistent with the caring, Christian ethos of the school.

Staff receive regular training and are vigilant to risks that affect their pupils. Adults quickly identify pupils who may be at risk and take appropriate action when required. Leaders follow up safeguarding issues appropriately. They work very well with external agencies and families to support pupils who need help.

Pupils are taught to keep safe in a range of situations, including when using the internet or social media. Leaders are aware of the risks that are specific to the local area, for example county lines. They are vigilant in addressing any issues they might identify.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In subjects such as history and science, the assessments of what pupils know are not specific enough. As a result, teachers are not clear about what pupils have learned. Gaps in pupils' knowledge are left unchecked. Leaders need to ensure that their approach to assessment captures pupils' understanding accurately so that gaps in pupils' knowledge and understanding can be addressed.

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 information from Ofsted Parent View 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 the school and 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

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| Unique reference number | 118006 |
| Local authority | North Lincolnshire |
| Inspection number | 10200697 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 264 |
| Appropriate authority | The governing body |
| Chair of governing body | Michael May |
| Headteacher | Adeline Brack |
| Website | www.barton-st-peters.n-lincs.sch.uk/ |
| Dates of previous inspection | 20 and 21 March 2018, under section 5 of the Education Act 2005 |

Information about this school

- Barton St Peter's Church of England Primary School is a voluntary-controlled school. It is part of the Diocese of Lincoln.
- The school provides a breakfast- and after-school club.
- The proportion of disadvantaged pupils for whom the school receives pupil premium funding is higher than the national average.
- The proportion of pupils with SEND is about the same as the national average.
- The school does not use any alternative provision.
- A section 48 inspection took place on 15 October 2015.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors spoke with the headteacher, the deputy headteacher, subject leaders, the special educational needs coordinator, a range of school staff, a representative from the local authority, a representative from the diocese and a group of governors.
- Inspectors discussed the school's records on attendance and behaviour with leaders.
- During the inspection, inspectors spoke to pupils about their work and school life. Inspectors observed pupils' behaviour at playtime, lunchtime and during the whole-school collective act of worship.
- Inspectors spoke to parents and considered the 34 responses to Ofsted's online survey, Ofsted Parent View. They also considered the 28 responses to the online staff survey. There were no responses to the pupil survey.
- Inspectors carried out deep dives in reading, mathematics, history, science and religious education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered a range of information and documentation provided by the school, including curriculum planning for a wide range of subjects, the school's self-evaluation documents and plans for improvement. They also looked at information available on the school's website.

Inspection team

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|--------------------------------|-------------------------|
| Nicola Shipman, lead inspector | Ofsted Inspector |
| Mike Smit | Ofsted Inspector |
| Lesley Bowyer | Ofsted Inspector |
| Tim Jenner | Her Majesty's Inspector |

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