

Barford St Peter's CofE Primary School

Inspection report

Unique Reference Number	125729
Local Authority	Warwickshire
Inspection number	340829
Inspection dates	9–10 February 2010
Reporting inspector	Linda McGill HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair	Alison Lusty
Headteacher	Angela Johnson (acting)
Date of previous school inspection	1 October 2006
School address	Church Street Barford Warwick
Telephone number	01926 624244
Fax number	01926 624109
Email address	admin3587@we-learn.com

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. They spent about half of their time looking at teaching and learning, observing nine parts of lessons and an assembly. Most of the teachers were observed twice. The lead inspector met one parent who is also a governor and spoke to two other parents by telephone. Other meetings were held with members of staff and the chair of the governing body. The inspectors observed the school's work and looked at documents including policies, the school's plan for improvement and samples of pupils' work. They also looked at questionnaires completed by 53 parents, 62 pupils and 11 members of staff.

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

- whether all pupils, including those who have special educational needs or a disability, are making the progress of which they are capable
- the impact of steps taken to improve pupils' achievement in mathematics
- whether provision and outcomes in the Early Years Foundation Stage continue to be outstanding.

Information about the school

Barford St Peter's is a small primary school. The pupils are taught in four mixed-age classes, including one which comprises pupils in the Reception Year and Year 1. Most of the pupils are of White British heritage. The proportion of pupils entitled to free school meals is small, but the proportion who have special educational needs or a disability is broadly in line with the national figure. Many pupils start school having attended a nearby pre-school, which is independently managed. The school has the 'Healthy Schools' award.

An acting headteacher has led the school since September 2009. A permanent headteacher will take up post in April 2010. The chair of governors is also recently appointed. Major building works are taking place. A new extension is under construction which, when open at the start of the next academic year, will provide an Early Years Unit. The governors are to take over the management of the pre-school, whose staff and children will transfer into the unit.

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

Pupils, parents, governors and staff are clearly proud to be part of the community of Barford St Peter's Primary School. This featured strongly in their responses to questionnaires and in meetings and discussions. Many parents mentioned the supportive, family ethos which enables their children to grow and thrive. Many pupils made comments such as, 'this is a great school' and 'this school is a good school because we all help each other'. Several staff mentioned a 'strong team spirit'.

The findings of this inspection confirm these views. The atmosphere in school is warm and welcoming, relationships are extremely positive and expectations are high. Staff work very well together. This leads to outstanding outcomes for the pupils. The enthusiasm and joy in learning which is clearly shown by the youngest pupils does not diminish over time. The oldest pupils are mature, confident and sensible individuals, well equipped with the personal qualities that will stand them in good stead in the future. Pupils' behaviour is excellent and they are unfailingly polite and respectful. Their enjoyment is reflected in high attendance. They have a strong understanding of how to keep safe and healthy.

Pupils build well on the excellent start they make in the Reception Year. Good teaching ensures that at the end of Year 6, the school's test results are consistently above average, and there are no differences in the performance of different groups of pupils. Pupils do very well in English and their attainment is high; in 2009 nearly half of the pupils reached the higher Level 5. Attainment is not so high in mathematics, however, and the gap between the school's results and the national figure in this subject is not so wide. Pupils make good progress overall, but the difference in results in English and mathematics points to faster progress in the former. There are a number of reasons for this. Pupils' targets in mathematics tend to be broader and less specific than those in English. Pupils do not always fully understand what they are to do and learn, in each lesson, and how much they have learned is not always checked thoroughly at the end. Marking does not consistently pick up misconceptions and pinpoint what pupils need to do to improve. The school has recently purchased a new scheme of work for mathematics because it recognised that greater challenge was needed for some pupils. Teachers adapt the scheme to make sure that it suits the pupils' needs, but there are some instances when pupils are required to complete tasks that they can already do with ease before moving on to the more challenging activities.

The acting headteacher and the chair of governors provide strong leadership. They have a secure understanding of the school's strengths and areas for development. They have brought a sharper edge to the school's work and are rapidly developing systems that will strengthen accountability and aid strategic planning. At the moment, although teachers

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

hold a wealth of information about pupils' attainment and progress, there is no succinct overview of how each year group is doing. The school's plan for improvement does not prioritise the most important areas.

Since the school was last inspected, significant strengths such as outstanding provision in the Early Years Foundation Stage and high attainment in English and science have been maintained. Improvements have been made to attendance, teachers' marking and to pupils' understanding of healthy lifestyles. This demonstrates that the school has a good capacity to bring about further improvements.

