

Barby Church of England Primary School

Inspection report

Unique Reference Number	121958
Local Authority	Northamptonshire
Inspection number	327607
Inspection date	11 June 2009
Reporting inspector	Roy Blatchford

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	81
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Stuart Cox
Headteacher	Angela Tilston
Date of previous school inspection	8 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Daventry Road Barby Rugby CV23 8TR

Age group	4–11
Inspection date	11 June 2009
Inspection number	327607

Telephone number

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Age group 4–11

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This Voluntary Controlled Church of England School is a smaller than average primary school. Most pupils are from White British backgrounds. The number of pupils with learning difficulties and/or disabilities is above average but the number with statements for their specific needs is below average. The number of pupils on roll has been falling over the past few years because of the falling numbers of children in the area. Pupil mobility is higher than is found nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Barby Primary School provides a satisfactory education for its pupils, with an increasing number of good features on which to build. The headteacher has galvanized the hard-working staff and governing body, who are determined to improve pupils' standards of attainment. Repeatedly, inspectors saw for themselves and were told how caring and supportive the school is. Adults know the pupils and families well, creating an atmosphere where pupils feel safe in an attractive school environment.

Pupils' achievement is satisfactory. Their attainment on entry is generally in line with expectations for their age. They make good progress in the Early Years Foundation Stage, although standards are broadly average by the time they start in Year 1. Overall standards are broadly average by the time pupils leave in Year 6. The number of pupils reaching expected levels has fluctuated from year to year, partly a reflection of small year groups; nevertheless, pupils make satisfactory progress from their starting points.

Teachers manage and lead their classes well. They provide a creative range of learning activities and the pupils apply themselves diligently. However, sometimes teaching is not sufficiently focused on meeting the learning needs of individuals and groups to ensure that all pupils make good progress. In particular, there are occasionally insufficient levels of challenge and teachers' expectations are not high enough. The school gathers information carefully on the pupils' progress and tracks them regularly. The school has made concerted efforts this year to set challenging targets for all pupils.

Pupils develop strong personal skills, attend and behave well. They enjoy coming to school as the curriculum has been designed to be interesting and engaging. Their spiritual, moral, social and cultural development is good. They are very positive about their busy and colourful indoor and outdoor environments, and speak warmly of one another and all the staff working with them. Parents share this satisfaction, saying such things as, 'This is a lovely school to be a child in.' The pupils are reflective and keenly aware of cultural diversity and environmental issues. They have a good knowledge of healthy eating and how to keep themselves safe.

Leadership and management are satisfactory. Since the last inspection the headteacher and her team have worked thoughtfully on a range of different improvement initiatives, and governors and middle leaders are strongly committed to raising pupils' standards of attainment. Monitoring and evaluation systems are secure and challenging targets for pupils in Year 2 and Year 6 have been set, although this does not always translate into a real drive in classrooms to achieve the highest standards. Given the school's recent developments in raising standards in Year 2 and Year 6, the way it evaluates the impact of its actions, and the concerted efforts by all staff to raise pupils' attainment in national tests, the school is ably demonstrating that it has a good capacity to improve and is well on the way to being good.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good leadership and management of the Early Years Foundation Stage ensure that the needs of the children are effectively met, providing them with a good start to their education. There are close links with the pre-school and a well-planned induction programme. This is a good example of the careful attention paid to children's welfare. Children develop strong relationships with adults and other children, and this helps them to settle in quickly and become confident

in their learning, making good progress in all six areas of the early years curriculum. Activities are well thought out, and staff skilfully involve the children in making decisions when planning new projects. The covered outdoor area is especially enticing for young children.

Children behave well and approach learning with enthusiasm, making imaginative use of indoor and outdoor spaces. Children's progress is tracked carefully, with assessment information being used to signpost the next steps. Staff provide good individual support, enabling the majority of children to achieve, and some to exceed, the expected levels by the time they enter Year 1. Reception and Year 1 work closely together and are developing links further to make best use of the school's resources, and ensure successful transition. Good links exist with parents, which are strengthened by the arrangements for the end of the day which encourage parents to spend time in the classroom.

What the school should do to improve further

- Raise expectations of what pupils can achieve by insisting on the highest standards, orally and in writing, and by providing more challenging activities in classrooms for pupils of all abilities.
- Accelerate school improvement by ensuring that all staff and governors are focused on improving the quality of teaching and learning and its impact on pupils' progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils make satisfactory progress throughout the school and standards at the end of both key stages are broadly average. Over the past three years, standards reached have been variable, which is relatively common with small numbers in each year group. The school's data show that, given their starting points, pupils make progress in line with that expected. However, pupils are not always challenged sufficiently in lessons to help them make better progress. The work seen in lessons and in pupils' books confirms satisfactory progress, although there is evidence that many Year 2 and Year 6 pupils are making good progress in reading, writing and mathematics. Pupils with learning difficulties and/or disabilities make satisfactory progress because they are provided with effective support through individual and group programmes.

Personal development and well-being

Grade: 2

Pupils throughout the school are polite and welcoming, and they value one another's contributions to the school's overall well-being. Their positive social and moral skills are seen in the way they play harmoniously together in the very attractive grounds. Good relationships between pupils and all adults permeate the school. In talking about the Commonwealth display and links with the international community, pupils demonstrated a keen awareness of different cultures and religions. Pupils are supportive towards those with learning difficulties and/or disabilities, and the way older pupils nurture younger children through their various posts of responsibility is impressive. The Eco-group deservedly has an especially high profile.

