

St Barnabas CofE Primary School

Inspection report

Unique Reference Number	109174
Local Authority	South Gloucestershire
Inspection number	356492
Inspection dates	15–16 February 2011
Reporting inspector	John Carnaghan

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Jane Allinson
Headteacher	Julie Dyer (acting)
Date of previous school inspection	8 July 2008
School address	Poplar Close Warmley Bristol BS30 5NW
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Introduction

This inspection was carried out by three additional inspectors. They saw ten lessons taught by nine teachers and held meetings with parents and carers, teachers, members of the governing body and groups of pupils. They observed the school's work and looked at its documents, policies and assessments, including responses to staff, pupil and 49 parent and carer questionnaires.

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

- Is teaching and learning of sufficient quality to bring about good progress and lead to higher attainment?
- Does the school's self-evaluation give leaders and governors a clear picture of the school and provide a sound basis for planning for the future?
- How well is the curriculum adapted to pupils' needs and aspirations?

Information about the school

The school is slightly smaller than average. The proportion of pupils known to be eligible for free school meals is average. Few are from minority ethnic heritages; this is well below average. Almost all pupils speak English as their first language. The percentage of pupils with special educational needs and/or disabilities is close to the national average, the largest group of these pupils has speech, language and communication needs. Children in the Early Years Foundation Stage are taught in a Reception class. The school has been led by an acting headteacher since September 2010, pending the arrival of a permanent headteacher in April 2011. During the inspection four of the seven classes were taught in temporary accommodation as a result of recent extensive water damage.

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

3

Main findings

St Barnabas Church of England Primary is a satisfactory school. Pupils make sound progress in response to the satisfactory teaching and curriculum. Pupils' personal development is largely good. Pupils enjoy school and behave well and this promotes a positive atmosphere. They show a good understanding of how to stay safe and healthy because these areas are well taught.

Good care and strong links with parents and carers promote a positive ethos. Parents and carers hold very favourable views of the school, one typically commenting, 'St Barnabas is an open, friendly, happy school and I am pleased my children have the opportunity to go there.' Pupils' attainment at the end of Year 6 is average. The achievement of all groups, including those with speech, language and communication needs, is satisfactory.

Children start happily and grow in confidence in the Early Years Foundation Stage because they, and their parents and carers, are well prepared for the move into the Reception class. Their learning is not assessed in sufficient detail, however, so children are not always appropriately challenged. Progress in the Reception year is satisfactory.

Lessons are calm and typified by pupils' willingness to learn. However, some teaching does not always challenge the most able sufficiently or drive learning forward at a good pace. In consequence, few pupils gain higher levels of attainment in end of Key Stage 2 assessments. Pupils have learning targets and work is adequately marked. These two areas are not linked sufficiently to ensure each pupil receives the clear guidance needed to improve their work. The curriculum is satisfactory but has yet to be developed to provide exciting experiences that fully meet pupils' interests and needs.

The temporary leadership and management arrangements have enabled the school to continue to run smoothly. Recent improvements in assessment have had a positive impact on pupils' learning. The school's self-evaluation is broadly accurate but insufficiently precise, it is not followed up with enough rigour to secure convincing progress in teaching and achievement. Planning for the future is improving and there is growing ambition and a shared vision among staff. The school is now poised to move forwards; its capacity for sustained improvement is satisfactory.

Up to 40% of 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?

- Improve attainment and progress by January 2012 by:
 - ensuring that lessons challenge pupils of all abilities, especially the most able, and run at a brisk pace so that at least 75% of teaching is good or better

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- using assessment to provide a clearer picture of children's progress in the Early Years Foundation Stage and to give better guidance to pupils across the school about their next steps in learning
- developing a more stimulating curriculum that engages all pupils.
- By September 2011, improve the rigour of self-evaluation to provide a sharper picture of the school and assist leaders, managers and members of the governing body to promote improvements, particularly in teaching and learning.

Outcomes for individuals and groups of pupils**3**

Children enter the Early Years Foundation Stage with skills and aptitudes that are slightly below expectations for their age. By the start of Year 1, attainment is average because most have been well prepared for more formal education and good transition arrangements help them settle well to the National Curriculum. Satisfactory teaching and learning promote sound progress. Strategies to improve the range of strategies in mathematics are proving to be successful and attainment is rising as a result. Better assessment, leading to more targeted support for pupils who may be lagging behind, is slowly improving progress across the school, but this has not yet had a full impact on attainment. Pupils' attainment at the end of Year 6 is broadly average but slightly lower in mathematics. The proportion of pupils gaining higher levels in all subjects is lower than expected.

