

Barningham CofE Voluntary Controlled Primary School

Church Road, Barningham, Bury St Edmunds, Suffolk IP31 1DD

Inspection dates	26–27 November 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, ably supported by governors and staff, has established a very positive climate for learning with high expectations of all. As a result, the school is much improved since the previous inspection.
- The quality of teaching is checked regularly. Extra training is used effectively so teaching is good and pupils do well.
- Teachers build pupils' basic skills in reading, writing and mathematics so they make good progress and are ready for secondary school.
- High-quality support enables disabled pupils, those who have special educational needs and disadvantaged pupils to thrive and make good progress.
- Pupils love learning; they are inquisitive and enthusiastic learners who try their best.
- Pupils are proud of their school and the part they play in shaping its future.
- Pupils' behaviour is good. The high level of care enables pupils to be safe.
- The range and depth of curriculum activities, and the way they are presented, fuels pupils' interest.
- Teaching and learning in the early years is good. As a result, children make good progress and enter Year 1 with the skills needed to be successful learners.
- Staff form an effective team, sharing expertise and ideas to the benefit of all pupils.
- Governors understand their roles fully. Their many skills benefit the school. They challenge leaders to achieve good outcomes for pupils and continually look for ways to improve the school.

It is not yet an outstanding school because

- Occasionally, teachers do not recognise when pupils understand and are ready to move on with their learning.
- Questions are not always sufficiently probing for teachers to know how to help pupils improve.
- Pupils are not taught what to do when they are stuck in their work.
- Some middle leaders do not yet have sufficient impact on further improving the quality of teaching and learning in their subjects.
- The outdoor area, and some equipment in it, does not provide pupils with a suitable recreational area.

Full report

What does the school need to do to improve further?

- Secure greater consistency of high-quality teaching and learning by ensuring:
 - teachers quickly adapt their teaching during lessons according to how well pupils are doing
 - adults use suitable questions to regularly check on and further develop pupils' understanding of what they are learning
 - staff clarify for pupils what they should do if they are stuck in their work, and follow this consistently.
- Enable leaders new to the school to quickly develop the skills they need to lead their areas of responsibility and play a greater role in improving teaching and learning.
- Review the outdoor area and equipment to ensure both are fit for purpose.

Inspection judgements

Effectiveness of leadership and management is good

- School leaders acted decisively to tackle the weaknesses highlighted by the previous inspection. They are highly focused on ensuring pupils do well. In particular, their very strong promotion of the importance of personal development, positive relationships, a stimulating curriculum and effective teaching results in consistently good outcomes for pupils.
- School leaders' accurate view of the strengths of the school enables them to set clear priorities for improvement. They have established a climate of ambition and high expectations that promotes high standards for pupils' academic and personal development.
- Leaders' thorough arrangements for checking on the quality of teaching accurately identify how teaching can improve. This helps them to organise effective high-quality training, which has improved teaching where it was most needed, for example in writing and mathematical calculation. All other school staff enjoy similar benefits from performance management and training.
- Staff form an effective, highly motivated team. Leaders recognise each individual's strengths and give opportunities for them to contribute and influence the direction of school improvement. Leaders foster a collegial approach, and all staff feel comfortable seeking and offering advice.
- Established middle leaders have clear action plans for the development of their subjects and areas of responsibility. Their good levels of expertise are beneficial. Others are new to these roles and senior leaders have correctly identified that their roles need further development to have an increased impact and influence on the quality of teaching and learning.
- The knowledgeable and experienced leadership of the provision for disabled pupils and those with special educational needs ensures these pupils have the support they need to thrive.
- The wide range of interesting learning activities contributes well to pupils' enjoyment and thirst for learning. As a result, pupils are inquisitive learners. Many pupils learn to play an instrument. Subjects are woven together so pupils gain a wider perspective. Visits, visitors and 'clubs' enrich learning further.
- Pupils' preparation for life in modern Britain is effective because values such as respect are taught well and practised in the everyday life of the school. Staff work closely with local groups to develop pupils' understanding and respect for different cultures and people within this country and around the world.
- Pupils' spiritual, moral, social and cultural development is promoted extremely well. Leaders see assemblies as central to the life of the school. Pupils often lead them, and always participate. During the inspection, for example, stories and photographs promoted discussion culminating in the question, 'Is it ever right to be angry?' Pupils gave thoughtful responses and listened closely to others' opinions.
- Additional funding promotes sport effectively. Specialist coaches teach high-quality lessons which enable pupils to achieve well. The increased range of activities engages pupils' interest and involvement. One said, 'I want to be in the Olympics one day.' Pupils' understanding of the importance of exercise to health and well-being is good. Pupils enjoy competing with local schools.
- The school uses the additional funding for disadvantaged pupils effectively. Extra good-quality teaching and resources enables these pupils to achieve well so gaps in attainment are closing. Funding also enables pupils to access enrichment opportunities.
- Parents speak very positively about the quality of education provided by the school. They like that the headteacher greets them and their children each day, and that she and other staff quickly resolve any problems they raise.
- While the school building and classrooms are attractive and well maintained, the school grounds are less suitable. The high proportion of muddy areas confines pupils and leads to occasional disagreement among pupils. Some pieces of equipment are uninspiring to pupils.
- **The governance of the school**
 - Governors work closely with staff to continually improve the school and provide high-quality education for all pupils.
 - Governors' detailed knowledge of the strengths and weaknesses of the school helps their decision making. They visit regularly, discuss their findings and recommendations, and check later what leaders have done as a result.
 - An improvement since the monitoring visit is that governors use their analysis of assessment information to question and challenge leaders more thoroughly.

