



Barby Church of England Primary School

Inspection Report

Unique Reference Number 121958
LEA Northamptonshire
Inspection number 281140
Inspection dates 8 May 2006 to 8 May 2006
Reporting inspector John Eadie AI

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

Type of school	Primary	School address	Daventry Road
School category	Voluntary controlled		Barby
Age range of pupils	4 to 11		Rugby, Warwickshire CV23 8TR
Gender of pupils	Mixed	Telephone number	01788 890677
Number on roll	94	Fax number	01788 890677
Appropriate authority	The governing body	Chair of governors	Mrs Susan Busfield
Date of previous inspection	12 October 1999	Headteacher	Mrs Angela Tilston

Age group	Inspection dates	Inspection number
4 to 11	8 May 2006 - 8 May 2006	281140

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small Voluntary Controlled Church of England school serves the pleasant village of Barby, five miles from Rugby. Almost all pupils are of White British heritage. The proportion of pupils with learning difficulties and disabilities is broadly average. Children generally have average levels of skills and knowledge when they start in the Reception class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils and gives satisfactory value for money. The school's own evaluation of its effectiveness matches that of inspectors. Pupils are making satisfactory progress through the school. They start in the Foundation Stage (Reception class) with the expected skills and knowledge for their age and, as a result of sound provision, make satisfactory progress in reaching the goals needed to start the National Curriculum by the start of Year 1. Standards reached by the time pupils leave the school are broadly average, which represents satisfactory progress. Teaching and learning are satisfactory overall but there is a weakness. Teachers do not always set sufficiently difficult work for the most able pupils, which hampers their achievement and their ability to reach the standards of which they are capable. This is beginning to be addressed, but teachers' expectations as a whole are not yet sufficiently high, as is reflected in the average standards being reached.

A strength of the school is that pupils are well cared for and supported. This is resulting in their good personal development. The curriculum is satisfactory.

Leadership and management are satisfactory. Management has overcome some significant issues that arose as a result of some extended staff absences two years ago. The structures put in place have begun to have a positive effect and the school has identified suitable areas for development. There has been some success in raising standards but mathematics and science are still lower than those in English. Monitoring is not as effective as it might be because it is insufficiently focused on raising standards. Satisfactory progress has been made since the previous inspection and the school is suitably placed to move forward.

What the school should do to improve further

- Ensure that teachers plan work that provides better challenge for the most able pupils so that they achieve as well as they can and reach higher standards.
- Extend the work to raise standards further, particularly in science and mathematics.
- Make monitoring more rigorous so that weaknesses can be detected and remedied.

Achievement and standards

Grade: 3

Pupils reach average standards by the time they leave the school and make satisfactory progress. Children start school in the Reception class with the expected skills and knowledge for their age. By the start of Year 1, they have made satisfactory progress and children have generally reached the expected goals and are ready to start the National Curriculum. There is a focus on developing basic skills and standards reached in reading, writing and some aspects of number work are better than expected, showing good progress in these areas of learning.

In the tests in Year 2, standards have improved steadily since 2003 and pupils currently in Year 2 are reaching above average standards in reading, writing and mathematics.

This represents satisfactory progress from the start of Year 1. The results in the national tests in Year 6 last year were broadly average, although standards in science were below average. Pupils are currently working at average standards in Year 6 and standards in science have improved. These pupils scored average levels in Year 2 so have made satisfactory progress through Years 3 to 6. Throughout the school, there are pupils predicted to reach the higher levels who do not achieve this target. Targets set for individual pupils in the national tests are generally modest, although satisfactory, and most pupils achieved their targets last year, except for a small minority who were expected to achieve the higher levels. Assessment information indicates that the school should meet targets.

