

# Barrowford School

## Inspection report

---

<b>Unique Reference Number</b>	119166
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358507
<b>Inspection dates</b>	14–15 February 2011
<b>Reporting inspector</b>	David Byrne

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	272
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stewart Cooper
<b>Headteacher</b>	Mrs Rachel Tomlinson
<b>Date of previous school inspection</b>	30 April 2008
<b>School address</b>	Rushton Street Barrowford, Nelson Lancashire BB9 6EA
<b>Telephone number</b>	01282 615644
<b>Fax number</b>	0
<b>Email address</b>	head@barrowford.lancs.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	14–15 February 2011
<b>Inspection number</b>	358507

---

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 assesses 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 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching and learning in 15 lessons, taught by nine teachers, and held meetings with representatives of the governing body, staff and pupils. The inspection team observed the school's work, and looked at a wide range of documentation provided by the school, including records of pupils' progress and the school improvement plan and policies for securing safeguarding and child protection. The team analysed the questionnaires returned by 96 parents and carers and also evaluated those returned by pupils and staff.

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

- The achievement and attainment of pupils at both key stages to determine whether teaching and the curriculum are sufficiently challenging for all pupils.
- The impact of teaching and learning on the performance of boys in Key Stage 1, girls in mathematics in Key Stage 2 and on writing for all pupils.
- The quality of care, guidance and support and its impact on the inclusion of pupils and on their academic and emotional development.
- The quality of leadership and management at all levels and their effectiveness in school self-evaluation and school improvement.

## Information about the school

Barrowford is larger than average for a primary school. The proportion of pupils known to be eligible for free school meals is below average as is the percentage identified with special educational needs and/or disabilities. The large majority of pupils are of White British background, with a small minority from Asian ethnic backgrounds. Few pupils speak English as an additional language.

Since the last inspection, a new headteacher and deputy headteacher have been appointed. Many of the new teachers have been in post for less than three years. The school has gained Healthy School status and Eco Bronze status and is currently working towards Eco Silver.

**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?**

**3**

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

**2**

## Main findings

This is a satisfactory school. Good care, guidance and support contribute to the positive attitudes pupils have to learning and their confidence to participate in school life. The majority of parents and carers and pupils talk positively about the new direction occurring in the school because it is making learning fun. Pupils like the way the curriculum incorporates different subjects and enables them to follow their own enquiries. A consequence of the changes is that pupils' attainment has improved rapidly and securely. Given the starting points to Early Years Foundation Stage that are typical for the children's age, the Year 6 outcomes represent satisfactory progress and achievement. There is a relative strength in pupils' attainment in reading but in writing, their attainment is below average. There are some differences in the achievement of boys and girls.

Good spiritual, moral, social and cultural development promotes pupils' good personal development. Pupils are polite, generally well behaved, friendly and helpful. They are articulate and many speak with confidence and maturity. As school councillors and 'eco-warriors' pupils influence what happens in their school. Pupils develop a good understanding for their age of how to live safe and healthy lives and are aware of how to act sensibly.

The teaching team is dedicated and hard-working. Teaching assistants effectively work with teachers to give good support to pupils with special educational needs and/or disabilities and as a result, these pupils make good progress. The needs of the more able pupils, however, are not consistently met and expectations are not always high enough in the lessons to stretch these pupils. The quality of guidance given to pupils about how to improve varies in quality and at times lacks detail.

The headteacher has a clear vision for the school's development and is moving the school forward well. The relatively new senior leadership team is increasingly taking responsibility for key management responsibilities previously taken by the head and deputy. Since the last inspection, many positive changes have taken place, for example, the accommodation has been upgraded and the curriculum has been reviewed and improved. 'The Place' has been established for vulnerable pupils and staff training has been more frequent and relevant. Given these improvements and leaders' and managers' clarity about the school's strengths and weaknesses, gained through accurate self-evaluation, there is evident good capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise achievement from satisfactory to at least good by:

**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

- – raising the attainment of all pupils in writing across the school and enhancing the attainment of girls in mathematics in Key Stage 2
- – ensuring that teachers have the highest expectations for the more able pupils and that the quality of lesson planning reflects this
- – increasing the amount of detail given to pupils about their performance and how to move on from their current level to the next one.

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

**3**

In lessons, pupils behave well and generally try to do their best. They respond positively to initiatives to promote the way they think and participate in learning. Increasingly, they are developing perseverance with tasks and learning the benefit of not giving up. They respond well to practical activities which help to sustain their concentration. In a Year 6 lesson, pupils' attention was captured by excellent use of the electronic whiteboard to dance and sing songs linked to improving their knowledge of the 'time tables'. Most pupils respond well to teachers' questions, although their concentration occasionally drifts when they sit as a whole group listening to their teacher, such as, at the start or end of some lessons.