Inconsistent teaching and lack of challenge in a minority of lessons both slow learning down and are the main reasons why progress and attainment are no better. In one poetry lesson, for example, the teacher's initial input was interesting and engaging, giving pupils good opportunities to read aloud. However, the purpose of the lesson was not clear and the pace was slow in parts, which slowed progress. Given their starting points, the progress of all groups of pupils, including those with speech, language and communication needs, is satisfactory. Improving support for pupils with special educational needs and/or disabilities contributes to ensuring satisfactory achievement for all pupils.

Pupils enjoy school and most find almost nothing to criticise. Behaviour is good, both on the playground and in classrooms, although there are some lapses where teaching is less engaging. Pupils report that racism is unknown and bullying is rare and firmly dealt with, should it occur. Attendance is average. Pupils make a good contribution to the school community, for example by caring for younger ones at break times. The school council is widely respected by pupils and is a good forum for their opinions. Pupils' views often translate into improvements, such as the newly installed bicycle sheds built in collaboration with the parish council.

Pupils are well informed on how to keep safe. Visits to the school by emergency service workers and others ensure pupils develop an equally good grasp of how to avoid risks on the busy local roads and the internet. They show good understanding of what is required to grow up healthily. They appreciate the healthy meals and snacks available and the take up of school lunches is high. There are numerous opportunities for exercise. Daily 'wake 'n' shake' exercises are very popular and after-school sports clubs are well attended. Satisfactory application of literacy and numeracy skills ensures pupils' sound preparation for the future.

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Positive behaviour and warm relationships are a strong testament to pupils' good social, moral and spiritual development. Pupils are keen to reflect on their own experiences and the feelings of others and strongly uphold values such as tolerance. However, their experiences of other cultures within the United Kingdom are not quite as strong and remain an area for development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

The curriculum is enlivened by theme days on topics such as the Ancient Egyptians, where subjects are combined in interesting ways. The school is working towards rewriting its curriculum to ensure it is more creative and to improve pupils' engagement with learning and further develop their skills. Personal, social and health education is strong and contributes well to good personal development. An interesting variety of visitors and visits, such as to a school for pupils who are deaf, stimulate interest. The variety of after-school clubs in sport, the arts and hobbies such as gardening are very popular.

Pupils report they enjoy lessons and their relationships with teachers are positive. They are keen to learn. Teaching assistants provide good support both in the classroom and when working with small groups. Teachers manage classrooms well, have good subject knowledge and plan carefully. However, they do not always deliver lessons that stretch all abilities, especially the most able, so that work for these pupils often fails to capture their imagination. Most lessons start briskly but too many lose impetus when pupils are given

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tasks without deadlines, so learning slows down. Marking of pupils' work is regular and encouraging but is rarely analytical or identifies where improvements are needed. Pupils' targets are not specific to individuals, only used intermittently to help pupils understand their attainment levels and what they should focus on next.

Parents, carers and pupils value the good relationships in the school and the effective advice and guidance they receive. The school is a welcoming environment. The most vulnerable pupils are well supported and the school accesses outside expertise well to provide additional help. There are good examples of where the school has helped individuals overcome potential barriers to their education. The few pupils with behaviour problems are assisted in improving their behaviour, learning self-control and self-discipline. The school monitors absence carefully and actions targeted at the few families with low rates of attendance are generally effective.

These are the grades for the quality of provision

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

How effective are leadership and management?

The temporary leadership has started a drive towards school improvement. The acting headteacher has developed assessment so that it is starting to provide a tool to check on learning, to initiate interventions for targeted pupils and to hold staff to account for individuals' progress. This is relatively recent, but there are indications that progress is starting to improve, largely because targeted interventions have engaged pupils who were struggling to learn. Improved assessment contributes to satisfactory equality of opportunity for all and good care ensures there is no discrimination.

Other self-evaluation is less effective. The systematic monitoring of teaching and learning is a relatively recent development and is presently rather tentative, as yet there has been too little follow up on areas of weakness. Planning for the future has become more focused and relevant of late. The 'raising attainment programme' of January 2011 identifies weaknesses that require immediate attention and includes effective strategies to address them, although it is too soon to judge its impact.

