



# Great Barton Church of England Voluntary Controlled Primary School

## Inspection Report

**Unique Reference Number** 124697  
**LEA** SUFFOLK LEA  
**Inspection number** 281782  
**Inspection dates** 6 March 2006 to 7 March 2006  
**Reporting inspector** Mr. Keith Sadler LI

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

<b>Type of school</b>	Primary	<b>School address</b>	School Road
<b>School category</b>	Voluntary controlled		IP31 2RJ
<b>Age range of pupils</b>	4 to 9		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01284 787353
<b>Number on roll</b>	135	<b>Fax number</b>	01284 787353
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Eddie Gibson
<b>Date of previous inspection</b>	3 July 2000	<b>Headteacher</b>	Mrs. Sarah Rees

<b>Age group</b> 4 to 9	<b>Inspection dates</b> 6 March 2006 - 7 March 2006	<b>Inspection number</b> 281782
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a smaller than average Church of England school serving the village of Great Barton. About a quarter of the children travel from beyond the school's immediate area and almost all have had some playgroup or nursery experience. A low number of children are eligible for free school meals. The number of children who need extra help with their learning is below average. Almost all children come from White British backgrounds. Whilst the communities the school serves are generally advantaged, the full range of ability is represented in the school's intake. Overall the children's attainment on entry to the school is around that expected nationally.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that has an accurate view of how well it is doing. The inspection confirms the school's view that its overall effectiveness is good. It gives good value for money. There is an overwhelming team spirit which includes all the staff, children and governors. This has been created by the headteacher who has made an excellent start to her headship. She already provides good leadership and management and, as one parent commented, 'our head conveys a caring yet no nonsense air'. The good leadership and management extend to teaching staff and governors. The school has improved standards and tackled the issues for improvement from the last inspection effectively and is well placed to make further improvements. Children achieve well overall. They enter the school with broadly expected levels of attainment and, because they are taught well and are helped to become confident, they make rapid progress through Reception and Years 1 and 2, achieving exceptionally high standards by the end of Year 2. Progress is good in Years 3 and 4, particularly in reading and science where standards at the end of Year 4 are significantly above expected levels. In writing and mathematics, standards are above expected levels. Children have made sound progress in these areas in the past, but there is now clear evidence that progress is quickening. Children's personal development is good. They love going to school, thoroughly enjoy lessons and behave very well. Parents are very supportive of the school. They are unanimously positive in saying that their children are safe, enjoy school and make good progress because teaching is good. The inspection confirms these views. The curriculum is of good quality with a good range of additional activities being provided. The school has begun to develop a more themed approach to learning across subjects but this has not been fully developed across all year groups.

### What the school should do to improve further

- Continue to implement the plans that are in place to raise standards in writing and mathematics in Years 3 and 4. - Continue to implement the plans to develop a more thematic approach to linking subjects together in Years 2, 3 and 4.

## Achievement and standards

### Grade: 2

Achievement is good for all groups of children. Children start Reception with standards similar to those expected of their age except in their personal, social and emotional development where their attainment is slightly below average. From this sound starting point, children make rapid progress in Reception and Years 1 and 2. This is due to the consistently good teaching and the positive atmosphere that helps children to become confident learners. In national tests at the end of Year 2, standards have been exceptionally high for the past five years in reading, writing and mathematics and the school consistently achieves its challenging targets. Children continue to make good progress in Years 3 and 4 in all areas other than writing and mathematics where progress is satisfactory. The school has put good plans in place to raise achievement in both

these areas and there are clear indications from teachers' assessments that progress is now quickening. This improvement is due to the focus that has been placed on tracking each child's progress and making sure that work set is challenging them to do their best. By the end of Year 4 standards are significantly above those expected in reading, ICT and science and are above average in writing and mathematics.