- Governors manage the performance of staff, including teachers, rigorously. Decisions and pay increases are based on a broad range of evidence.
- The governing body's oversight of the school's finances is very effective. In particular, they ensure class sizes remain relatively small. Spending is based on clear priorities linked to school improvement. Governors ensure additional funding is used effectively.
- The school's arrangements for safeguarding are effective. Policies and procedures are clear and comprehensive. Staff are well informed and training in how to keep pupils safe is up to date.

Quality of teaching, learning and assessment is good

- Teaching is consistently good throughout the school. Information such as the school's rigorous checks on teaching shows that it has improved significantly since the previous inspection. The rate of improvement is increasing because all staff involved in teaching pupils receive regular high-quality training and guidance tailored to their needs. Most parents agree that their children are well taught.
- Teachers ensure pupils are safe and create a positive, purposeful atmosphere which encourages good behaviour and promotes good attitudes to learning.
- Teachers' subject knowledge is good and the expertise of individuals is shared beneficially. Teachers spot misconceptions quickly and address them.
- Teachers use technology well; for example, to 'grab' pupils' interest at the start of a topic or lesson or to give a visual explanation of teaching points. Teachers also use practical resources effectively to aid pupils' understanding of number and calculation.
- Reading is taught well. Staff take every opportunity to practise and refine phonics (letters and the sounds that they make) whenever they can.
- Writing is taught equally effectively. Staff use a variety of approaches, such as drama, to encourage pupils to talk about what they are intending to write, and rehearse and refine their thoughts. As a result, their writing is generally well constructed and interesting, with vivid vocabulary that brings it alive.
- Teaching of mathematics is good. Some pupils have gaps in their learning, and others lack confidence in their own knowledge. Both groups are beginning to catch up because teachers are very clear in their explanations of how to calculate. Teachers also offer pupils a good number of relevant opportunities to apply their knowledge of number to problem solving.
- Teaching assistants make a valuable contribution to pupils' learning. For example, they work well with individuals and small groups by providing further explanation and encouragement. During discussions, they are quick to spot pupils who need extra help to participate.
- Teachers typically plan tasks of several levels of difficulty, and invite pupils to decide which to do. Over time, pupils develop a good understanding of themselves as learners and how to challenge themselves.
- Teachers apply the school's marking policy consistently. As a result, pupils know what to look for, and what they are expected to do in response. Pupils know how to improve their work because teachers give them clear pointers and extra examples to check they understand.
- Teachers set homework that stimulates pupils; for example, interesting open-ended activities that challenge pupils to think of how best to present their work, as well as the content.
- Teachers generally use questions effectively and for a variety of purposes, such as to challenge pupils to think hard, or to check they have understood. They confidently reshape tasks to ensure pupils achieve well and fully understand new learning. Sometimes, however, questions do not glean the information needed and learning slows.
- Some lesson time is used less effectively because teachers fail to spot when pupils understand, or find the work too easy, and are ready to move on.
- In some lessons, pupils will sit and wait for adult help if they are stuck, rather than trying to figure it out for themselves. Typically pupils do not follow, and staff do not implement, the school's 'Five Bs' to help them.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and happy to talk about their work. They have a clear understanding of how well they are progressing, and what they need to do to improve further. They take pride in their work and present it neatly in their workbooks. They have positive attitudes to learning.
- In assemblies and class discussions, pupils will offer well-founded opinions and listen and respond appropriately to the views of others.
- Pupils value their education, older pupils recognising its importance to their adult life. They are ready to learn. The headteacher monitors the attendance of all pupils, including the disadvantaged, very closely.
- Leaders give pupils numerous opportunities to contribute to school life, which pupils embrace. Whether leading assembly, commenting on what most helps them learn, or helping with lunchtime activities, pupils feel strongly that Barningham is their school, and they are proud of it.
- Pupils say they feel safe in school and their parents agree. Pupils know what bullying is and understand that friends occasionally fall out. They have a good understanding of how to stay safe when using the internet. Pupils are confident that they can talk to someone at school if they are worried or have concerns. They are clear that staff will help them.
- Pupils have a good and growing awareness of other cultures, as a result of their excellent assemblies and learning across subjects.
- Pupils adopt healthy behaviours because they learn well the importance of exercise and a healthy lifestyle, including a balanced diet. When they cook, they understand the importance of washing their hands, covering their hair and wearing other protective clothing.
- Before and after school, extended care provides a wide range of interesting tasks pupils enjoy. Fully trained staff are vigilant to pupils' safety and safeguarding is paramount.

