



Barrow Hill Primary School

Inspection Report

Unique Reference Number 112626
LEA DERBYSHIRE LEA
Inspection number 278977
Inspection dates 15 March 2006 to 16 March 2006
Reporting inspector Mr. Glynn Storer LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Station Road
School category	Community		S43 2PG
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01246472494
Number on roll	104	Fax number	01246477822
Appropriate authority	The governing body	Chair of governors	Mrs.Margaret Tighe
Date of previous inspection	1 December 2003	Headteacher	Ms. Jean Primmer

Age group 3 to 11	Inspection dates 15 March 2006 - 16 March 2006	Inspection number 278977
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small primary school serves the village of Barrow Hill, near Chesterfield. Levels of hardship and deprivation in the community are high. Over half of all families register for free school meals. Children's attainments on entry are well below average for their age. All pupils are from White British families but the proportion of pupils with learning difficulties or disabilities is above average for a school of this size. There has been a high turnover of staff and until recently some classes were taught by temporary teachers.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Barrow Hill Primary School sees itself as a satisfactory but improving school and the inspector agrees. Standards and quality in the Foundation Stage are good. Standards at the end of Year 6 are below average. However, most pupils make satisfactory progress and for some younger pupils, progress is good. Standards in reading and mathematics are rising but standards in writing and the quality of pupils' written work are still too low by the end of Year 6. Pupils' personal development is good. Most pupils behave satisfactorily and positive relationships between pupils and adults result in a happy atmosphere in the school. Pupils' spiritual, moral and social development is good, but pupils do not learn enough about the richness and diversity of other cultures. Teaching and learning are satisfactory overall, and good teaching in the Foundation Stage and Key Stage 1 is improving learning and achievement. However, there are inconsistencies in the management of pupils' behaviour, which result in times when the poor behaviour of a minority of older pupils reduces the progress that they and other pupils make. The curriculum is satisfactory, and a good range of additional activities and special events promotes enjoyment and encourages most pupils to become willing learners. Standards of care are outstanding, particularly the quality of support that the school provides for its most vulnerable pupils and their families. The headteacher has worked hard to improve the school and the staff work as a committed team. Governors discharge their duties satisfactorily but they are not yet sufficiently involved in checking the school's work. Improvement since the last inspection has been satisfactory. The school has the capacity for further improvement and provides satisfactory value for money.

What the school should do to improve further

- improve the standard and quality of pupils' writing by the end of Year 6 - ensure that the management of pupils' behaviour is consistently effective throughout the school - give governors a more prominent role in monitoring the standards and quality of the school's work - teach pupils more about cultures other than their own.

Achievement and standards

Grade: 3

Most children enter Nursery, attaining standards that are low for their age. Many have poor personal, social and communication skills and very limited experience beyond the home. Children make good progress in the Nursery and Reception class but by the time children transfer to Year 1, standards remain below those normally expected of 5-year-olds. In the 2005 national assessments for 7-year-olds, results in reading, writing and mathematics were very low in comparison with schools nationally, but were a considerable improvement on the school's exceptionally poor performance in 2004. However, in this small year group, the school's overall score was adversely affected by a small minority of pupils with learning difficulties. Most pupils actually made satisfactory progress in relation to their starting points in Year 1 and for those

who attained above average standards, progress was good. The work of pupils currently in Year 2 indicates that they have made good progress in Years 1 and 2. Most pupils are on course to attain or exceed the expected standard for their age and overall standards are broadly average. In the 2005 tests for 11-year-olds, standards were well below average in English and science and below average in mathematics. In this very small year group, a few did not make the progress that they should, although lower attaining pupils and those with learning difficulties did well. However, the progress of these pupils had been adversely affected by staffing difficulties which are now resolved. This is reflected in the fact that, despite relatively low overall scores, standards rose significantly in 2005. The school has set challenging targets for pupils currently in Year 6 and most are on course to achieve them. Achievement in Years 3 to 6 has been satisfactory and those with learning difficulties or disabilities achieved well.

Personal development and well-being

Grade: 2

Foundation Stage staff promote children's personal, social and emotional development effectively. By the time that they transfer to Year 1, most are gaining confidence and adopting positive attitudes to school life and work. Most pupils enjoy school. They say, 'Teachers listen to us when we put things forward', and 'Lessons are interesting and fun'. Attendance rates have improved since the last inspection and are now satisfactory. Behaviour is satisfactory overall. Most pupils are attentive and try hard in lessons. However, older pupils sometimes become restless and need frequent reminders to resist calling out, talking to and disturbing others. The school promotes pupils' spiritual, moral and social development effectively but pupils do not learn enough about cultures other than their own. Relationships are particularly good. Pupils add much to the school and to the wider community by the way that they care for one another and by participating in events such as 'Chesterfield in Bloom'. The school successfully prepares pupils for life in adult society. A good number of pupils take part in the sporting activities the school offers. This, together with the school's eating healthily campaign, means that pupils keep fit and healthy. Pupils demonstrate a sense of responsibility and adopt safe practices in their work and play. Their enthusiasm for school improvement projects, together with teamwork and collaboration, lays sound foundations for economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Children in the Foundation Stage learn well because teaching is effective, particularly in the emphasis that staff give to building children's confidence, self-esteem and independence. This approach prepares children well for school life. Standards are rising in Key Stage 1 because teaching in Years 1 and 2 is good. Staff manage the transition from Foundation Stage sensitively and modify the curriculum well, so that pupils' learning and developmental needs are

