

St Barnabas CofE Primary School

Green Lane, Worcester, WR3 8NZ

Inspection dates 18–19 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the last inspection the school has improved the quality of teaching which is now good.
- Teaching in the Reception classes is good and enables children to make a good start in their learning.
- Pupils make good progress in English and mathematics, often from low starting points.
- Good systems are in place to track the progress of all groups of pupils.
- Disabled pupils and those who have special educational needs make good progress because their needs are understood and they are well supported.
- Because teachers encourage pupils to have a curiosity in the world around them, their attitudes to learning are good.
- Pupils behave well and feel safe in lessons and around school.
- Relationships between staff and pupils are good.
- School leaders do a good job in raising the quality of teaching and in ensuring good progress.
- Governors know the school well and effectively hold the school's leaders to account.

It is not yet an outstanding school because

- The quality of teaching, although generally good, is occasionally less skilful. Sometimes, teachers do not always ensure that all pupils play an active part in their learning.
- There are inconsistencies in the way a few teachers help pupils to link sounds and letters to improve their spelling skills.
- Teachers' questioning does not always challenge more-able pupils.
- Some leaders have not yet had sufficient opportunity to provide effective monitoring and support to their colleagues.

Information about this inspection

- Inspectors observed teaching in all classes. Each class was observed at least once. In all, 19

lessons were observed.

- Inspectors had discussions with the Chair of the Governing Body, a representative from the local authority, the head teacher, all teaching staff, some teaching assistants and various groups of pupils.
- Inspectors looked at a range of documentary evidence including the school’s tracking of pupils’ progress, documents relating to safeguarding and special educational needs, and the school’s self-evaluation.
- Pupils’ written work from the previous school year was scrutinised.
- Inspectors took into account the views of 15 parents and carers as recorded on Ofsted’s Parent View online survey.

Inspection team

Roisin Chambers, Lead inspector	Additional Inspector
Janet Bird	Additional Inspector
John Croghan	Additional Inspector

Full report

Information about this school

- The school is larger than average.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is average.
- The proportion of pupils supported at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- 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 and increase the level of pupil engagement by ensuring that:
 - in all lessons all pupils play an active part in learning activities
 - there is greater consistency in teachers' questioning skills so that more-able pupils are challenged in their thinking in the few lessons where this is not currently the case
 - there is more consistency in the way teachers help pupils to improve their spelling skills.
- Develop the role of leaders, especially those of the different phases, by:
 - creating further opportunities for them to observe teachers so that they can identify aspects of classroom practice that need improvement enabling them to provide staff with the necessary support and training as quickly as possible.

Inspection judgements

The achievement of pupils is good

- Pupils join Reception with skills, knowledge and abilities that are below, or well below those expected for their age. During their time in Reception they make good progress and achieve well, so that by the time they join Year 1 they are just slightly below average.
- At both key stages and in all subjects attainment is average.
- Pupils make good progress in English and mathematics. Almost all pupils reach or exceed the nationally expected standard in these subjects by the end of Year 6. Achievement in reading is particularly good and achievement in mathematics is improving rapidly. Achievement in writing, although improving, is not quite as good, because of inconsistencies in the teaching of letters and the sounds they make.
- Pupils make good progress in most lessons. They are curious about the world about them and curious about themselves as learners and so are keen to practise new skills and solve problems.
- In a few lessons, pupils do not get as involved in activities as they could and teachers do not act promptly enough to re-engage them in their learning.
- Disabled pupils and those who have special educational needs make particularly good progress and achieve close to the national average. In lessons, these pupils benefit from specific teacher questioning and very effective support from teaching assistants.
- Pupils for whom the school receives additional funding achieve as well as their peers. The school's good tracking system and regular reviews of pupil progress ensure that lack of progress is spotted and quickly addressed.
- The most-able pupils make good progress in all subjects but are not always provided with activities that are demanding enough.

The quality of teaching is good

- The quality of teaching has improved since the last inspection. A small proportion of the teaching observed during the inspection required improvement. Staff are keen to improve their practice and share the good and outstanding practice within the school.
- In the Early Years Foundation Stage there is a good balance of indoor and outdoor learning activities led by adults and chosen by children themselves. All opportunities for children to develop their curiosity in the world around them and apply their learning are used to good effect. For example, when children found an ant, they were immediately encouraged to count the legs.
- Reading is taught well. For younger pupils there is an appropriate emphasis on teaching the sounds that letters make and this has enabled the vast majority of pupils to read fluently.
- By the time pupils are in Years 5 and 6 reading has become a pleasure and many are keen to discuss their current choice. As one Year 6 boy proudly said, 'I'm reading George Orwell's 1984'. Most teachers are good at helping older pupils to link letters to the sound they make, and this supports accurate spelling and confident writing. However, a few teachers are less skilful in this.

