

Barby Church of England Primary School

Inspection report

Unique Reference Number	121958
Local Authority	Northamptonshire
Inspection number	380365
Inspection dates	23–24 November 2011
Reporting inspector	Rashida Sharif

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 of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Pippa Reeve
Headteacher	Angela Tilston
Date of previous school inspection	11 June 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They observed seven lessons taught by four teachers. They scrutinised a range of documents and held meetings with members of the senior leadership team, representatives of the governing body, parents and carers, and nominated staff. They held informal discussions with other staff and a number of pupils during lessons and around the school. Inspectors read 53 questionnaires returned by parents and carers, in addition to considering the views of those pupils and staff who completed separate questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors considered pupils' attainment when they start at the school and how consistent their progress is during their time there.
- They looked at the impact of the school's evaluation of provision and how it influences pupil outcomes.
- They looked at the effectiveness of the governing body in supporting the school and in holding the staff to account for pupil outcomes.

Information about the school

The school is smaller than the average-sized primary school. All classes in Key Stage 1 and 2 are of mixed age. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion with special educational needs and/or disabilities is also below the national average. The vast majority of the pupils are of White British heritage. There are a small number of pupils from minority ethnic heritage and none are at an early stage of learning to speak English. More pupils than in most schools join or leave the school at times other than the usual ones.

The school has gained National Healthy Schools status and the Eco-Friendly Award.

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

This is a good school and it is improving. It operates in an atmosphere of calm, warmth and understanding. It is a harmonious community where pupils are exceptionally well cared for and their contribution valued. Nearly all the parents and carers who returned the questionnaires are overwhelmingly positive about the school. All areas of its work are good, with some that are outstanding – for example, the high standards of care, guidance and support, and the excellent level of engagement with parents and carers. Parents and carers and their children appreciate the school's inclusive approach and the very strong focus upon spiritual, moral, social and cultural development. The school's many positive features combine to engage pupils well, and support their good progress and behaviour in lessons and around the school.

Pupils have an excellent awareness of healthy eating and their high level of engagement in sporting and other activities has a positive impact on their overall health and well-being. They enjoy attending school as demonstrated by their above-average attendance. They play an outstanding role in the school and wider community through, for example, being members of the school council or the eco-friendly and anti-bullying groups.

The school provides a well-planned curriculum that brings together topics and subjects to enliven learning and make it relevant and engaging. Creative, skills-based learning, tailored to meet individual pupils' needs, is increasingly motivating and inspires pupils to undertake independent, research-based topic work. Some aspects of the curriculum are outstanding – particularly the wide range of visits and visitors to school, including, for example, the yearly visit by children from Japan. Such activities do much to promote pupils' understanding and knowledge of those from faiths and cultures different from their own.

All pupils, including those with special educational needs and/or disabilities, make good progress from their starting points. The attainment of most pupils is broadly average. It is slightly lower in English, particularly in reading and their phonic skills in Key Stage 1, than it is in mathematics. The school is aware that, although children make good progress in Reception, their literacy in the Early Years Foundation Stage is not well enough developed. The quality of teaching and assessment for all groups of pupils is good – as is evidenced in lessons and in pupils' books – and contributes well to their good progress. However, in some lessons teachers do not always manage their time effectively to ensure a rapid pace in learning. Consequently, the

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school is developing strategies to tackle this weakness, which are beginning to have an impact.

The drive and ambition to continuing improvement are shared by all staff and members of the governing body. All staff work together as a team, ensuring progression and continuity for pupils in their learning. Leaders at all levels, including members of the governing body, have a good understanding of the main priorities for development and evaluate accurately the action taken to improve pupils' progress. A positive feature is the sharing of good practice that exists in the school. The school has worked well in responding to the issues identified for further improvement in the previous inspection, particularly in engendering high expectation in both staff and pupils of what they can achieve. This positive track record of performance shows the school has good capacity to sustain improvement and provides good value for money.

What does the school need to do to improve further?

- Raise attainment by the end of Year 2, particularly in English, by:
 - enhancing pupils' reading skills, particularly in Key Stage 1
 - ensuring that time is managed more effectively in the few lessons where it is necessary to ensure a more rapid pace of learning.
- Strengthen all aspects of children's literacy skills in the Early Years Foundation Stage to give them an even better start to Year 1.

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

The positive relationships within the school enable pupils to grow in confidence and self-esteem. Children enter the school with skills and abilities that are below those typical of children of their age, particularly in their personal, social, emotional and literacy development. They make good progress in their personal development by the end of Reception. By the time they leave at the end of Year 6, they are articulate, mature individuals who are able to express their views and opinions with confidence. This is shown in lessons and in discussions with pupils throughout the school. Pupils are particularly confident in talking about their recent work on anti-bullying and strongly subscribe to the 'zero tolerance' approach, which is reinforced well in assemblies. Pupils say they enjoy school very much, as demonstrated by their positive attitudes to learning.