Personal development and well-being

Grade: 2

Pupils' personal development, including the progress that they make in their spiritual, moral, social and cultural understanding, is good. They come happily to school and attendance levels are above average. Pupils attitudes to their school and their work are good and most enjoy school. Behaviour is good because staff have successfully tackled a pattern of disruptive behaviour, which arose during a time of significant staff absence two years ago. Pupils are very aware of what is expected of them and most now conform to the high expectations set. A number of them, who find it harder to behave consistently well, manage to do so because of the special support given to them. Pupils feel confident to discuss sensitive issues like bullying openly and know the school's procedures to keep them safe. Pupils are developing healthy lifestyles and safe practices well. Some described the components of a healthy lunch with great interest. Pupils have some opportunities to take on responsibility, through membership of the school council, for example. Older pupils, particularly, take on some routine responsibilities and duties around the school, but there is scope for this to be widened and for pupils to be given more opportunities to use their initiative. Pupils make a satisfactory contribution to the school and wider community through such things as the school council and charity collections. Pupils make satisfactory progress in developing skills that will equip them for later life.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory and pupils are learning at the expected rate. A strength of teaching is that teachers have good relationships with their pupils so pupils want to do well and work hard. Teachers generally identify clear outcomes for pupils' learning in their lesson plans and these outcomes are usually shared with the class. This involvement of pupils in their learning is good. Although teachers typically plan work at different levels for the variety of abilities of the pupils in their classes, there is rarely work planned which really challenges the most able. This is the major reason for the lack of higher levels gained in the tests.

The school has a long history of monitoring the progress of pupils. Recently, this has been refined to give pupils short-term targets to improve their work. These targets are beginning to be used well. Most pupils, and their parents, know their targets and what they need to do to improve and pupils are keen to achieve these targets.

Curriculum and other activities

Grade: 3

The curriculum planned for pupils, including children in the Foundation Stage, and other activities such as clubs, visits and visitors, are satisfactory. They form a firm basis for pupils' progress in different areas of learning and subjects. French is taught in addition to normal primary school subjects. Work is generally geared accurately to match pupils' different learning needs, although it does not always challenge the most able. The school is moving towards making more links between subjects, especially the use of information and communication technology, to make learning more relevant and to raise standards in all areas. Pupils are taught about how to stay healthy and safe. They enjoy the reasonable range of out of school clubs provided and older pupils benefit from an annual residential trip. This is particularly useful in developing their self-confidence and independence – important requirements for success in later life.

Care, guidance and support

Grade: 2

This area of the school's work is good. Staff know the pupils and their families well and provide good day-to-day personal support. Pupils feel that they always have an adult to turn to if they need help and they are cared for well and kept safe. Some pupils feel that good behaviour is not always rewarded appropriately – a view shared by the inspectors.

All staff are aware of the school's thorough child protection procedures and there are good arrangements for the administration of first aid. The staff make sure that the school is a safe place and risk assessments are undertaken routinely. Pupils are given good advice on how to make progress academically. This has recently become much more detailed. Pupils and their parents are provided with clear information about how well they are doing and what they need to do to move forward in their learning.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Two years ago, the school suffered some considerable disruption as a result of a number of staff being away for extended periods. These absences left a legacy of turbulence. For example, standards of behaviour declined as pupils had little consistency of teaching and discipline. These problems have largely been overcome.

Monitoring of teaching and learning is regular but is insufficiently focused on raising standards. For example, strategies for improvement are rarely noted in feedback.

Governance is satisfactory and all statutory requirements are met. Governors are supportive and offer good levels of expertise. For example, financial control is good. However, their monitoring is insufficiently focused on supporting developments and raising standards.

The school's evaluation of its effectiveness is satisfactory. Suitable areas have been identified for improvement. Work has already started on raising levels of expectation for the most able pupils. The school has been slow to tackle some issues it has identified for improvement. For example, although standards in science have been lower than those in English and mathematics for some years, strategies to improve this have only recently been implemented. Standards have begun to improve. Parents are consulted on their views, which are largely positive. They use such expressions as 'The school is very approachable and supportive' and 'All staff go the extra mile'. Some parents' and pupils' ideas, such as the adventure playground and the move towards becoming an e-school, find their way into the school improvement plan.

Bearing in mind the way the school has come through a time of turbulence, leadership and management are showing a satisfactory capacity to improve. It is not better because of the slow pace of some developments.

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
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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?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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	3	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	3	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	2	NA
The attendance of learners	2	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	3	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?	2	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	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

9 May 2006

Dear Pupils

We very much enjoyed our visit to your school and looking at your work and listening to what you had to say.

We think the following are the best things about your school

- You behave well and work hard.
- All adults look after you well and make sure you are safe.
- You know how to stay safe and healthy.
- Your headteacher and teachers know what needs to be improved and have already started work on these things.
- The targets set for you are good and help you to know how to improve your work.

These are the things that we have told your school it needs to improve

- You are not always given hard enough work.
- The standards of your work in mathematics and science are improving but need to improve further.
- Teachers and governors need to say more clearly how they are going to make the school better.

Yours faithfully

John D Eadie Lead Inspector