

# Inspection of Barton Church of England Primary School

Silver Street, Barton, Richmond, North Yorkshire DL10 6LJ

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Inspection dates: 19 and 20 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

This is a happy school. The school motto of 'the small school with the big heart' accurately sums up its distinct ethos. Pupils speak of accepting everyone, and valuing others' personalities and differences. This was observed regularly during the inspection. There are high levels of care, warm relationships and a sense of fun everywhere. Pupils interact and play with their friends at breaktimes. Behaviour is good in lessons and outside. There is no evidence of bullying. Adults swiftly address minor falling outs. Pupils speak highly of their teachers. Teachers have high expectations that pupils will do their best. Pupils appreciate teachers' sense of humour and how their learning is usually fun.

Pupils are proud of their school. They make good use of the school grounds and appreciate outdoor learning in the 'forest schools' area. Pupils enjoy the opportunities to share how they feel. 'Mental health champions', the use of 'worry monsters' to raise anxieties or using the 'thinking chair' help pupils maintain positive mental well-being. Older pupils have a strong sense of fairness. Pupils readily speak out against perceived injustice. They learn how to stay safe, especially online. The school council is integral to selecting new playtime equipment. It organises charity fundraising and suggests visits out of school.

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

Leaders promote reading very effectively. 'Reader leaders', investment in new books and a sensible use of online materials and support fire pupils' enthusiasm to read. Children in Reception make a quick start in learning how to decode words into separate sounds and blend them into words. They are used to the systematic approach such as 'shuffle time shoulders'. Staff are trained to deliver high-quality phonics lessons.

Pupils take books home that help them to become fluent and confident readers. This is because teachers match these books well to their reading ability. Parents are supported to help with early reading. 'Read to me' books are shared at home. Younger pupils are skilled readers, and many can read with expression.

Leaders are well on the way to completing a consistent curriculum structure. In subjects such as science and mathematics, curriculum thinking is clear. New learning is built on what pupils already know and remember. Teachers and pupils know and understand the key ideas that link learning. Leaders have ensured that the essential knowledge pupils need is clear and taught progressively. Pupils are developing subject-specific skills.

Assessment is used well to check on pupils' understanding and to see what they have remembered. Quizzes to recap recent and distant learning are commonplace. Teachers use assessments well to shape future learning. Pupils are learning more

and remembering more. There is more work to be completed to ensure curriculum thinking is of the same good quality in every subject.

Children make a good start in the early years. They are catching up in their understanding of number following the impact of COVID-19. Leaders know that children still need to focus on their speaking, listening and communication. Relationships are strong. Children enjoy school and behave well. Some of the youngest pupils are still learning to play cooperatively and share equipment. In the early years and across each class in school, pupils behave well and try hard to succeed. Low-level disruption in classes is exceptionally rare. This supports pupils' learning in a positive way.

This is a highly inclusive school where no-one misses out on different aspects of school life. This includes pupils with special educational needs and/or disabilities (SEND). Leaders go the extra mile to signpost or give support for pupils and families. Teachers make sure that pupils with SEND have a full understanding of what they have been taught. Teachers use assessment effectively to identify issues. The support that they give to pupils goes beyond the academic.

Leaders and governors have responded quickly to issues that have resulted from COVID-19. There is a clear focus on basic skills in English and mathematics, positive behaviour and maintaining pupils' well-being and positive mental health. This extends to all adults in school as well. Staff speak highly of leaders' commitment to their well-being. They appreciate the strong lines of communication and a manageable workload. This allows them to focus fully on pupils' needs.

Pupils develop the knowledge and skills to help them become well-rounded individuals and future citizens. They learn about different faiths and cultures, attending a 'peace walk' in a nearby town. Pupils work towards a 'global citizens award' and learn about stereotypes for race, age or gender. They understand that there are many differences in people's lives around the world. Pupils are aware of injustice and suffering. They are also passionate about the environment, demonstrated by the work of the 'eco-council'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff training is thorough and up to date. This helps adults to spot even the tiniest issue that a pupil might have. Staff report concerns and record them online. The executive headteacher and chair of the governing body check all safeguarding records. Partnership work across the Cornerstone group of schools strengthens safeguarding systems.

Staff are aware of safeguarding risks in the locality. Training addresses these issues. Leaders make good use of external partners to help those pupils in need. Pupils learn how to stay safe. Leaders have made sure of an increased vigilance for online

safety. This is in response to an increased use of the internet during COVID-19 by some pupils.

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

### **(Information for the school and appropriate authority)**

- The structure of the curriculum in some subjects is unclear. It is not sufficiently well planned or sequenced. Pupils are unable to make connections between new learning and what they already know. The curriculum is not helping them to know more and do more over time. Leaders need to make sure that in all subjects the curriculum helps pupils to build new learning on what they already know and remember. It is clear from leaders' actions that they are in the process of bringing this about while making necessary amendments in response to the impact of COVID-19. They have set an ambitious timetable to complete revisions to the curriculum. For this reason, the transitional arrangements have been applied.

## **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

<b>Unique reference number</b>	144155
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10227621
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	34
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rt Revd Paul Ferguson
<b>Executive Headteacher</b>	Helen Dudman
<b>Website</b>	<a href="http://www.barton.dalesmat.org">www.barton.dalesmat.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Barton Church of England Primary School converted to become an academy in December 2017. When its predecessor school, Barton Church of England Primary School, was last inspected by Ofsted in April 2015, it was judged to require improvement overall.
- In 2019 the school entered into a partnership with East Cowton Church of England Primary School, Kirkby Fleetham Church of England Primary School and Ravensworth Church of England Primary School. The four schools are known as the Cornerstones Schools. All schools share one local governing body and executive headteacher. Each teacher provides leadership of a subject across all four schools.
- This school is a member of the Dales Academies multi-academy trust.
- The school's religious character is Christian. The diocese inspects this separately under section 48 of the Education Act 2005.
- The last section 48 inspection took place in May 2015. It was judged to be good. Section 48 inspections are currently scheduled within eight years of the previous inspection. This cycle has been extended to allow for the period when inspections were paused due to COVID-19 restrictions.

- The school does not use any alternative provision.

## Information about this inspection

The inspector(s) 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 school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher and base leader throughout the inspection. The base leader is the teacher in charge of this school when the headteacher is out of school. The deputy headteacher and the special educational needs coordinator, who are employed to work across the Cornerstone group of schools and work part time in this school, also met inspectors.
- Inspectors met with staff, including the school administrator, pupils, governors, including the chair of the governing body, and the chief executive officer of the Dales Academies Trust.
- A telephone conversation was held with a representative of the Diocese of Leeds.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons if available, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils reading to a familiar adult.
- Inspectors also discussed curriculum plans and spoke to leaders and staff about some other subjects.
- Inspectors reviewed safeguarding records, including the single central record. They talked to pupils and staff about their views of safeguarding.
- Inspectors observed pupils' behaviour during lesson visits, at breaktime and at lunchtime. They spoke to pupils and to staff about their views on behaviour.
- Inspectors considered the nine free-text responses to Ofsted's online survey, Ofsted Parent View. In addition, inspectors also considered the responses to Ofsted's pupil survey and staff survey.

## Inspection team

Phil Scott, lead inspector	Ofsted Inspector
Dawn Foster	Ofsted Inspector

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