

Barnack CofE (Controlled) Primary School

Inspection report

Unique Reference Number	110823
Local Authority	CITY OF PETERBOROUGH LA
Inspection number	310426
Inspection dates	11–12 December 2007
Reporting inspector	Lynne Blakelock

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	127
Appropriate authority	The governing body
Chair	Mr M Haines-Eynon
Headteacher	Mr M Krzanicki
Date of previous school inspection	11 October 2004
School address	School Road Barnack Stamford Lincolnshire PE9 3DZ
Telephone number	01780740265
Fax number	01780740265

Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This smaller than average school serves the village of Barnack and surrounding rural areas. Most children start school with levels of knowledge and skills that are below average for their age. Fewer pupils are eligible for free school meals than nationally. A lower than average proportion of pupils have learning difficulties and/or disabilities but a higher proportion than nationally have a statement of special educational need. Most pupils are White British and their first language is English. The school has Healthy School status and has achieved Activemark. It was re-awarded Investor In People status in June 2007.

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. Parents are overwhelmingly positive about the quality of education it provides which, they say, enables their children to 'thrive academically and emotionally and grow into very confident children.' The school has made good improvement since the last inspection, particularly in the rigorous monitoring of the school's performance. Under the strong leadership of the headteacher, who is modest in his assessment of the school's effectiveness, it demonstrates a good capacity to improve further.

Effective leadership and management form the basis of the school's good progress. Since his appointment, the headteacher has overhauled a number of practices and procedures and introduced rigorous monitoring of the school's work. Actions taken as a result are leading to improved performance. This includes standards at Key Stage 1, which fell last year. Pupils are making good progress and reaching above average standards by the end of Year 6. This success owes much to the consistently good teaching and learning. Knowledgeable teachers provide a variety of interesting learning tasks for pupils. Detailed marking which tells pupils exactly what they have achieved and how to move on further encourages their good progress. Pupils with learning difficulties and/or disabilities achieve well because they are supported effectively. Although planning shows that tasks are designed to match the levels at which pupils are working, information about their standards is not always studied closely enough to ensure work is providing the right level of challenge. This has been a strong contributory factor to the relatively lower results in writing.

Pupils' personal development is good through the school. They display very positive attitudes to school and learning, behaving very well and working productively with each other. They so enjoy being involved in improving and running the school, which gives them ample opportunities to develop into responsible young people who can act as leaders and cooperate effectively with others. They are happy here. They feel safe and secure because staff care for them well and prepare them carefully for the next stage of their learning. Academic guidance has improved and it is now good. The consistent procedures now in place across the school to monitor learning and to support pupils are significant in the good progress all pupils are making.

The curriculum is satisfactory and developing further. The school has begun to make the curriculum more creative to allow for more practical and interesting learning across themes although this is not yet fully built in to the curriculum. A good feature is enterprise activities because they encompass many skills, both academic and social. Subject leaders ensure that planning promotes good progression of learning but they are not yet monitoring what goes on in their subjects thoroughly enough to know what needs to be improved.

Effectiveness of the Foundation Stage

Grade: 2

The school has good knowledge of children's abilities, which are generally below average on entry to the Foundation Stage. They settle quickly because they visit regularly beforehand to get used to the school's routines and expectations. Teachers offer plenty of activities, including the outdoor classroom, which promote their independence. They make good progress in the six areas of learning because teaching is focused clearly on specific learning objectives, reinforced through seeing, hearing and doing. Although standards vary from year to year, reflecting the size and nature of the cohort, most are poised to reach their early learning goals by the end of

the Foundation Stage. Weekly meetings of staff to plan lessons and assess children's levels ensure continuity of learning and are an example of the well-organised leadership and management of this stage.

What the school should do to improve further

- Ensure learning activities match very closely the levels at which pupils are working in order to raise standards further, particularly at Key Stage 1, and in writing through the school.
- Develop the role of middle managers so that they have a detailed overview of practices, progress and standards in their subjects.
- Build in learning across subjects in all year groups to extend its depth, relevance and enjoyment.

Achievement and standards

Grade: 2

Standards at the end of Key Stage 2 are above average. Inspection evidence and the school's data show that achievement of all pupils is good from their starting points, rising from satisfactory. The exception is Year 6 pupils, who whilst making good progress in lessons, have a lot of ground to cover from earlier years to make better than satisfactory progress. School predictions, based on rigorous monitoring, indicate that pupils will reach their challenging targets in 2008. Year 2 pupils are on track to reach standards that are broadly in line with the national average in reading, writing and mathematics at expected and higher levels. This shows an increase from the drop in standards in 2007 to below average at Key Stage 1, due to staffing difficulties. At Key Stage 2, standards have been consistently above average in recent years although in 2007 they were in line in English, reflecting the lower standards in writing. An above average percentage of pupils reached expected levels in mathematics and all pupils achieved Level 4 in science. A higher percentage of pupils than nationally achieved above average levels in mathematics and science.