What does the school need to do to improve further?

- Improve pupils' progress in mathematics so that their attainment matches that in English by:
 - making sure that pupils' targets specify exactly what they should learn next
 - ensuring that in lessons all pupils know exactly what they are to learn, as well as do
 - checking that pupils are learning what was intended during the course and at the end of the lesson, including involving them in assessing their own progress
 - ensuring that pupils do not spend too much time on tasks that they can already complete with ease.
- Continue to develop systems to aid strategic planning and promote accountability, ensuring that the next plan for improvement focuses sharply on outcomes for the pupils and contains specific and measurable criteria for evaluating success.

Outcomes for individuals and groups of pupils

1

After an excellent start in the Reception Year, pupils' attainment at the start of Year 1 is high. They build well on this, and teachers' assessments show that attainment at the end of Year 2 remains high in reading, writing and mathematics. Good progress continues through Key Stage 2 and the school's test results have been significantly above average in English and science for several years. Results in mathematics, although above average, are not so high and pupils do not make such swift progress in this subject. The well-targeted support for pupils who have special educational needs enables them to make good progress, in line with their classmates.

In lessons, pupils are keen to learn and their ability to concentrate and persevere is exceptional. They work extremely well with partners, in groups or independently, and take their learning seriously. In an outstanding English lesson, pupils cooperated very well with one another to refine and develop their performance of rhyming couplets they had written in the style of the witches from Macbeth. This enabled them to make excellent progress and all pupils had the chance to experience success.

Pupils are sure that the staff keep them safe and their knowledge of how to stay safe and be healthy is outstanding. Some spoke confidently about different food groups and the need to have a balanced diet and lots of exercise. The building works mean that one

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

playground is out of use and outdoor space is somewhat restricted, but at play times the pupils showed a good awareness of space and one another, and still managed to run about a good deal. The inspectors were particularly impressed by the exemplary way that pupils lined up and entered the building at the end of play time. The pupils enjoy taking responsibility, for example as prefects, office helpers or members of the school council. They are keen to help others and regularly raise funds for national and international charities. Pupils' spiritual, moral, social and cultural development is good and the moral, social and spiritual elements are particularly strong. Taking account of their high rates of attendance, their excellent personal development and above-average attainment, the pupils are exceptionally well prepared for the next stage of their education and the wider world.

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

How effective is the provision?

The teachers know their pupils very well and pay close attention to planning to meet the needs of the wide range of abilities and the different ages in their classes. Teaching assistants make a valuable contribution in lessons, working in partnership with the

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

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

teacher and supporting particular individuals or groups. Relationships are very strong and there is a positive working atmosphere. Teachers make sure to ask probing questions so that pupils have to explain their thinking or give extended answers. In most lessons, the pace is brisk and pupils are expected to complete a good deal of work. Classrooms are bright and inviting places but rather small, so teachers make effective use of the hall, computer suite, group rooms and even corridors as teaching spaces. Minor weaknesses in aspects of the teaching of mathematics have been outlined earlier. Although the quality of marking has improved, there are inconsistencies between classes and the school's agreed approaches to assessing learning during the course of lessons are not yet second nature.

The curriculum provides the pupils with a broad range of interesting and stimulating experiences. It supports pupils' personal development especially well. There is a good emphasis on the creative side of the curriculum, with particular strengths in music; the pupils sing beautifully. Pupils appreciate the good range of clubs and activities and take-up is high.

The pupils are well cared for. Arrangements to protect pupils and keep them safe are robust and well understood. The staff work well with outside agencies to make sure that individual needs are met, and supplement the school's own provision. For example, early morning movement sessions are provided voluntarily by a member of staff to support pupils who have difficulties with coordination. A wide range of interventions is implemented in response to pupils' identified needs. The impact is not yet fully evaluated and the school cannot be sure of the effectiveness of the interventions for every pupil.

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	2

How effective are leadership and management?

Strong leadership from the acting headteacher and effective teamwork from all staff members have ensured that the school continues to move forward despite the recent and impending changes. Morale is high. Senior staff and the chair of governors understand that some of the school's systems for strategic planning and evaluating impact are not as effective as they should be and are taking steps to address this. Strengths and weaknesses in teaching and learning are well known. Governors have a high profile in school, visiting regularly to provide support or to check on aspects of the school's work. New committees have been established to make sure that important

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

developments, such as the opening of the Early Years Unit, are closely monitored. Governors also ensure that they comply with all statutory requirements, including those for safeguarding. The school is meticulous in carrying out the required checks on personnel.