Behaviour

- The behaviour of pupils is good.
- The small number of pupils who struggle to manage their own behaviour receive good support and school records show marked improvement over time. Rare exclusions are used for appropriate reasons.
- The school is orderly. All lessons flow and transitions from one activity to another are seamless because pupils respond quickly to staff instructions.
- Attendance is well above average and pupils are punctual to school. Pupils and their parents say pupils are keen to go to school each day.
- Nearly all pupils conduct themselves well throughout the day, although the poor condition of the grass areas confines them at lunchtimes and leads to occasional misbehaviour.
- Pupils behave well in lessons and around the school because relationships are positive and staff expectations clear. Pupils understand the school's approach to behaviour and are keen to do well.
- Most parents say that the school manages behaviour well and deals with bullying effectively.

Outcomes for pupils are good

- Pupils' achievement has improved since the previous inspection because of good teaching and a broader, more balanced curriculum, particularly in mathematics.
- Relatively small year groups, and fluctuating numbers, means caution needs to be taken when interpreting published achievement information.
- Pupils' outcomes in reading, writing and mathematics, by the time they leave the school, are generally above average and pupils are well prepared for their secondary education.
- Pupils' work in their workbooks, and the school's checks on progress, show that pupils currently in the school make good progress from their starting points across a range of subjects. This is a relatively recent improvement, brought about by improved teaching and more accurate tracking of pupils through the school, so gaps in knowledge and misunderstandings can be quickly identified and remedied.
- The proportion of Year 1 pupils reaching the expected level in their knowledge of phonics is above average because of effective teaching. Reading is encouraged throughout the school and pupils are expected to read widely.
- The relatively small number of disadvantaged pupils make better progress than previously because they receive extra help in those areas in which they struggle. This is paying dividends. Attainment over time is

improving and most of these pupils are closing the gap on other pupils in the school and nationally.

- The most-able pupils generally make good progress too. The proportions achieving better than expected outcomes by the end of Years 2 and 6 is much improved in the last year or two, although some still find themselves held back in lessons when the teacher does not recognise they are ready to move on.
- The progress of pupils who need to catch up is checked very regularly, and extra help given if necessary. Parents, too, are involved. Nearly all of these pupils grow in confidence and make good progress.
- The progress of disabled pupils and those with special educational needs is good from their varied starting points. Each pupil's needs are accurately assessed and a plan put in place. Parents are fully involved so their child gets the same approach at home and school. The care and support is excellent and pupils with significant needs thrive.
- Pupils spoke enthusiastically about their learning in other subjects. They enjoy activities such as cooking and want to learn to play musical instruments. Girls say they are beginning to feel more confident with number because how they learn is clearer and easier to follow. In the past, some boys have been reluctant writers, but they say they want to write because the subjects chosen are more interesting.