The governing body works closely with staff to support the school. Members regularly canvass parent and carers' views and are developing an understanding of the school. Limited independent monitoring means the governing body does not have all the information it needs to ask challenging questions. Its monitoring of procedures and practices for safeguarding ensures that provision in this area is satisfactory. The school site is safe and pupils have good awareness of risk and who to turn to if they have concerns. Staff are satisfactorily trained, but the training of some newly-appointed governors is not fully up to date.

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Parents and carers are well informed about school life and their children's progress. Their views of the school are largely favourable because the school is proactive in engaging all parents and carers and this has a positive impact on its ethos. Partnerships, particularly with local secondary schools, have helped to introduce variety into the curriculum. Close links with the church and educational professionals improve the school's offering, particularly in how it cares for pupils.

The school has carefully audited its community cohesion and is well aware of its local context, promoting cohesion within the local community. Close liaisons with local churches, the parish council, businesses and schools have a positive impact on this cohesive school. However, limited and brief links beyond the school reduce pupils' opportunities to mix with people of different cultural backgrounds.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children settle quickly because very effective engagement with parents and carers, including home visits, ensures a smooth transition into education. Parents and carers are very happy with the provision and correctly feel their children enjoy school.

Children like learning and are excited by the activities offered. They are keen to suggest ideas and make choices, sustaining concentration and working with maturity and independence. They relate well to adults and other children and are happy to work together and share. The indoor learning environment encourages a positive ethos because it is vibrant and stimulating. Activities are carefully planned to ensure the correct balance between adult-led and child-initiated activities. Good use is made of modern technology, such as computers connected to whiteboards. However, as the school recognises, the outside area is less well developed and provides fewer opportunities for children to make exciting choices.

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Staff demonstrate a high regard for children's welfare and safety, setting clear routines that children soon learn to follow and giving them simple responsibilities. Children move into Year 1 with attainment that is broadly average, but a little below in some areas, particularly communication, language and literacy. This represents satisfactory progress. Support staff work seamlessly alongside teachers in contributing to planning, leading activities and observing children's achievements. The observations build a record of development, but there is no systematic analysis of children's learning against national benchmarks or analysis of assessment data so that leaders and managers do not have an accurate evaluation of what is working well and where a greater focus is required to ensure better progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents' and carers' views are highly favourable. Almost all who returned inspection questionnaires reported that their children enjoy school and are happy with their experiences. A few had concerns over their child's progress, the information they received about this and how the school helps them to support their child's learning. Inspection evidence indicates that progress is satisfactory. The school is looking at ways that it can improve the way it shares information about progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Barnabas 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	59	19	39	1	2	0	0
The school keeps my child safe	27	55	21	43	0	0	0	0
My school informs me about my child's progress	19	39	23	47	5	10	0	0
My child is making enough progress at this school	17	35	25	51	7	14	0	0
The teaching is good at this school	21	43	23	47	2	4	0	0
The school helps me to support my child's learning	22	45	22	45	5	10	0	0
The school helps my child to have a healthy lifestyle	28	57	21	43	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)	19	39	24	49	0	0	0	0
The school meets my child's particular needs	19	39	25	51	3	6	0	0
The school deals effectively with unacceptable behaviour	17	35	26	53	4	8	1	2
The school takes account of my suggestions and concerns	17	35	27	55	2	4	0	0
The school is led and managed effectively	26	53	18	37	1	2	0	0
Overall, I am happy with my child's experience at this school	23	47	25	51	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 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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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



17 February 2011

Dear Pupils

Inspection of St Barnabas Church of England Primary School, Warmley BS30 5NW

Thank you for the warm welcome you gave to the inspectors when we recently visited St Barnabas. We enjoyed meeting you and were pleased to hear how much you like school. We would like to congratulate you on your good behaviour and found your personal development to be good.

The school provides a satisfactory education. Your learning and progress are sound and your attainment at the end of Year 6 is similar to that of other children of the same age. Teachers and other adults work well together to provide good care and keep you safe. Teaching, the subjects you study (known as the curriculum) and leadership and management are all satisfactory.

This is what we have asked the school to do.

- Raise your attainment and improve your progress by:
- improving the pace and challenge of teaching so more lessons are good
- providing you with a clearer picture of your next steps in learning
- using assessment to check up on progress of children in the Reception class
- making the curriculum more interesting.
- Check up on the school more thoroughly to ensure these improvements provide you with a better education.

You can help by continuing to behave well and work hard.

Yours sincerely

John Carnaghan

Lead inspector

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