



Barton Church of England Primary School

Inspection Report

Unique Reference Number 121527
Local Authority North Yorkshire
Inspection number 292149
Inspection dates 10–11 January 2007
Reporting inspector Joy Frost

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

Type of school	Primary	School address	Barton
School category	Voluntary controlled		Richmond
Age range of pupils	4–11		North Yorkshire DL10 6LJ
Gender of pupils	Mixed	Telephone number	01325 377246
Number on roll (school)	59	Fax number	01325 377304
Appropriate authority	The governing body	Chair	Mrs B Whittle
		Headteacher	Mrs E Trehitt
Date of previous school inspection	29 January 2001		

Age group 4–11	Inspection dates 10–11 January 2007	Inspection number 292149
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small rural primary school located in the village of Barton in North Yorkshire. The majority of pupils live locally but a small number travel from further afield. The school population is almost wholly White British. The proportion of pupils eligible for a free school meal is well below average. The school has an average but growing number of pupils with learning difficulties and/or disabilities.

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 judges itself to be satisfactory and the inspector agrees. The school has changed significantly since the last inspection. Over the past three years, there has been a rise in the number of pupils who join or leave the school during term time, an increase in the number of boys, and an increase in the number of pupils with learning difficulties and/or disabilities and looked after pupils. The headteacher, staff and governors have acted quickly to manage this change. The school has made reasonable progress since the last inspection and provides sound value for money.

There has been a decline in standards in the last two years which is linked to the changing nature of the school and the pupils' lower levels of attainment on entry to the school. Pupils' achievement is satisfactory. However, systems for tracking pupils' progress across the school are not robust enough. Teachers' planning meets the needs of the different aged pupils in each class. In good lessons, teachers plan activities which closely match pupils' needs and they know how to improve their work. However, this does not happen consistently enough to ensure that all pupils are suitably challenged, especially the more able.

Provision for children in the Foundation Stage (Reception) is satisfactory. They are taught in a class with Year 1 pupils. They interact well and the school provides well for pupils' creative, physical and mathematical development and in their knowledge and understanding of the world. The school has recently created an outdoor area with large play apparatus to promote the physical and social development of pupils in the Foundation Stage, but as yet this cannot be reached directly from the classroom. Play activities are planned which make links between all the different areas of learning and a teaching assistant works well with pupils to develop early language skills. However, pupils are not given enough opportunities to learn independently and often rely too heavily on the teacher.

The behaviour of most pupils in the school is satisfactory. Pupils are generally polite and get along together well, but there is occasionally low level disruption from pupils with behaviour problems, especially when they are asked to work cooperatively. Good strategies for dealing with this issue are beginning to have an impact. There is a high level of care for all pupils and they say they feel well cared for and enjoy school. Their moral and spiritual development is good. They express their feelings clearly and take time to reflect on moral issues. However, their social and cultural awareness is only satisfactory.

The headteacher combines her leadership duties with a large teaching commitment. She has ensured that staff and governors work together as a team to discuss how the school can become more effective. They have identified the relevant priorities facing the school and have drawn up appropriate plans for improvement. Some of these strategies are at the early stage of implementation and now need to be fully embedded across the school. All involved in leadership and management have an accurate view of the schools' strengths and weaknesses.

What the school should do to improve further

- Raise standards, particularly for the most able.
- Ensure that pupils understand what they need to do to improve.
- Improve the use of pupils' assessment information to plan lessons that consistently meet the needs of all pupils.

Achievement and standards

Grade: 3

Achievement is satisfactory. Standards at the end of both key stages have been broadly in line with national averages for the past few years. In the 2006 national tests for 11 year olds, standards fell to below national expectations for the first time. This was partly due to the relatively large number of newly admitted pupils who have learning difficulties and/or disabilities. The school identified these problems quickly but the strategies put in place have not had sufficient time to raise standards to previous levels.

In the Foundation Stage, most pupils enter with skills and knowledge that are in line with those expected nationally for pupils of this age. They make good progress in the areas of mathematical, physical and creative development and in their knowledge and understanding of the world but they do less well in social and language development. The youngest pupils are learning the sounds associated with letters very well, but they are not given enough opportunities to practise using these to write for themselves. By the time they enter Year 1, most of them are achieving the standards expected for their age.