## **Personal development and well-being**

### **Grade: 2**

Children's personal development, including their spiritual, moral, social and cultural development, is good. Attendance is above average. Children behave very well, love school and have very good relationships with staff and each other. As one Year 4 child said, 'we don't like it when children don't behave well, so we make sure that we all do'. Good opportunities are provided for the children to reflect on important issues and to be considerate towards others. For example, the children thoroughly enjoyed an assembly in which five visiting adults from local churches played out Jesus feeding the 5,000 using two classes of children as the crowd. They were awe-struck when it was discovered that after the meal five loaves and fishes were left! They learn about different cultures in religious education, music, art and studies of different countries. In addition, each year the school has a themed week in which another country is studied. The children learn how to stay safe, which is important as the school is close to a busy road. This is enhanced by an annual 'walk to school week' and talks from the community policeman. Children say that they have many adults that they can turn to if anxious or frightened. They know it is important to eat healthily and to take regular exercise. They enjoy taking responsibility - including membership of the school council. They are actively involved in the local community and each year children raise money for charity, this year by holding a toy stall. They have good academic and social skills and are well equipped for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The inspection confirms the school's view that teaching is good. Children enjoy learning because teachers plan well and ensure that lessons are presented in varied and interesting ways. Relationships are very positive and there is a vibrant working atmosphere. In the Foundation Stage, the teacher uses the children's ideas very well to build on their previous experiences. This helps to excite and maintain interest as, for example, where children had to search the room for artefacts connected with the book that had been read to them. Teachers invariably share lesson objectives with the children and this helps them to know what it is they are expected to learn. Children are given clear targets for improvement in English and mathematics and they know exactly what they are, and how to improve their work. Teachers take care to ensure that work is well matched to the children's needs and that it is demanding. In an outstanding Year 2 numeracy lesson, for example, the teacher's very high expectations

presented a very high challenge that was met well by the children. It led to rapid progress and high levels of enjoyment and achievement. Children who find learning difficult are supported well by knowledgeable teaching assistants who are effective in helping them to meet their targets.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and makes a strong contribution to the children's good achievement. A wide variety of activities is planned to ensure that all the required subjects are taught and very good adaptations are being made to ensure that the children's needs are met. For example, the Year 1 curriculum has been carefully designed to build on the six areas of learning in the Foundation Stage. In Years 2, 3 and 4, the school has started to be creative in planning the curriculum around themes. This helps to capture the children's interest and make their learning more relevant because barriers between subjects are beginning to be broken down. This approach also helps to boost achievement in literacy and speaking and listening skills. As yet, this exciting project has not been implemented consistently across all year groups and subjects. The curriculum is enhanced by a good range of additional activities, mainly in the sports and arts, and also is enriched by a wide range of visitors to the school and by visits made out of the school. This includes a residential visit for Year 4 children.

## **Care, guidance and support**

### **Grade: 2**

The school provides high levels of care and support for children and makes every effort to ensure that they feel secure and cared for in a community where they are valued. One child said that the school is the 'safest place in the whole child world'. Another commented, 'I've never thought about how safe I am at school because I just am'. Adults know the children well, listen carefully to them and act on their suggestions. Health and safety arrangements and those for protecting children are excellent and all adults are made aware of their responsibilities. The recent strengthening of the processes to check children's progress and setting targets is having a positive impact on achievement, particularly in writing and mathematics. Children know what they need to do to improve.

## **Leadership and management**

### **Grade: 2**

The headteacher has made an outstanding start to her headship in the five terms that she has been in the school. She has maintained successfully the previous high standards and has improved the school's provision. Above all, she has created a very strong sense of teamwork amongst all the staff so that there is now a purposeful, inclusive and very positive atmosphere in which the views of all adults are valued. The teaching and non-teaching staff, caretaker, secretary and cook all play an important role in the school's development. Aply supported by the senior teacher, the senior team have a

clear vision for the future that is shared by all staff and governors and they ensure that all children are included in all activities. Achievement is improving in Years 3 and 4 and there have been good innovations in the curriculum in Reception and Year 1. There is very good capacity for further improvement. The school has suitable systems for checking how well it is doing. These ensure that it has an accurate grasp of improvements that may need to be made. Staff regularly seek and act on the views of parents through both informal discussion and questionnaires. The result is a very good improvement plan that builds on suggestions of children, staff, parents and governors. This outlines effectively priorities and how they will be tackled. Governance is good. Governors are well organised, deeply committed to the school and its improvement and have a clear understanding of the many strengths and areas for development within the school. Although some governors are newly appointed, the governing body, in addition to providing good support, challenges the school well and is now appropriately involved in the checking of performance.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	1	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	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

I am writing to thank you for being so helpful when I came to inspect your school. This letter is to tell you what I think about your school. I can understand why you enjoy school so much and are proud of it. I think you go to a good school where you are well taught and you learn quickly and well. All the adults look after you very well and take care to make sure that there is always someone to help when you are feeling sad or unwell. You behave very well and get on with each other extremely well and make sure that everyone is happy. You work hard in lessons and teachers make lessons interesting and help you to learn well. Your headteacher leads the school very well. She has lots of things that she wants to do and she makes sure that all the adults work closely together for your benefit. I have asked the school to make sure that you do even better with your writing and mathematics in Year 3 and 4 and also for the teachers to plan work for you that covers lots of subjects together.