Attainment in English is lower than in mathematics at Key Stage 1. This improves by the end of Key Stage 2 but progress in Key Stage 1 is not rapid enough for attainment to become above average by the time pupils leave the school. All pupils achieve equally well, including those with special educational needs and/or disabilities, because teachers have high expectations of what they can do. In some of the best lessons seen, pupils are able to explain complicated ideas effectively. In, for example, a challenging English lesson, pupils were asked to use similes and

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alliteration to create a poem about people. They used their word bank and thesaurus to find sophisticated words to write poems which described a range of people – including their friends and relatives. Pupils were animated when they discussed their ideas about the different characters with their ‘talk partners’ before sharing their ideas with the whole class. In another lesson which combined literacy and numeracy skills, pupils were encouraged to work together with a partner to write instructions using steps for pupils to follow when preparing to go swimming. They were then asked to draw a flow chart representing each step. By the end of the lesson, pupils were able to explain complicated ideas effectively, had a clear understanding of how to write and give instructions clearly and succinctly, which they later tested out on each other.

Pupils with special educational needs and/or disabilities, those who arrive at other times than at the beginning of the school year and the small number of those from minority ethnic heritages make good progress. This is because the school takes care to carefully assess their individual needs before deciding on the nature of support to be given to them.

Pupils have a well-developed sense of right and wrong, which is reflected in their good relationships with each other and adults in the school. They are lively and keen to talk to visitors about how proud they are of their school. As one pupil put it, ‘We are like a big family. I enjoy coming to school and being with my friends.’ Pupils are unequivocal in saying that they feel safe in school and can readily approach any member of staff if they have any worries or a concern. Pupils are very keen to take on responsibilities and show great concern for others less fortunate than themselves. They contribute impressively to the wider community, often showing a keen sense of moral responsibility. For example, they readily organise fund-raising events throughout the year, responding particularly well to any natural disasters. This sense of responsibility and their international links enable them to be well informed about other people’s needs and have a good understanding of the lives of those from different faiths, cultures and socio-economic backgrounds. Pupils develop good social and interpersonal skills; they work collaboratively and in harmony with one another. These attributes, together with their good basic skills, mean that they are well-prepared for the next stage of their education.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
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	2
The extent to which pupils feel safe	1

¹ 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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Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching and learning are good. In the best lessons seen, teachers set high expectations and make learning fun. Activities that motivate and engage pupils' interests are carefully chosen so that their individual needs are met. Teaching is lively, tasks and concepts are clearly explained and lessons are conducted at a rapid pace challenging pupils of all abilities. Pupils are asked perceptive questions and these help them to think carefully and use varied and subject-specific vocabulary in their responses. Support staff also provide effective help, particularly for potentially vulnerable pupils and those with special educational needs and/or disabilities. In a few lessons, however, the pace of learning slows when time is not managed effectively and work is not matched closely enough to pupils' range of abilities. Pupils work is marked regularly and is effective in identifying what the pupils have done well and what it is that they need to improve. They are given opportunity to respond to the issues raised about their work on their own or with their 'talk partner'. Pupils have their targets and are clear about what they should do to reach them.

The curriculum contributes positively to pupils' needs, aspirations and interests. It is well-structured. The creative, skills-based curriculum is tailored to meet individual pupils' needs, and is increasingly motivating and inspiring. There are some outstanding aspects to the enhancement of the curriculum, for example, the wide range of extra-curricular opportunities attended by most of the pupils and the outstanding partnerships with local schools to extend learning. Evidence of the impact of curricular enrichment and the school's international links can be seen in the vibrant, high-quality displays of pupils' work in classrooms, project folders, school records and, generally, throughout the whole school. However, the curriculum is not yet fully effective in enabling pupils in Key Stage 1 to attain above-average standards in literacy. The quality of handwriting, spelling, punctuation and presentation of work of some pupils is not well developed, particularly in Key Stage 1 and, in some cases, in Years 3 and 4.

The school provides excellent care, guidance and support to both pupils and their families. These pupils include the most potentially vulnerable and those with special educational needs and/or disabilities. All staff care deeply about the pupils and know them very well. The school has a well-documented system which shows where its care has helped pupils overcome significant barriers to their learning, often through

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close partnership with parents and carers and other agencies. Pupils' individual targets are shared regularly with parents and carers at their monthly meetings with staff.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides highly committed and dedicated leadership. She is ably supported by an effective team of middle leaders. There is a united drive and ambition in the school, which promotes good progress for all pupils. Pupils are at the heart of all that the school does. The management of teaching and learning is effective. There are rigorous monitoring procedures in place to ensure that pupils make consistently good progress despite pupils' high levels of mobility. The quality of education provided by the school is valued by parents and carers and some of the school's effective practice is shared with staff from other schools. The school has a strong partnership with 20 other schools in a cluster, from which both staff and pupils benefit. For example, gifted and talented pupils benefit from regularly attending the local secondary school for mathematics. The effective governing body is supportive of the school. Planned, focused visits and effective evaluation of the work of the school enhance the governing body's contribution. Safeguarding requirements are met and there are effective policies and procedures in place to ensure the safety and well-being of pupils.

