

# Barton Stacey Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	116270
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338779
<b>Inspection dates</b>	9–10 March 2010
<b>Reporting inspector</b>	Susan Vale

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	91
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jan Coetzee
<b>Headteacher</b>	Marcus Roe
<b>Date of previous school inspection</b>	10 March 2010
<b>School address</b>	The Green Winchester SO21 3RY
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and observed all four staff teach. They held meetings with members of the governing body, staff, and the headteacher. They observed the school's work, and looked at assessments of the progress of individuals and different groups of children, and records of its own observations and monitoring of activities. Inspectors examined the action plan, lesson planning, test results, and other documentation, along with 54 questionnaires from parents and carers and staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of provision for pupils with learning difficulties and/or disabilities
- how well pupils learn in the mixed-age classes, particularly children in the Early Years Foundation Stage
- how well provision for community cohesion helps pupils to learn about cultures and beliefs in other places.

## Information about the school

This smaller than average school serves the village of Barton Stacey, and its neighbouring villages. Most are of White British heritage. None speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average with their needs ranging from emotional or behavioural issues to specific learning needs. Pupil mobility is much higher than average and the number of pupils in each year group can vary significantly from year to year. Around 20% of the school is made up of families who serve in the armed forces. The school is organised into three classes, one for Reception, Year 1 and Year 2; one for Years 3 and 4; and one for Years 5 and 6. At the time of the inspection two out of four teachers were supply teachers covering absences of permanent staff.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Barton Stacey CofE Primary School is a good school, where the caring ethos is strong and reflects the school motto of 'Learn, Care, Share and Achieve'. Pupils are well cared for and enjoy learning. As one of the younger pupils aptly said, 'I like school because I learn a lot and it is fun.'

The school's own assessments show that attainment on entry is varied, but overall children start with skills broadly as expected for their age, albeit slightly lower in writing. They make good progress in all aspects of their learning as they move through the school. By the time they leave at the end of Year 6, they are reaching levels which are above average in English, mathematics and science. This good progress is enhanced by good teaching. Staff have a good insight into individuals' interests and abilities. The curriculum is creative and interesting and effectively taught through small group work. However, for pupils of Reception age in Class 3, learning is frequently interrupted and becomes disjointed as they move from one group to another. Sometimes they are unable to finish an activity before being directed to move on to the next. While there are definite benefits from pupils mixing across ages, such as social interaction and developing the strong caring ethos, the higher numbers of pupils in this class make it difficult for staff to focus on individuals to ensure that they are always fully challenged by, and engaged in, their learning. This means that, while their learning is never less than satisfactory, it is not as strong as in the other classes and is why pupils make satisfactory, rather than good, progress in the Early Years Foundation Stage.

Pupils with learning difficulties and/or disabilities make satisfactory progress from their starting points. Provision for them, while generally satisfactory, is not effective enough for them to make good progress. The school is aware of the need to review and monitor their progress more rigorously in order to ensure they consistently receive the best possible provision for their individual needs. Pupils' good spiritual, moral, social and cultural development was especially evident in the respectful way that they participated in the very good assembly led by the vicar.

The school has a good capacity to continue developing because teamwork is strong and leaders evaluate the work of the school accurately and insightfully. This gives them an accurate view of areas needing improvement and they have developed well focused plans to secure this.

### What does the school need to do to improve further?

- Review the organisation of learning for the youngest children in Class 3 by:

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- ensuring that all children are fully challenged by, and engaged in, their learning
- allowing more opportunities for extended learning activities
- reviewing the organisation and timings of the day to ensure that pupils always have enough time to finish their activities before moving on.
- Review and monitor more rigorously the progress which pupils with learning difficulties and/or disabilities make in order to ensure they consistently receive the best provision for their individual needs.

**Outcomes for individuals and groups of pupils****2**

Overall attainment has remained above average over the last three years and current work in Year 6 confirms this. Consequently, pupils are well prepared for the next steps in their learning. Pupils in the Years 3 to 6 make good progress. This was seen in a literacy lesson where pupils were successfully writing their own thoughts and opinions on a poem they had been studying. However, the current Year 2, whilst making good progress, are not performing as well as they have in the past. Numbers in this class have increased considerably over the last year and there are now 51 pupils (covering three year groups) - almost half the school in one key area. The school is aware of this and is looking at ways of addressing the organisation of the class in order to give more support to this particular group of pupils.

Most pupils groups make similarly good progress. While the pupils with learning difficulties and/or disabilities make less strong progress, their satisfactory learning is shown by the way they make satisfactory progress from their starting points. Pupils show very positive attitudes to learning and the behaviour of almost all is good. A very few of the younger pupils find it harder to behave well, but this is often because they have more complex special behavioural needs and as they grow up they respond well to the good support that the school gives them. In conversation with pupils and in their questionnaire they said that they feel very safe in school. As one pupil commented, 'The school is nice, cosy and safe.' They feel that they no longer need, '...the friendship stop at play times because everyone is friends now.' Pupils understand well about a healthy lifestyle and those that have a school lunch enjoy the healthy meals provided. The small size of the school means that all contribute fully to the school community and the wider village community as well. Although pupils' spiritual, moral, social and cultural development is good overall, their cultural development is a weaker aspect, as the pupils have limited awareness of cultural diversity in the United Kingdom.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The imaginatively planned curriculum is regularly modified to take account of the pupils' needs and interests and to ensure good progress in the mixed-age classes. Themed weeks, such as the 'creative week' taking place during the inspection, really boost pupils' enjoyment. This was seen when the imaginations of Years 5 and 6 pupils were skilfully stimulated by a 'river' flowing along the classroom floor as they enthusiastically embraced the topic of rivers. The teacher made effective links between different subjects so that the pupils were able to transfer skills learnt in other subjects to enhance their work in this geography topic. The impact was seen in the very good models of rivers showing up to six main features of a river that the oldest pupils created. They put into practice all the theory that they had learnt as well as using their writing skills to keep notes of each step of their model making. The results were of a high standard. The strongest teaching takes place in the class for the oldest pupils. Here there is a consistently brisk pace to learning, pupils settle to tasks quickly and maintain good concentration. In the Early Years Foundation Stage and Year 1 and Year 2 class small group teaching is also good but, due to the organisation of the timetable, provision for the pupils here is sometimes disjointed and does not give opportunities for pupils to extend their learning by, for example, really exploring. Teaching assistants' skills are used well. Assistants support all pupils' learning and are a major factor in why pupils progress as well as they do.