Overall, pupils' enjoyment of school and their achievement are satisfactory. Attainment is rapidly and securely improving after a period when it had declined. New and rigorous assessment systems give close attention to pupils' progress and show up areas where underachievement exists. The school has tackled many of these successfully, but attainment in writing and in aspects of mathematics, such as understanding place value, remains lower than that in reading. In Key Stage 2, in mathematics, the boys do better than the girls. A more robust approach to establishing and using targets for pupils' performance across the school is clearly accelerating progress. Evidence held within the school, backed up by the local authority, confidently predicts that targets for this year will be reached or exceeded.

Pupils are very proud to belong to a school in which, they say, they feel safe. All learn together in harmony. Those that attend 'The Place' learn at ease alongside classmates. Pupils talk knowledgeably about how they manage their own behaviour. They say that they learn to 'sort things out' by discussion with others and if they cannot resolve any fall outs, they are confident that an adult will do so. Pupils are clear about the importance of caring well for themselves, one another, their school, their community and the planet. Pupils relish opportunities they have to take on responsibilities in different aspects of school life and talk with enormous pride about being members of the Pendle Pupil Parliament. They take part in a good range of activities that build their confidence and raise their self-esteem. These good personal qualities and improving academic attainment demonstrates that they are soundly prepared with the skills they need for the future.

**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

*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

Teachers are enthusiastic, well organised and form positive relationships with pupils. A strong partnership with support staff makes an effective contribution to the good progress of pupils with special educational needs and/or disabilities. The same quality of support is less effective for more-able pupils. Targets and lesson planning for the more able pupils are not always challenging enough. In lessons exploring mathematical ideas related to representing data, most pupils were interested by the practical approach, but the more able pupils were not challenged enough to take their learning beyond their current understanding. Information and communication technology (ICT) is used well in many classes to make learning relevant and fun. In an excellent Year 1 lesson, pupils responded very well to high expectations for them to compose an email message to pupils in another school and to develop their own skills in using a keyboard. Assessment is well established as a means of keeping an eye on the pupils' progress and there are some good examples of marking that guide pupils to improve. This is not consistent in all classes, however. All pupils have targets for improvement, but pupils stated that they are not sure about what they need to do to move up from their existing level to the next. This holds back progress.

The curriculum has evolved to give pupils more control over what they learn. Through topics that link subjects together, such as Space or Dinosaurs, pupils are motivated to write, to use ICT to carry out research and to seek answers to their own particular enquiries. A positive impact of the changes to the curriculum is that the progress of boys

**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

has picked up in writing and girls are taking more interest in mathematics at Key Stage 2. Curricular breadth is a strength. Music is available for Key Stage 2 pupils, with opportunities to learn to play the saxophone, clarinet and violin. French is taught weekly, contributing well to pupils' cultural development. Partnerships with the local high school give many pupils a chance to take part in a wide range of sport. Some are so keen that they willingly attend Saturday morning multi-sports sessions at school.

Care, guidance and support are good with some outstanding elements. Great strides have been taken to support pupils with particular emotional needs so that they can confidently access the curriculum. 'The Place' enables vulnerable pupils to benefit from nurture support within a safe and secure environment. Other pupils with special educational needs and/or disabilities are supported effectively, with good provision and management of their needs. The school has good systems in place for induction and to make the transition to secondary school as seamless as possible.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has established a culture amongst pupils and staff that learning is fun. After a period of high staff turnover a more settled staff team is now in place. As a result, staff are taking on delegated responsibilities with increased confidence, and improvement in the school is evident. Assessment at the whole-school level is used effectively to monitor progress and to accurately identify any variances in pupils' performance or cases of underachievement.

The governing body is clear about improvement priorities, such as, to raise attainment to above average. It ensures that safeguarding meets requirements and all procedures for maintaining child protection are in place. Budgets are well managed and are targeted in areas where there is most need. Partnerships with the local authority, other schools and with external educational consultants contribute positively to the quality of education. There is a strong commitment to promoting equality of opportunity and tackling racial discrimination. Differences exist in the performance of some groups of pupils, for example of boys and girls, but actions taken by the school are narrowing the gap. The school makes a good contribution to community cohesion. Pupils develop a good understanding, tolerance and respect for the diverse backgrounds and abilities of others within their school and further afield. Work within the school of the benefits of Fair Trade processes and of ecological challenges has raised a good awareness amongst pupils of global issues. Parents' and carers' involvement in the school is strong, as indicated by their good

**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

attendance at school functions, such as the Friday morning assembly. Their views are welcomed and respected and increasingly influencing decisions about school improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Early Years Foundation Stage gives children a good start to their education. The welfare, health and safety of children have a high priority at all times. A relatively new teaching team has a very positive impact on the quality of education and provision for children. Staff are a dedicated and very strong team. They assess children accurately and use the information to identify the needs of each child so that learning activities usually match their needs. A particular and successful emphasis is placed on developing good levels of children's personal, social and emotional development and in increasing their communication and language development. Topics, such as the Dinosaurs, both enhance and give extra purpose to learning. Children enthusiastically get involved in role play with each other and were fascinated by the 'dinosaur egg' that was in its nest! Sounds and letters are particularly well used to improve the children's understanding of early reading and skills.