Personal development and well-being

Grade: 2

Pupils enjoy school. This is reflected in their positive attitudes to learning, their hard work, good behaviour and above average attendance. They take on board the knowledge and understanding they have about healthy and safe lifestyles by making sensible eating choices and keeping fit and safe. Pupils' spiritual, moral, social and cultural development is good. They say they feel valued and involved in the school's future because teachers provide a variety of opportunities for them to develop skills they will need when they are older. This includes becoming more independent, making decisions and cooperating with others in interesting projects such as bridge building. Pupils' caring and sharing approach to others underlines the Christian ethos of the school. Through visitors and teaching, they now have a good appreciation of the beliefs and lifestyles of other cultures.

Quality of provision

Teaching and learning

Grade: 2

This is consistently good and matches the progress of pupils. They enjoy lessons and this is strengthened by positive relationships between teachers and pupils. Teachers know their

subjects well and deliver interesting lessons, which offer a variety of learning experiences. Years 5 and 6 pupils, for example, practised specific writing skills by providing instructions for younger pupils as to how to send e-mails. Interactive white boards also stimulate learning. High quality marking of pupils' work means that they know what they have achieved and what they need to do next to move forward in their learning. All teachers provide work for pupils of differing abilities and this is an important factor in the good progress that pupils are making. However, in some lessons, the data available about pupils' standards is not used as carefully as it could be. The school usefully involves pupils in assessing their own learning.

Curriculum and other activities

Grade: 3

The curriculum gives appropriate coverage of subjects through the school. Provision for pupils with learning difficulties and/or disabilities is good and it is developing satisfactorily for those pupils with particular gifts and talents. The increasing focus on creativity is beginning to bring about more opportunities for pupils to learn through topics and by using the local environment. Topics are based around literacy and numeracy although these skills are also taught discretely, to ensure secure knowledge of basic skills. The school's work in personal, social and health education is promoting pupils' personal development well by informing them of important life style choices. Enterprise activities, such as developing the school grounds, give a real breadth to learning. The range of after school activities is satisfactory. This includes German, as preparation for it becoming part of the curriculum. Visits are extending the curriculum in numerous areas.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils is good because teachers know them well, make time for them and have effective procedures in place to keep them safe. Pupils with specific problems are cared for well, with the school using their effective partnerships with outside agencies to provide specialist help so that pupils can settle to learning. This includes those with learning difficulties and/or disabilities, all of whom have specific targets and are supported effectively by teaching assistants. Academic guidance has developed well since the last inspection, including twice-yearly targets for literacy and numeracy, based on pupils' earlier attainment. Pupils say these focus them well on what they have to learn.

Leadership and management

Grade: 2

The headteacher, in post for four terms, shows great determination to improve standards. He has a very accurate understanding of the school's needs because he has evaluated thoroughly the school's data and documentation. As a result, with the support of his able assistant headteacher, whole school strategies have been implemented consistently in all year groups, following the priorities listed in the school learning plan. This includes a detailed and rigorously enforced target setting and reviewing process which is having a good impact on pupils' progress. Subject coordinators are working hard to develop their subjects but have not yet fully developed their monitoring roles. Committed governors are demonstrating a good understanding of the school's performance and asking the right questions to secure further improvement.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

13 December 2007

Dear Pupils

Inspection of Barnack CofE (Controlled) Primary School, Barnack, Stamford, PE9 3DZ

I am writing to thank you for the friendliness and help you showed me when I visited you recently. I enjoyed having opportunities to talk with you about your work and all the activities that take place here. You really like it here and your parents do, too! This letter will tell you what I found out about your school.

Your school is a good school in which you are cared for and supported well. You are making good progress because teaching is good. You appreciate your teachers who make sure you know how to improve your work and try hard to make lessons interesting. You know how lucky you are to have such a fantastic playground and grassed area. It is one of the reasons that your school is special to you. You also like the opportunities that you have to help run the school which are allowing you to learn many skills that you will need to have when you are older.

Mr Krzanicki is leading the school well and has made changes that are improving your school. However, we agree that it can get even better. You thoroughly enjoy learning through topics and being able to learn in depth, so the staff will extend these opportunities for you. The teachers are also going to make sure that all the work that you are given is as close as possible to the levels at which you are working, so that you can make as much progress as possible. This will help to raise standards in writing. Subject leaders are going to check carefully everything that is happening in their subjects to make sure that everything is being done as well as it can be.

I send you my very best wishes for the future. Hope the Christmas plays went well!

Lynne Blakelock

Lead inspector