

# Barrow C of E Primary School

Barrow, Chester, Cheshire, CH3 7HW

## Inspection dates

7 December 2012

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Achievement of pupils          |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Outstanding | 1        |
| Leadership and management      |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- It is welcoming and friendly and has strong partnerships with parents and the local community.
- Children settle happily into the Early Years Foundation Stage.
- Pupils achieve well. They make good and at times outstanding progress in their reading, writing and mathematical skills during their time in the school.
- Teaching is good with outstanding practice evident. The curriculum provides very well for pupils' spiritual, moral, social and cultural development.
- Pupils' enthusiasm for learning and their exemplary behaviour are key strengths. They say that they feel very safe and their parents unanimously agree with this.
- Good leadership by the headteacher and governors means that the quality of pupils' learning has improved well since the last inspection.

### It is not yet an outstanding school because

- Teachers do not consistently plan lessons which get the best out of all pupils and especially those that find learning easy.
- Marking of pupils' work does not consistently show them how to improve their learning or provide them with enough time to follow up on the feedback.
- Leaders do not fully check that pupils have enough opportunities to practise and extend their reading, writing and mathematical skills within other subjects of the curriculum.

## Information about this inspection

- The inspectors observed six lessons, one of which was a joint observation with the headteacher.
- Meetings were held with staff, members of the governing body, pupils, and groups of parents.
- Inspectors checked school documents relating to safeguarding, they looked at pupils' work in their books, and they looked at the ways in which the school checks on pupils' learning.
- The inspectors took account of the 14 parental responses received at the time of the inspection from the online questionnaire (Parent View) and the school's own parental survey.

## Inspection team

Clare Henderson, Lead inspector

Additional Inspector

Jeremy Barnes

Additional Inspector

## Full report

### Information about this school

- This is a very small primary school.
- The proportion of pupils known to be eligible for the pupil premium is well below average. This is extra funding given to schools by the government to support children of armed forces families, pupils who are looked after by the local authority, and pupils who are known to be eligible for free school meals.
- The proportion of pupils with special educational needs supported in school by school action is above average.
- The proportion of pupils supported by external specialists at school action plus and those with a statement of special educational needs is below average.
- Almost all the pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that pupils' achievement is outstanding in all year groups by ensuring that:
  - teachers consistently plan lessons which always get the most out of pupils and especially for those who find learning easy
  - teachers' marking of work consistently shows pupils what they need to do to improve their learning and enough time is allowed for them to act on that written advice.
- Raise the quality of leadership and management to outstanding by ensuring leaders check that:
  - pupils have enough opportunities to practise and extend their reading, writing and mathematical skills within other subjects of the curriculum and not just in English and mathematics lessons.

## Inspection judgements

### The achievement of pupils is good

- Most children start school with skills which are at least typical for their age. They make good progress in all the areas of learning in the Early Years Foundation Stage, especially in their reading and communication skills. Furthermore, the exciting and much improved outdoor environment provides children with a wealth of experiences which extend their understanding of the world around them well.
- The standards of pupils' learning in Years 1 and 2 are above average in reading, writing and mathematics. The strong focus given to regular reading sessions, excellent links with home and daily teaching of letters and sounds to help them read unfamiliar words means that pupils' reading skills are above average in these year groups.
- They clearly enjoy their lessons. For example, in Years 1 and 2, pupils were fully engrossed and challenged to think and write a set of instructions which would help Santa to fly his reindeer. Consequently, their progress in writing and communication was outstanding. However, this level of learning which gets the most out of pupils and, especially those who find learning easy, is not consistently applied in all year groups.
- A strong focus on improving pupils' investigative and problem solving skills in Years 3 to 6 means that their mathematical skills have improved rapidly since the last inspection and all pupils currently make at least good progress by the time they leave Year 6.
- Pupils' reading, writing and mathematical achievement is good rather than outstanding overall because they do not have enough opportunities to practise and extend these skills in other subjects of the curriculum. This means that, although when pupils leave in Year 6 standards are well above average in reading, writing and mathematics, the progress they make could be better for some pupils.
- The very few pupils eligible for the pupil premium and those with special educational needs do as well as other pupils because of the good support they are given in lessons and the equal opportunities and encouragement they are given to achieve well.
- Parents are very pleased with the progress their children make and particularly with the support provided for their children's well-being.

### The quality of teaching is good

- Good and at times outstanding teaching contributes well to pupils' good achievement. This view is supported unanimously by those parents who spoke or wrote to the inspectors and those who completed the parents' survey.
- Through good quality planning, exciting topics that interest the children and excellent records which are shared regularly with parents, extend children's reading, writing, mathematical skills well within the Early Years Foundation Stage.
- In all the lessons observed, teachers set high expectations of work and behaviour, instructions were clear and precise and the respect and care between pupils and adults was excellent.
- In the best lessons, teachers make sure they get the most out of pupils by providing them with excellent opportunities to practise and extend their reading and writing skills. A good example of this was observed in a religious education lesson in the Years 3 and 4 class when pupils wrote an Advent prayer. They confidently shared the well-presented content of their prayers with their partners, commenting positively on each other's thoughts and ideas. This developed their communication skills very well.
- Marking and regular homework are generally used well to help pupils to improve their work. Where teaching is at its best, time is provided for pupils to review their own work and to follow up on teachers' comments. However, this is not consistent in all classes.
- Teachers make a strong contribution to the excellent provision for spiritual, moral, social and

cultural development. High quality teaching of art, music and sport for example, give pupils an excellent range of experiences and skills which prepare them well for their future lives.

