

Barnham Primary School

Elm Grove, Barnham, Bognor Regis, PO22 0HW

Inspection dates 22–23 May 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- The new headteacher ensures all leaders have a sharp focus on improving teaching and learning. Consequently, pupils' attainment in English and mathematics is rising and all groups now make good progress from their starting points.
- Staff and pupils share a strong belief in the values of their school. They are proud to be part of it and are highly supportive of one another. Teamwork is a strength and morale is buoyant.
- Pupils benefit from effective teaching that offers good opportunities for discussion and collaboration. The proportion that is outstanding is increasing.
- Pupils are very happy at school. Warm and trusting relationships underpin their enjoyment of learning. Everyone is included and respected. Pupils behave very well and feel completely safe and nurtured as a result of the excellent care, guidance and support they receive. Those with disabilities and special educational needs thrive.
- The rich variety of experience provided promotes pupils' spiritual, moral, social and cultural development extremely well.

It is not yet an outstanding school because

- In some lessons, teaching assistants are not deployed to best effect.
- Occasionally, the pace of lessons does not meet the individual needs of some pupils, especially the more able.
- Opportunities for pupils to show initiative and learn independently are missed in some lessons.
- Questioning is not always targeted effectively to consolidate and extend pupils' learning.

Information about this inspection

- Teaching and learning were observed in 22 lessons and pupils' work was examined, especially in English and mathematics. Some observations were joint visits with the headteacher. In addition, two whole-school assemblies were observed.
- Meetings were held with staff, pupils and three members of the school's governing body. The lead inspector spoke by telephone with a representative of the local authority. One meeting with pupils was dedicated to a discussion of reading, with an opportunity for pupils to read aloud. Informal discussions with pupils took place at break and lunchtimes.
- Inspectors took account of the 73 responses to the online questionnaire (Parent View) and 42 staff questionnaires. Parents' and carers' involvement in school life was discussed with senior leaders. At the beginning of one day, informal conversations were held with parents and carers in the school playground.
- A range of documentation was looked at, including records relating to pupils' progress, behaviour, attendance and safeguarding.

Inspection team

Jacqueline White, Lead inspector	Additional Inspector
Clive Dunn	Additional Inspector
Gavin Jones	Additional Inspector
Fiona Robertson	Additional Inspector

Full report

Information about this school

- This is a larger-than-average primary school.
- Most pupils are White British. Relatively few are from minority ethnic backgrounds or speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is well below average. The pupil premium is additional funding for children in the care of the local authority, children with a parent or carer serving in the armed forces and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- There is an on-site unit for pupils with physical disabilities. Currently, there are four pupils on roll.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher took up his post in September 2012.
- The school holds several awards, including Healthy School status, the Eco Green Flag award and Investors in Children.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring:
 - all teachers target their questioning effectively to consolidate and extend pupils' learning
 - the pace of lessons is appropriate for all pupils and, in particular, enables more-able pupils to move on to harder work in a timely way
 - pupils have sufficient opportunities to use their initiative in lessons and learn independently
 - teaching assistants are deployed to best effect when supporting pupils' learning in lessons.

Inspection judgements

The achievement of pupils is good

- Children enter the school with the skills and knowledge expected for their age. In the Reception classes, excellent partnerships with parents and carers ensure the children feel at home quickly. High expectations and skilful teaching underlie the good progress they make in developing their early reading, writing and mathematics skills.
- Attainment at the end of Key Stages 1 and 2 has been broadly average. However, the school's reliable data, pupils' work and lesson observations show attainment rising and pupils making good progress. Parents and carers who responded to the online questionnaire were unanimous in agreeing that their children make good progress.
- Standards and progress have been better in reading than in writing and mathematics. The school has taken effective action to tackle this and current Year 6 pupils are on track to achieve well in national tests.
- Pupils progress very well in reading in Year 1. In 2012, the phonics check showed that pupils were well above average in their understanding of letters and sounds.
- Pupils of all ages enjoy books and reading. There is a well-used library and pupils have good opportunities to read for a variety of purposes in lessons. Where appropriate, pupils benefit from extra support. In discussion with some of those who had received help, pupils talked with pleasure about the books they were currently reading. They read aloud with confidence and were not afraid to tackle new words.
- Disabled pupils and those who have special educational needs achieve well as a result of the excellent care, high-quality support programmes and established partnerships with external agencies. Pupils with physical disabilities participate fully in school life and contribute well to the vibrant ethos of the school.
- The school uses its relatively small amount of pupil premium funding to provide additional teaching support and enrichment for pupils who need it. For example, pupils benefit from residential trips. Those who qualify for the funding make the same good progress as their peers and there are no significant gaps between their attainment and that of their classmates in either English or mathematics.
- Through closely monitoring the progress and well-being of all pupils, the school ensures that everyone has an equal chance of success and is well prepared for secondary school. This includes pupils from different ethnic backgrounds and those for whom English is an additional language.