In Key Stages 1 and 2, pupils make satisfactory progress. Standards vary year on year due to the individual variations between the small number of pupils in each year group. Whilst most pupils make satisfactory progress, more able pupils do not always make as much progress as they should.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory and this judgement is in line with the school's own evaluation. The behaviour of most pupils is good but there are some pupils for whom behaviour is a concern for the school and a minority of parents. The new approach to managing behaviour is helping pupils to better express their feelings and is raising their self-esteem. Pupils know how to stay safe and be healthy. They are very aware of the need for a good diet and exercise. They feel safe in school and said that incidents of bullying were rare, but that when they did occur they were dealt with well. Pupils enjoy coming to school. Attendance is broadly in line with national expectations but a small number of families take their children out of school for holidays in term time and this adversely affects the progress they make. The moral and spiritual development of pupils is good. However, the social skills of a small minority of pupils are inadequate: they do not cooperate with each other well

enough in class. Pupils generally listen and respond well in assemblies and reflect on moral and spiritual issues. They play an active part in fundraising and deciding which charities to support and the school council enables their views to be heard. Pupils' preparation for economic well-being when they leave school is satisfactory, but they do not yet have enough opportunity to develop their information and communication technology skills.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Teachers generally match work to pupils' abilities and teaching assistants are used well to support pupils with learning difficulties and/or disabilities. In the better lessons, pupils are expected to discuss their work with each other and with the teacher. However, in some lessons, activities are not matched well enough for all pupils and there is insufficient challenge for the more able pupils. Teaching assistants could be deployed more effectively at the beginning of lessons. Assessments of pupils' work are used to set targets for improvement but the targets are often rather broad and do not give pupils enough information about what to improve. Information from assessments is not always used consistently to plan the next steps in pupils' learning. Specialist teachers in music, art and design, physical education (PE) and science are particularly effective.

Curriculum and other activities

Grade: 3

The quality of the curriculum is satisfactory and meets all statutory requirements. The school is broadening the curriculum. More change is needed to better meet the needs of the increasing number of boys in the school. The use of interactive whiteboards is leading to more interesting lessons, although the school's suite of laptop computers is not used fully at present. A new hall has enabled pupils to catch up in their PE skills, an issue for improvement from the last inspection. Links between different subject areas enable pupils to practise their literacy skills across the curriculum. There are a large number of extra curricular activities on offer for such a small school and this is a strength.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory with a number of good features. Pastoral care is good. Policies and procedures to safeguard pupils are in place. All staff care for and know pupils well. Parents are involved with their children's learning through homework and curriculum evenings. The majority of parents support the school's aims. Liaison with outside agencies for pupils identified with learning difficulties and/or disabilities, and especially vulnerable pupils, is good. There are individual learning and

behaviour plans for all the pupils who need them. Pupils have academic targets which tell them what to aim for but often these are too broad. They do not tell pupils what the next steps are.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The headteacher combines leadership of the school with teaching the older pupils for a substantial amount of her time. She is supported in her work by all staff and governors. Governors work well as a team to identify areas for improvement. They carry out their statutory duties well and there is a healthy balance between the challenge and support they offer. They have a good understanding of the school's strengths and weaknesses because of the accurate reports supplied by the headteacher and their active involvement in school life.

The school's self-evaluation is accurate and school improvement priorities are targeted appropriately. The school has acted quickly to address the changing nature of the school population. Whilst subject leaders are involved in school improvement planning, they are not sufficiently involved in evaluating the impact of their work. The leadership and management of the school have the capacity to make any necessary improvements.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you so much for making me feel welcome when I visited your school recently. I am writing to tell you that your school is satisfactory. You told me that you enjoy coming to school and that the staff care for you very well, and I agree. You also said that you like physical education but that there are not enough things for you to do at playtime. Most of you were well behaved in lessons and tried hard with your work. But some of you did not listen to instructions from your teachers and found it difficult to concentrate. I know that the school is trying hard to help you improve this.

Your teachers plan interesting activities for you but not all of you achieve as well as you could. I have asked your teachers to make sure that those of you who are capable of working at the higher levels are given work that is more challenging so that you can make more progress.

I have also asked your teachers to give you more information about how well you are doing. I want you to be able to see for yourselves when you have reached your targets and to start to work more independently, checking your own work for mistakes.

You could help your teachers by always following instructions and always trying your best in lessons. I am confident that you can all do this!