- Teachers frequently plan together. Planning is detailed and imaginative, providing good opportunities for pupils to work both independently and collaboratively. Pupils' learning logs show records of visits, design challenges, science challenges and book reviews.
- The thoughtful organisation of group work is a feature of all lessons. In most lessons the majority of pupils are actively engaged but occasionally teachers do not ensure that all pupils work hard throughout the lesson.
- In lessons where teaching is good or better, questioning is well used to challenge pupils in their thinking and move them to the next level of learning. In a few lessons, questioning is not consistently skilful enough to provide a good level of challenge to more-able pupils.
- Marking is good. Senior leaders regularly check that marking is providing pupils with good advice and guidance. Pupils know their targets and use teachers' comments well to improve their work.
- The teaching for disabled pupils and those who have special educational needs is good. Teaching assistants are skilful in their use of questions to help pupils understand and to check for misunderstanding. They are deployed effectively by teachers to provide support where it is needed.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and are keen to succeed. They respond enthusiastically to their teachers and collaborate well with each other.
- Almost all pupils know their targets and say they like having them 'because they make you think.' Older pupils are quick to refer to their targets and use them well to improve.
- In lessons and around the school pupils behave well. They are courteous and helpful. In whole school assemblies or rehearsals their behaviour is exemplary.
- Bullying is extremely rare and promptly dealt with by staff. A few parents and carers expressed concern about the way the school deals with bullying, but these views were not supported by the views of pupils, staff or governors.
- The school curriculum provides pupils with a good range of opportunities to learn about the risks associated with the internet, smoking and alcohol.
- The school's emphasis on spiritual, moral, social and cultural development has successfully promoted the values of tolerance and respect and this is evident in the way in which pupils care for and help each other.
- The punctuality of pupils is good and attendance is average.

The leadership and management are good

- The school has improved since the last inspection. The headteacher, senior leaders and staff have tackled issues identified in the previous inspection report effectively.
- Leadership responsibilities are distributed more effectively than before and there is a strong

team ethos.

- The school has in place good systems for tracking pupil progress and routine pupil progress meetings are convened so that teachers are held to account for the progress of children in their class.
- The performance management of teachers is well embedded and links clearly to school priorities and to raising pupil progress.
- Thorough self-evaluation has given senior leaders a good understanding of what the school needs to do to improve and detailed action plans are in place to address school priorities. As a result, pupil progress has accelerated and there is little difference in the achievement of different groups. The school successfully narrows identified achievement gaps and thus promoting equality of opportunity and tackling discrimination well.
- The role of the phase leaders has recently been changed to give them greater influence in improving classroom practice. However, there are not yet enough opportunities for them to use all their skills to further improve teaching.
- As a result of improvements within the school, the local authority's involvement has been reduced. The leadership team has benefitted from, and valued, the good support provided by the local authority.
- The safeguarding of pupils meets requirements. The school carries out the necessary checks on staff to ensure that they are suitable to work with children and all staff have received the appropriate level of training. Staff are vigilant and provide a high level of care for the children. Parents and carers are confident that the school keeps their children safe.
- Provision for disabled pupils and those who have special educational needs is good. It is well managed and good links with agencies are maintained. Pupils' needs and progress are reviewed regularly and the work of teaching assistants is well planned and co-ordinated.
- The school makes good provision for pupils' spiritual, moral, social and cultural development. Instrumental in this are strong links with the church, a good range of extra-curricular activities including visits to non-Christian places of worship, and international links. Within the school there are many opportunities for pupils to undertake additional responsibility and to engage in sporting, artistic and musical events.
- **The governance of the school:**
 - is good. The governing body is well led and managed. It provides good support and realistic challenge for school leaders. The members have a good understanding of the strengths and weaknesses of the school and are highly committed to helping the school continue to improve.

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

Unique reference number	116858
Local authority	Worcestershire
Inspection number	401625

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	408
Appropriate authority	The governing body
Chair	Robert Morrison
Headteacher	Angela Deakin
Date of previous school inspection	23 July 2010
Telephone number	01905 22766
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