sensitively met. The teacher has high expectations of pupils' behaviour, and relationships between pupils and adults are strong. Consequently, pupils behave well and apply themselves to their work with interest and enjoyment. Teaching in Key Stage 2 is satisfactory. Teachers use individual and group targets well to improve pupils' progress. This initiative works well because it gives pupils an understanding of how to improve their work. However, the management of pupils' behaviour is not always effective and so there are times when poor behaviour slows the pace of learning and reduces the progress that pupils make. Furthermore, there are times when teachers' expectations are not high enough, which reflects in poor handwriting and presentation by some pupils in Key Stage 2.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets statutory requirements. Provision for information and communication technology (ICT) has improved considerably since the last inspection and is now satisfactory. The curriculum is becoming increasingly creative in the ways staff reinforce literacy, numeracy and ICT skills through work in other subjects. The curriculum meets the needs of all pupils satisfactorily because teachers cater effectively for a range of learning styles. Provision for pupils with learning difficulties is good. The school recognises that pupils should learn more about the lives of people from different cultural backgrounds. Staff are committed to enriching pupils' experiences. Visits, such as those to the Yorkshire Sculpture Park and Derby University broaden pupils' horizons. Visitors provide specialist teaching on topics such as 'stranger danger' and drugs awareness, and after school clubs provide opportunities for sport, music and drama. Together, these activities make a good contribution to pupils' personal and academic development and prepare them well for life as young adults.

Care, guidance and support

Grade: 1

Standards of care, guidance and support are outstanding. The school gives the welfare of all pupils a high priority. Child protection procedures are followed rigorously by all staff. Governors monitor health and safety conscientiously. Standards of pastoral care and supervision are high. The school takes strong action to counteract unacceptable behaviour and, as a result, two pupils were excluded during the last school year. Consequently, pupils feel safe and valued. They believe that their views are acted upon and are confident that adults deal effectively with issues such as bullying and care for them if they are upset. The care for the school's most vulnerable pupils is exemplary. Strong links with outside agencies ensure that pupils and their families get extremely good support in times of need. The academic guidance for pupils is also good. Standards are rising because pupils understand their personal targets and know what they need to do in order to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher is an effective leader. Her committed approach sets a good example for staff and has successfully sustained the school during a challenging phase in its development. Together with senior colleagues, she has built settled teaching and support teams and continued the drive to improve standards and quality. She has also provided the necessary training, time and support for those with management responsibilities to do a good job. As a result, the school is stronger at all levels, although the full impact of the work of recently appointed managers is yet to be felt in the raising of standards. Procedures for checking aspects of the school's work are thorough. Most improvement initiatives are successful because the school has an accurate picture of what it needs to do. Governors perform their duties conscientiously. However, they do not gather enough first-hand information from the school or from parents to hold the school to account for what it achieves. The school's track record for improvement is satisfactory. Despite the high turnover of teachers in recent years, staff have successfully removed most of the serious weaknesses identified by the previous inspection, although there is still work to be done on standards of writing. The strengthening of the management team puts the school in a sound position to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You may remember that I visited your school a little while ago. Thank you for making my visit so enjoyable and for taking time to talk to me and to answer my questions. I thought that you would like to hear what I found out about your school. There are many good things happening in your school. - The youngest children get a good start to their life in school. - Almost all of you make the progress that you should in English and mathematics, and overall standards are improving. - Teachers help you understand how well you are doing and you can improve. - You enjoy school because teachers, visitors and special events make learning interesting. - Most of you get on well with one another and with the adults who work with you. - Your teachers and other adults care for you extremely well when you have problems and make sure that you are safe. - Staff, governors and pupils work hard to make the school a better place. There are some things that could be even better. - I have asked your teachers to give you even more help to improve the standard and quality of your writing. - I have also asked them to make sure that everybody behaves well and gets on with their work sensibly, especially in Years 3 to 6. - Finally, I have asked them to teach you more about the lives of people from different cultural backgrounds and heritages. - I have asked the school's governors to visit you more often to check how well everybody is doing. I hope that you will all continue to work hard and do well.