Pupils express a clear view that they are safe in school. They report no bullying. They know how to keep themselves safe on the internet, and are very confident about sharing any concerns

with adults. There is good participation in physical education, sports clubs and the Trim Trail, and a strong knowledge of diet means they show a lively understanding of how to lead healthy lifestyles. Pupils take an active role in the local community and talk about how 'the school is at the heart of the village'. Pupils' enjoyment of every day in school is reflected in consistently good levels of attendance. Although pupils are developing a good work ethic, their satisfactory development of literacy and numeracy skills means that they are being prepared satisfactorily for their futures.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall. In all lessons there are positive relationships with pupils, clear behaviour management, and explanations and discussions which prepare pupils for acquiring new skills and knowledge. Pupils want to learn. Best practice is underpinned by detailed planning and thoughtfully prepared resources. In a Key Stage 1 art lesson, pupils were skilfully introduced to 'stippling' as a technique and given opportunities to design their own work, including internet research, and to shape the success criteria. Young pupils were able to talk about the importance of wearing safety goggles when using wire.

There are times when the level of challenge and quality of interventions from teachers and support staff do not extend the abilities of all pupils. There is not always an insistence on producing work of the highest quality, and the pupils' attention wanders because the tasks are undemanding.

Teachers use assessment information appropriately, mark books regularly and offer helpful comments to pupils as to how they can improve their work, linked to their targets. Pupils enjoy and are motivated by presenting their finished projects to parents.

Curriculum and other activities

Grade: 2

The curriculum provision is good, with links between subjects being well planned and followed through in lessons. The curriculum has been carefully monitored and reviewed in recent years. However, its design does not consistently meet the needs of higher attaining pupils. There are a number of displays in classrooms and around the school, alongside curriculum awards, which pupils talk about with enthusiasm and enjoyment. The curriculum contributes well to pupils' personal development, and has been adapted appropriately to meet specific needs, for example addressing the relative weakness in Key Stage 2 of boys' writing. Intervention programmes for phonics and number work are also well judged. Information and communication technology is well harnessed throughout the school to enhance pupils' learning. French is taught within the Key Stage 2 curriculum, and offered as a weekly club to all pupils.

The curriculum is broadened through educational visits and an exciting array of clubs including sport, music, gardening, chess, sewing and science. Opportunities are taken to interact with other schools, for example to extend opportunities for gifted and talented pupils. These links afford pupils a valuable insight into communities beyond their own small school.

Care, guidance and support

Grade: 2

There are long-established and effective systems in place for ensuring the safety and positive well-being of the pupils. Supervision of the pupils throughout the school day is meticulous, and regular assessments are conducted by teachers and support staff to minimise risk. At the time of inspection, the school complied with statutory requirements for checking the suitability of staff to work with pupils and keep them safe. Where pupils have learning difficulties and/or disabilities, the school works closely with parents to help remove any barriers to learning.

Academic guidance is much improved since the last inspection, although teachers' use of pupils' performance data is not consistent. Early interventions for pupils at risk of underachieving are in place. Pupils receive good guidance on how to improve their work and the school is setting challenging targets in both key stages. A well-developed rewards system is valued by the pupils. Parents receive regular reports on their children's progress, and communication with families is effective through the home-school communication book, regular newsletters, and with parents being in school to support various events, for example the recent opening of The Spinney.

Leadership and management

Grade: 3

The headteacher, middle leaders and governors share a common vision for the school. Areas identified as needing improvement at the last inspection have been largely addressed, although there remains a lack of sharp focus on accelerating pupils' attainment in classrooms. Accurate self-evaluation shows that leaders understand the school's undoubted strengths and remaining areas for development. The school development plan rightly focuses on the need to raise pupils' attainment across the school, and to ensure that the quality of learning in classrooms is a constant point of focus for teachers. Problems of continuity in subject leadership have been addressed. The coordinators for literacy and numeracy demonstrate a sound understanding of pupils' progress and targets, and of the interventions needed if pupils are to achieve the academic targets set.

Governors are enthusiastic and work hard to support the school, recognising that they need to offer more challenge to the headteacher as the school seeks to match pupils' good attainment to the strong features of the school's provision. They are mindful of a need to ensure the roll of the school is at least maintained, and then expanded, so that current value for money can be sustained. Governors have a thoughtful understanding of what is needed to promote community cohesion, and actions to date in this aspect of their work are proving beneficial to both the school and the local community.

The school has made good progress since its last inspection and is well poised to realise the full potential of all its pupils and thereby be judged a good school.

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?	3
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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 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 eliminated	2
How well does the school contribute to community cohesion?	2
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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

12 June 2009

Dear Pupils

Inspection of Barby Church of England Primary School, Barby CV23 8TR

Thank you for welcoming us to your school. We enjoyed talking to you, looking at your work and seeing how the staff help you to learn. We were impressed by your behaviour and the way you spoke openly about what you enjoy at Barby.

Your school is providing you with a satisfactory education. These are some of the strengths of the school.

- The headteacher and staff are working hard to improve standards in national tests.
- All adults in the school are really interested in their work and how they can best support your learning.
- You have good personal skills and look after each other with great care.
- You speak enthusiastically about all the opportunities the school gives you, and of the lovely environment which you look after and enjoy working and playing in.

In order to improve the school further, we have asked the headteacher, staff and governors to do the following.

- Help you reach higher standards in reading, writing and mathematics in class and in the national tests by giving you challenging work more often.
- Make sure all staff and governors put improving the standards of your work as the top priority.

It was a real privilege to visit Barby Primary School and hear from you, the teachers, governors and parents how proud you are of the school. We are certain that you will continue to make Barby a caring, happy and welcoming place to learn in.

Good wishes for the future.

Yours faithfully

Roy Blatchford

Lead inspector