Excellent leadership and management from a relatively new team is setting high expectations, establishing very effective teamwork amongst staff and creating a vibrant and exciting learning environment. As a result, in the last two years the attainment of children leaving the Early Years Foundation Stage has risen rapidly and securely. From starting points that are generally typical for their age, children make good progress. The proportion of children reaching the levels expected for their age at this point in the year is currently above average. Many have developed advanced social skills and show respect and tolerance for others. The improved attainment in Early Years Foundation Stage over the last two years is impacting positively on attainment and progress in Key Stage 1. The

**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

engagement of parents and carers is welcomed, and good communication is achieved through the effective use of a notice board and by sharing evaluations of children's progress, which are held in individual records held by the school.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Just over a third of parents and carers returned the questionnaires. The large majority support the school. They feel that their children get a good start to school life and that they become mature and confident young people. Some reservations were expressed by a small minority about the progress made by their children and also about aspects of behaviour. A few were uneasy about some changes that have occurred since the appointment of the new headteacher. The inspectors endorse the general tenor of the positive comments held by parents and carers. Pupils do develop into mature and confident young people. Regarding the progress of pupils, the more able pupils are not always challenged enough, but the school is taking steps to rectify this and attainment is rising securely. Regarding behaviour, it is generally good, at times some boys are rather boisterous. However, pupils are learning how to manage their own behaviour. Discussions with many pupils demonstrated that they feel safe and secure and feel free from any bullying. The changes introduced by the headteacher are having a positive impact on the pupils' interests in learning and are increasing progress. Long standing weaknesses in pupils' attainment in writing and in aspects of mathematics are being removed as result. The pupils' voice is increasingly potent in influencing the school's decisions and there is a clear vision to involve all stakeholders more in the school, including parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Barrowford 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 272 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	66	28	29	5	5	0	0
The school keeps my child safe	52	54	40	42	0	0	3	3
My school informs me about my child's progress	42	44	47	49	6	6	1	1
My child is making enough progress at this school	40	42	44	46	9	9	2	2
The teaching is good at this school	48	50	40	42	2	2	3	3
The school helps me to support my child's learning	39	41	42	44	14	15	0	0
The school helps my child to have a healthy lifestyle	46	48	45	47	5	5	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)	41	43	41	43	5	5	2	2
The school meets my child's particular needs	46	48	39	41	6	6	3	3
The school deals effectively with unacceptable behaviour	32	33	41	43	15	16	5	5
The school takes account of my suggestions and concerns	37	39	44	46	5	5	4	4
The school is led and managed effectively	44	46	41	43	4	4	3	3
Overall, I am happy with my child's experience at this school	47	49	41	43	7	7	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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



16 February 2011

Dear Pupils

**Inspection of Barrowford School, Nelson, BB9 6EA**

Thank you for the warm welcome you gave the team when we inspected your school recently. We found that your school is improving and prepares you satisfactorily for your next stage in education. The recent changes to the curriculum and the increased expectations for you to manage your own behaviour are benefitting you all. Learning is more interesting and you told me that you feel safe and secure at all times.

I was impressed by your politeness, your maturity and how well you care for others. You all get along well with hardly any fall outs! Your teachers care for you well. Most of you are making progress but at times those of you who find work easier could be expected to be challenged more. Overall, you leave school with attainment that is average compared to schools nationally. Those of you who need extra help are given good support. 'The Place' is a super resource for all of you. The wide array of sports and opportunities to learn music and French give you many opportunities to explore a variety of activities.

One of my jobs is to work with the school to find ways to improve it. I have discussed these with the headteacher and suggested some ways that this could be done. The school should find ways of raising your attainment in writing and also help girls to reach higher standards in mathematics in Key Stage 2. I have also asked that those of you who find the work easier than most are given more challenge. In addition, you would benefit by increasing your knowledge of how well you are doing and receiving better guidance about how you can move on from your current level of work to a higher one.

I wish you all the very best for your future and hope you continue to live safe and healthy lives.

Yours sincerely

Mr David Byrne

Lead 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](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**