The quality of teaching is good

- Teaching is almost always good but more needs to be outstanding. However, teachers and support staff are working well together to share the very best practice.
- Teachers demonstrate good subject knowledge. Lessons are well planned and build on and extend pupils' skills. Expectations for work and behaviour are high and mostly met. Where teaching is highly effective, it engages pupils, stretches them to their limits and pinpoints their next learning steps. This was particularly evident in a Year 6 mathematics lesson where the teacher challenged pupils to apply their knowledge of division to solve problems. Good questioning and precise feedback to pupils encouraged them to use different methods well so that they made rapid progress and developed independence.
- Most lessons include a variety of well-structured activities that incorporate high-quality resources. Good use is made of paired and group work so that pupils can exchange ideas. In many lessons, teaching assistants demonstrate an excellent understanding of the strengths and weaknesses in pupils' learning and support their progress very well. Sometimes, when learning is too controlled by the teacher, opportunities for teaching assistants to drive the progress of targeted pupils are more limited. In addition, where there is too much reliance on the teacher

directing the work of the whole class, openings for pupils to take the initiative, exercise choice in their learning and work things out for themselves are missed.

- Teachers generally think carefully about how they express questions but they often just take responses from pupils with their hands up rather than selecting individuals to test and deepen their understanding.

The behaviour and safety of pupils are good

- Most pupils have positive attitudes to school and to learning. Their behaviour is usually at least good and often excellent. Nearly all parents and carers, and pupils, agree that this is case.
- Pupils' enormous pride in their school is evident in the warm welcome they give to visitors, and in their willingness to accept responsibility and show leadership. They make a valuable contribution to its development through the school council, the house system and the variety of roles open to them, such as becoming a playtime Peace Pal. They have a strong sense of belonging and believe in the school motto that 'Barnham pupils shine'. For the most part, that is exactly what they do.
- Pupils feel completely safe. They say there is no bullying at the school and the school's records show that incidents of bullying are very rare. Pupils from all backgrounds and abilities get on well together and look after each other. They know how to keep safe in school and in the wider community, and understand about cyber-bullying.
- Clear behaviour management strategies are implemented well by staff. There are some very minor, infrequent disruptions and there are occasions where some pupils are too passive in lessons. Attendance is broadly average.
- Pupils explore their talents and interests through the excellent range of extra-curricular sport, music, drama, cultural events, trips and outings. The richness of these experiences ensures they mature into confident, well-rounded and thoughtful individuals. Pupils are keen to make a positive contribution to the wider community. They participate in, and often lead, the many fundraising and community projects with enthusiasm.
- There are excellent opportunities for pupils to think about their responsibility to make the world a better place. For example, during the inspection, they were involved in promoting environmentally friendly ways to travel to school.
- Pupils appreciate that people are different, and demonstrate tolerance and compassion in their day-to-day relationships.

The leadership and management are good

- The headteacher, ably supported by senior and middle leaders, has given first-rate leadership to establish vision and clear direction since his appointment. He has earned the full support of staff, parents and carers, and pupils. Improvements have been made through effective evaluation of the school's work, strategic planning supported by governors, and the teamwork of staff to tackle weaknesses in teaching and achievement, particularly in writing and mathematics. All teachers are paying close attention to accelerating the progress of pupils.
- Teaching is carefully monitored by leaders and teachers are given feedback about areas for development. There are opportunities for high-quality training and coaching programmes to support teachers' individual needs.
- Teachers' targets are based on their performance and the progress of pupils, with pay progression linked to teachers' achievement of their targets for raising pupils' achievement.
- The curriculum and the impressive range of enrichment activities meet pupils' needs and foster a love of learning. The school is about to embark on a review of provision, because, quite rightly, it wants its pupils to secure greater independence and control over their own learning. There are carefully planned opportunities for pupils to learn about, and celebrate, their own and other cultures. They are taught to respect the values, beliefs and ways of living of others.

Discrimination is not tolerated.

- Partnerships with parents and carers are well established. The school's 'open door' policy is greatly appreciated by parents and carers, who feel informed about, and involved in, their children's learning. Channels of communication with parents and carers have been expanded recently to include email and texts. Parents and carers are delighted with the recent improvements in the school's work and some took the time to write to inspectors to praise staff for the 'exceptional support' that their children are receiving. Nearly all parents and carers who completed the Parent View survey said they would recommend the school to others.
- The local authority has confidence in the school's leadership and its support has been light-touch.
- The school's capacity to secure further improvement is strong.
- **The governance of the school:**
 - The governing body is deeply committed to providing pupils with an education that will bring them opportunities and fulfilment. It reflects on its own performance and has recently undertaken an audit of governors' skills to ensure that training is appropriately targeted and expertise is shared. Governors are good at supporting and challenging the school. They recognise the importance of comparing its performance with that of other schools nationally and are sharpening this aspect of their work.
 - Frequent visits to the school give governors a high profile and a good understanding of its strengths and weaknesses and pupils' achievement.
 - Governors have a clear picture of the quality of teaching and are rigorous in linking any salary increases to the progress made by pupils, teaching quality and responsibilities.
 - They have made good decisions over the spending of the pupil premium, especially through the development of extra support for vulnerable pupils. They check the impact on pupils' progress carefully to ensure best use of this funding.
 - The governing body makes sure that all statutory requirements, including those for safeguarding, are met.

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	125892
Local authority	West Sussex
Inspection number	413081

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	318
Appropriate authority	The governing body
Chair	Patricia Dingemans
Headteacher	James Everett
Date of previous school inspection	5–6 November 2009
Telephone number	01243 552197
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