Early years provision

is good

- Most children enter Reception with skills and knowledge a little above those typical for their age. They make good progress in the Reception year and are well prepared to continue their learning in Year 1.
- In 2015, the proportion of children reaching a good level of development was above that found nationally. School information and inspection judgements suggest this is going to increase further in 2016.
- Children's achievement has improved mainly because of a determined and effective focus on providing a wide range of interesting learning activities, and staff taking every opportunity possible to reinforce and extend children's knowledge of phonics, reading, writing and number. Both classroom and outdoor area are inviting and stimulating. Staff assess children accurately in order to plan activities that build on their existing skills and knowledge.
- Reading is taught effectively. For example, staff constantly look for examples of letter sounds and blends in everyday discussion and conversation with children.
- Writing skills are good. Throughout the classroom and outdoor area, children are offered opportunities to mark and record what they are doing and thinking. Children often use their knowledge of letter sounds to sound unknown words.
- Number skills are good because children have many opportunities to practise and learn using real and relevant activities that bring numbers alive.
- Children work and play together well, demonstrating good personal and social development. They enjoy very positive relationships with staff. Their behaviour is good. Most have an awareness of their own safety and that of those around them. Staff take every opportunity to remind children of and reinforce safety rules. Children maintain concentration and persevere with activities even when they are challenging.
- Teaching is effective. Staff understand this age group and how to help them learn. They ask many open-ended questions that challenge children to think and encourage them to practise and repeat recently acquired learning. Particularly useful to children is the way they are taught 'tips' to help them learn for themselves. For example, a child will add the value of coins by tapping each coin the number of pence it is worth before moving onto the next coin to continue counting. This ability to take responsibility for their own learning is not built on sufficiently in the older classes.
- Leadership of the early years is good. The leader uses her expertise in this area to good effect. She works closely with pre-schools and parents confirm transitions are smooth. She ensures that children are safe.
- School leaders' careful financial management enables this age group to be taught in one small early years group, contributing to their good progress. The extra time with adults is invaluable for disadvantaged children and those who are disabled or have special educational needs.
- Parents say that staff work closely with them and keep them informed of their children's learning, with frequent examples of new learning on the online school journeys. Parents like that they can contribute too. Parents say the time spent in Reception before the summer is very useful and allays many fears so the summer can be spent looking forward to returning.

School details

Unique reference number	124689
Local authority	Suffolk
Inspection number	10001870

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	81
Appropriate authority	The governing body
Chair	Elizabeth Hall
Headteacher	Frances Parr
Telephone number	01359 221297
Website	www.barningham.suffolk.sch.uk
Email address	admin@barningham.suffolk.sch.uk
Date of previous inspection	

Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of pupils eligible for pupil premium funding is a little below average. This is additional funding provided by the government to support disadvantaged pupils known to be eligible for free school meals or who are looked after by the local authority.
- Most pupils are white British. The proportion of pupils from minority ethnic groups is much lower than average, and none speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is broadly average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school operates before- and after-school extended care five days a week.
- The school receives additional support from a national leader in education, the headteacher of All Saints Church of England Voluntary Controlled Primary School, Lawshall.

Information about this inspection

- The inspector observed ten lessons or parts of lessons, all of which were joint observations with the headteacher.
- The inspector looked at work in pupils' books and listened to pupils reading.
- The inspector attended two assemblies and observed pupils as they moved around the school.
- Meetings were held with the headteacher, other leaders, teachers, teaching assistants, an Associate Standards and Excellence Officer from the local authority, and governors.
- The inspector met with six pupils from two year groups to discuss their experiences at the school and considered the views expressed by six pupils in the online survey.
- The inspector took account of the 30 responses to the online survey, Parent View. He held informal discussions with three groups of parents. The inspector also took account of the views of 14 staff who completed an Ofsted survey.
- The inspector looked at a range of school documents and information, including the school development plan, checks on the quality of teaching, curriculum plans, minutes of governors' meetings and behaviour and attendance records. The inspector also looked at arrangements and records for safeguarding procedures.

Inspection team

Robert Greatrex, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