The school has a positive relationship with parents, who are highly supportive. The recent introduction of a 'report card' has made sure that parents know what their child is working towards. Staff know the local community well and the school plays a prominent role within it. Links are being established with other schools nationally and abroad. However, the strategy for promoting community cohesion has only recently been formulated and the school is not yet in a position to evaluate impact. The school's close attention to individuals means that all have equal opportunity to succeed.

These are the grades for leadership and management

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	2
The effectiveness of partnerships in promoting learning and well-being	2
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a flying start in the Reception class. Close links with the pre-school and good relationships with parents help ensure that transition into the Reception class is a smooth one. Children quickly settle and thrive, because the adults look after them very well and provide a wealth of interesting and challenging experiences which foster a real love of learning. When they start school, children's skills and abilities are generally higher than that of a typical four-year-old. Excellent teaching enables the children to make great strides forward in all areas of learning, especially in their personal and social development and their communication, language and literacy skills. Many of the children are already able to write simple captions and labels, for example, 'Luc but doo not tuch'

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

beside a nest of dinosaur eggs. By the end of the Reception Year, most children have reached or exceeded the nationally-set goals for their learning.

Children have many opportunities to explore ideas in depth, to play cooperatively or independently, indoors and outdoors. Adults organise the environment in response to children's interests; for example, the outdoor area is currently a 'building site', reflecting children's great interest in the construction work which is taking place nearby. Adults intervene sensitively in children's play to help move learning on.

Adults track individual children's progress and development carefully and thoroughly. Their individual records or 'learning journeys' are documents to be treasured, as they give a detailed, photographic record of the steps children have taken during their time in the Reception class. Outstanding outcomes for the children and the high quality of provision indicate that the leadership and management of the Early years Foundation Stage are excellent.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers have very positive views about the school, in particular how much their children enjoy school and how well the school keeps children safe. Very few parents expressed negative opinions, and there were no particular trends in the unfavourable responses. Several parents commented how pleased they were with the school, and remarked on the pupils' polite and respectful behaviour. Inspectors agree that there are considerable strengths in the school's work. They also agree that the pupils are very well behaved.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barford St Peter's CoFE 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 115 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	81	10	19	0	0	0	0
The school keeps my child safe	48	91	5	10	0	0	0	0
The school informs me about my child's progress	31	58	21	40	1	2	0	0
My child is making enough progress at this school	31	58	18	34	4	8	0	0
The teaching is good at this school	39	75	13	25	0	0	0	0
The school helps me to support my child's learning	35	66	17	32	0	0	1	2
The school helps my child to have a healthy lifestyle	35	66	18	34	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)	30	61	19	39	0	0	0	0
The school meets my child's particular needs	35	66	15	28	2	4	1	2
The school deals effectively with unacceptable behaviour	32	64	16	32	2	4	0	0
The school takes account of my suggestions and concerns	28	54	21	40	3	6	0	0
The school is led and managed effectively	37	71	13	25	2	4	0	0
Overall, I am happy with my child's experience at this school	39	74	13	25	1	2	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"> ■ 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 pupil's 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.



11 February 2010

Dear Pupils,

Inspection of Barford St Peter's CofE Primary School, Warwick, CV35 8EW

Thank you so much for the warm welcome and the help that you gave when we inspected your school recently. I was pleased that so many of you filled in your questionnaires to tell me what you think about Barford St Peter's.

As you know, we spent time with you in class and outdoors and talked to some of you. We also looked at lots of paperwork, spoke to teachers and other adults, and looked at the questionnaires that your parents had returned. We thought carefully about what everyone said and what we had seen. This is what we decided.

Barford St Peter's is a good school, and you are a great credit to it. We were very impressed by your excellent behaviour and how you try your best in lessons.

The youngest children get off to a great start in Class 1.

You make good progress and do well in the tests at the end of Year 6.

Teachers and teaching assistants know you all very well. They make lessons interesting and have your best interests at heart.

We noticed, though, that you do not make quite so much progress in mathematics as you do in English. We have asked your teachers to work on this. They are going to make sure that you know exactly what you should be learning in each lesson and make the work challenge you a bit more. You can help with this by letting your teacher know if you do not understand, or if the work is ever too easy for you.

We have also asked your headteacher and the chair of governors to continue the work that they have started on planning for the future. They will make sure they have all of the information they need at their fingertips so that they can keep the school moving in the right direction.

With all good wishes,

Yours sincerely

Linda McGill

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.