The school works hard to ensure that all groups of pupils achieve equally well through its promotion of good equality of opportunity. Racist incidents are very rare and when encountered are responded to effectively. Community cohesion is promoted well and pupils have a very good awareness, not only of their local community, but also of the cultures, faiths and socio-economic aspects of life in some other parts of the world. There are established links with schools in France, Japan and Uganda. Pupils write regularly to each other and share their experiences via letters and through communication on *skyp*. Children from Japan visit the school regularly. This enables pupils to compare their own lives with those of other children, helping them to gain greater understanding of the similarities and, also, appreciate the differences.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress by the end of Reception from their often low starting points. Teachers assess the progress that the children make regularly and effectively. This ensures that any of those children who need support receive it as quickly as possible. All adults are involved in this process and useful strategies ensure that, during free-choice activities, children's interests are tracked across all areas of learning. Where necessary, children are encouraged to choose different activities to the ones they regularly select to ensure they broaden their skills and widen their experiences. However, children's literacy is not as well developed as their other skills when they reach Year 1. The regular one-to-one review sessions enhance their independence in learning. They are given ample opportunities to explore and gain new skills and knowledge through, for example, the well-resourced outdoor classroom. This context is particularly challenging in helping children to develop their physical skills. Adults use a range of effective strategies, for example, questioning to expand opportunities for learning. Children play cooperatively, form good friendship groups and demonstrate good behaviour. The school's effective welfare arrangements are fully in place. The leadership and management are good. The head of the Early Years Foundation Stage ensures that planning and assessment are shared through strong teamwork. A nominated governor for the Early Years Foundation Stage is beginning to establish strong links with the staff by working alongside them.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2

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Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Over half of the parents and carers completed and returned the questionnaires. This response is well above that seen nationally in primary schools. Parents and carers are very happy with the work of the school and hold both the teachers and the headteacher in high regard. They are happy with their children's experiences at school and feel that it keeps their children safe. Many wrote positive comments about the school, for example, 'The school's "open time" initiative helps us all to keep up to date with our children's progress.' This arrangement takes place every month. Another wrote, 'The staff are marvellous with the children and with us. We find them very approachable and helpful.' Many other parents and carers made similar comments. Almost all of those who responded also said that the school is led and managed well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barby Church of England Primary School 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 inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	55	24	45	0	0	0	0
The school keeps my child safe	28	53	24	45	1	2	0	0
The school informs me about my child's progress	23	43	30	57	0	0	0	0
My child is making enough progress at this school	22	42	28	53	0	0	0	0
The teaching is good at this school	17	32	32	60	0	0	0	0
The school helps me to support my child's learning	19	36	30	57	2	4	0	0
The school helps my child to have a healthy lifestyle	22	42	31	58	0	0	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)	10	19	33	62	3	6	0	0
The school meets my child's particular needs	17	32	32	60	0	0	0	0
The school deals effectively with unacceptable behaviour	15	28	36	68	1	2	0	0
The school takes account of my suggestions and concerns	10	19	37	70	2	4	1	2
The school is led and managed effectively	13	25	35	66	3	6	0	0
Overall, I am happy with my child's experience at this school	25	47	28	53	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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:	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. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

25 November 2011

Dear Pupils



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

Thank you for the warm welcome you gave us when we visited your school recently. We very much enjoyed talking to you in lessons, in meetings and at lunchtime about life at your school. Thank you, too, to those who completed the questionnaire. Your responses were very helpful. You told us that you enjoy school, which we can see from your good attendance, and that you feel very safe. Many of you play an active role in the life of the school, for example, as members of the school council, the eco and anti-bullying groups. We were also very impressed with the role you play in your local community in helping others, particularly those less fortunate than yourselves.

We found Barby to be a good school. In some areas it is outstanding, for example, in the care, guidance and support that you receive. Your teachers take exceptionally good care of you and know your needs well. We were impressed with your good behaviour, both in lessons and around the school. You told us that your recent work on bullying has helped you to become confident to recognise and resolve quickly and sensitively any that were to occur. You have an excellent understanding of why it is important to eat healthily and try at all times to make the best choices. You told us why you choose to eat fruit at break times instead of sweets and crisps. Your parents and carers tell us that they have extremely positive relationships with the school and they are regularly kept up to date with your progress through their monthly meetings with staff and your diaries.

Although many good and some outstanding things are happening, we want your school's leaders and the governing body to improve your attainment, particularly in English for those of you in Key Stage 1. We also want your school to help strengthen even more the literacy skills of those children in the Early Years Foundation Stage.

Remember, you too can all help by making sure that you continue to attend school regularly and work hard.

I wish you the very best for your future.

Yours sincerely

Rashida Sharif
Her Majesty's Inspector

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