The school's warm and welcoming family atmosphere is appreciated by pupils and parents alike. Pupils are known as individuals and they are cared for well. Systems are well organised, key staff are well trained to carry them out and they do so diligently.

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Vulnerable pupils, including those with particular learning difficulties, receive satisfactory support, often through effective partnerships with specialist agencies, for example speech and language therapists.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

The headteacher shows determination and drive to ensure that pupils are at the centre of all that the school does. Despite the fact that at the time of the inspection two out of the four teachers were supply teachers, the systems and procedures that are embedded into the daily life of the school have allowed them to smoothly fit in without any disruption to the pupils' learning. Although pupils have consistently reached above average standards over a number of years, leaders are not complacent and are striving to ensure that the school continues to move forward and to improve. Governors give good support and they know the school well. They hold the school to account over outcomes for pupils and are actively involved in planning school improvements.

The school resolutely tackles discrimination. Good equality of opportunity is evident in the way that it supports pupils who have sometimes been unsuccessful at other schools and needed a fresh start, so that they settle in happily here. Safeguarding procedures are adhered to well and risk assessments for the safety of the children are regularly and efficiently carried out. The school works closely with the local village community and surrounding villages from which most pupils come. There are equally close links with the church, the parish and the local armed forces, who are involved with and support the school well. Community cohesion is good because leaders have an effective understanding of their own community and the different faiths, ethnicities and cultures within it. The school acknowledges that it needs to strengthen pupils' understanding of communities elsewhere in the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make a satisfactory start in the Early Years Foundation Stage. Staff plan and organise relevant activities and the children discuss with their parents at the start of the day about what they are going to learn. These ensure that, even though learning with older pupils, children do gain confidence and settle well into daily routines. There are lots of short activities such as, for example, physical movement called 'activate'. These in themselves are good but they follow rapidly on one from another - some children were seen to move five times in just one half hour session. This does not give them the opportunity to settle at an activity and to have the chance to be really challenged and extended in their learning. Teachers work hard to ensure that there are interesting and creative activities available for children to follow. The study of Van Gogh's sunflowers as the basis for work for during the inspection has been warmly welcomed by the children. The free flow of movement between inside and outside is generally good, but adults sometimes miss opportunities to model appropriate language and to let children learn by role play in the 'garden centre'. Satisfactory leadership, management and teamwork ensure that the Early Years Foundation Stage is continuing to function smoothly during the unavoidable absence of the leader.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The majority of parents are very happy with what the school provides and the education their child receives. They were particularly appreciative of the care their children receive



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and the family atmosphere. A very small number of parents expressed concern about the safety of the children when they are playing outside. Inspectors looked very closely at this and saw that children were looked after and cared for well during outdoor activities and at play times. A few parents felt that there are behaviour issues, mainly in the infant class. The findings of this inspection show that the large majority of pupils behave well and pupils with more challenging behaviour are supported satisfactorily to overcome their difficulties. While some parents feel that there is very good communication between home and school, a few say that they would like more newsletters and parents' meetings. The school has been responsive to this and is seeking ways to improve communication.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barton Stacey to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 54 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	59	19	35	1	2	0	0
The school keeps my child safe	33	61	17	31	2	4	1	2
The school informs me about my child's progress	31	57	19	35	3	6	0	0
My child is making enough progress at this school	23	43	26	48	3	6	0	0
The teaching is good at this school	33	61	18	33	0	0	0	0
The school helps me to support my child's learning	24	44	24	44	4	7	0	0
The school helps my child to have a healthy lifestyle	28	52	25	46	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	39	26	48	2	4	1	2
The school meets my child's particular needs	24	44	27	50	1	2	0	0
The school deals effectively with unacceptable behaviour	19	35	23	43	6	11	4	7
The school takes account of my suggestions and concerns	20	37	24	44	2	4	2	4
The school is led and managed effectively	28	52	21	39	2	4	1	2
Overall, I am happy with my child's experience at this school	29	54	22	41	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 March 2010

Dear Pupils

Inspection of Barton Stacey CofE Controlled Primary School, Barton Stacey SO12 3RY

It was lovely to meet so many of you when I came to visit your school. I enjoyed sharing lunch with you all and seeing you in lessons. Your school is a good school and you do lots of things well.

- You reach good standards by the time you leave the school in Year 6.
- You are taught well and, along with the good support you receive from your teaching assistants, this helps you to make good progress.
- Your teachers look after you very well.
- The curriculum is really interesting and this week during 'creative week' there were lots of exciting things for you to do. I really enjoyed seeing the models of the rivers the pupils in Years 5 and 6 made.
- The school is well led and managed by the headteacher and the governing body. You go to a good school but there are still some areas which can be improved. I have asked your teachers to look at the organisation of Class 3 so that the youngest children can have longer time at some activities and so that they are challenged and extended in their learning. I have also asked the school to monitor the progress of those children who need more support to see if they can be helped to make even better progress.

Yours sincerely

Sue Vale

Lead inspector

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