- The teaching of the few pupils who are eligible for pupil premium funding is managed well, with well-planned and exciting equipment such as iPads for pupils to use, and good use of support staff to ensure all these pupils achieve well.
- The teaching of those pupils with special educational needs is good because all adults, and particularly the skilled teaching assistants, ensure they receive appropriate help specific to their needs. As a result, all pupils have equal opportunities and potential discrimination is tackled well.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour is typically outstanding both in classrooms and around the school. The school is calm and very harmonious and pupils fully understand the importance of good behaviour. Parents fully agree with this view. They are very supportive of the school and raised no concerns about their children's well-being or safety.
- Pupils have very positive attitudes to learning. They are very keen to say how much they enjoy school and this is reflected in their above average attendance. School records show that behaviour is typically very good in classes, around the school and over time.
- Pupils' real enjoyment of school contributes well to their good achievement. They feel strongly that the school belongs to them and they enthusiastically welcome the numerous responsibilities given to them, such as being school councillors, road safety officers or eco-leaders. Such roles enable them to learn to act responsibly and to support each other well.
- Pupils are well-mannered, articulate and very happy to conform to the school rules because they themselves have helped to put them in place. Praise and reward assemblies provide pupils with excellent opportunities to give and receive praise.
- Systems for recording and for following up any incidents of misbehaviour, if they were to occur, are consistent and secure. Strong links with other educational partners ensure all pupils are given the right support and guidance.
- Pupils say they feel very safe in school and understand how to keep safe. They say teachers and support staff have helped them to understand how to take care on the roads or when using the internet.
- Pupils treat each other fairly and with great respect. They have an excellent understanding of the different types of bullying and say staff would deal very swiftly and effectively if incidents did ever occur.
- In the Early Years Foundation Stage, care and welfare are excellent. The children share equipment well, take turns and are happy to talk about their learning. Strong links with parents and opportunities such as the stay and play sessions strengthen these partnerships and children's confidence and enjoyment of school very well.

### **The leadership and management** are good

- Strong leadership from the headteacher and governors has ensured the quality of teaching and pupils' achievement have improved well since the last inspection.
- Leadership and management responsibilities are shared well in this very small school. The headteacher and governors work closely with all staff and identify actions that will improve the school further. Staff say they are proud to belong to the school and that the training they receive helps them to improve their own and pupils' performance.
- The headteacher works closely with subject leaders to check that pupils learn as well as they can in English and mathematics. However, they do not fully check that the curriculum provides pupils with enough opportunities to practise and extend their reading, writing and mathematical skills within other subjects.
- A wide range of additional activities is available in school. Music, sports and art are particular

strengths of the school. This range of activities makes an excellent contribution to pupils' spiritual, moral, social and cultural development. Pupils regularly come together in assemblies for prayer and reflection. The joyous nature of the singing heard in the school assembly is testament to their happiness in school.

- Parents say they are well informed about the work of the school through regular newsletters and opportunities to speak to staff about any concerns they may have.
- Strong partnerships which exist within the local network of schools and links with the local authority provide opportunities for staff to share their expertise and learn from each other.
- **The governance of the school:**
  - Governors are actively involved in the process of checking on the quality of teachers' performance, including the headteacher, holding leaders to account for how well pupils are learning and setting clear targets for improvement. Governors have a good knowledge, as a result of the training they have undertaken, of the school's strengths and areas of pupils' learning which need to improve further. Safeguarding procedures meet statutory requirements and members of the governing body carry out regular checks to make sure that pupils are kept safe. The school's finances are reviewed regularly and managed well. Governors have used the extra pupil premium funding well to employ support staff to work with pupils who are at risk of falling behind in their learning.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |                           |
|--------------------------------|---------------------------|
| <b>Unique reference number</b> | 111270                    |
| <b>Local authority</b>         | Cheshire West and Chester |
| <b>Inspection number</b>       | 403143                    |

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

|  |                               |
|--|-------------------------------|
| <b>Type of school</b>                      | Primary                       |
| <b>School category</b>                     | Voluntary controlled          |
| <b>Age range of pupils</b>                 | 4–11                          |
| <b>Gender of pupils</b>                    | Mixed                         |
| <b>Number of pupils on the school roll</b> | 63                            |
| <b>Appropriate authority</b>               | The governing body            |
| <b>Chair</b>                               | E Johnson                     |
| <b>Headteacher</b>                         | A Ramsden                     |
| <b>Date of previous school inspection</b>  | 17 June 2008                  |
| <b>Telephone number</b>                    | 01244 981313                  |
| <b>Fax number</b>                          | Not applicable                |
| <b>Email address</b>                       | head@barrowce.cheshire.sch.uk |



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