

Barnwood Church of England Primary School

Colin Road, Barnwood, Gloucester, GL4 3JP

Inspection dates 2–3 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' progress has improved over the last three years and is now securely good in reading, writing and mathematics across the school. As a result, attainment at the end of Year 6 is now above the national average.
- Teaching is good overall. Teachers and teaching assistants work well together to make sure that pupils enjoy learning and achieve well.
- Disadvantaged pupils and those who are disabled and have special educational needs are given work at the right level. The work takes account of their particular needs so they make good progress and achieve as well as other pupils.
- Pupils' good behaviour enables them to work and play together well. Pupils are kept safe at school and are taught how to keep themselves safe. This is preparing them well for life beyond school.
- Good teaching in the Early Years Foundation Stage provides children with a positive start to school life. They settle quickly and make rapid progress in Reception.
- The two co-headteachers work well together and have high expectations of all staff. They have been effective in bringing about improvements in teaching. As a result, teaching is now consistently good across the school.
- The co-headteachers and the governors provide determined and effective leadership. They have a clear understanding of the school's strengths and areas for development. They hold leaders to account for continued improvement.
- Pupils' spiritual, moral, social and cultural understanding is promoted particularly well and is a strength of the school.

It is not yet an outstanding school because

- Marking does not always give pupils clear guidance on how to improve their work or review their own learning.
- Pupils are not always clear about what they are learning or how they will succeed.
- Subject leaders do not always have enough opportunity to enable them to check the quality of teaching and pupils' progress across their subject areas.

Information about this inspection

- Inspectors observed teaching in all classes. They walked around the school looking at pupils' behaviour and saw 15 part lessons, three of which were jointly observed with the co-headteacher.
- Discussions were held with the co-headteachers, other leaders in the school, members of the governing body, a range of pupils and a representative from the local authority.
- The inspection team took account of the 49 responses to the online questionnaire, Parent View, and 20 questionnaires returned by staff.
- The school's work was observed and inspectors looked at a number of documents including: the school's information on pupils' progress, planning and monitoring documentation, records relating to pupils' behaviour, attendance, safeguarding and the management of teachers' performance.
- The inspectors listened to groups of pupils reading and observed the quality of early reading skills. They looked at pupils' work across the school and spoke to pupils in groups and informally during their lessons and at break times.

Inspection team

Kerry Rochester, Lead inspector

Additional Inspector

Robert Arnold

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The percentage of pupils from minority ethnic backgrounds is average.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of disadvantaged pupils who are therefore eligible for the pupil premium is below average. The pupil premium is additional government funding to help pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils or those with special educational needs that have a statement of special educational needs or are supported at school action plus is lower than in other schools. The proportion of pupils supported by school action is below the average.
- Since September 2014, the school has been led and managed by two co-headteachers.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching so that it is typically outstanding by ensuring that:
 - in every lesson, pupils know what they are learning and how they can be successful in achieving the learning intention
 - pupils act on the teachers' written guidance so that they can identify and improve their work.
- Improve the effectiveness of leadership and management by training and developing subject leaders so they are able to take a full part in evaluating and improving the work of the school in raising standards.

Inspection judgements

The leadership and management are good

- The co-headteachers have introduced robust systems to track and monitor the progress for all groups of pupils. Therefore, systems to carry out checks on teaching, set challenging targets and manage the performance of staff are rigorous. As a result, teaching and pupils' progress has improved over the past three years and is now securely good.
- Leaders, including governors, have ensured that the school's effectiveness has remained good since the last inspection. They have tackled the areas for improvement that were identified at the previous inspection successfully. This has resulted in improvements in pupils' achievement across the school and demonstrates a good capacity for further improvement.
- The school's leaders have a realistic view of the school and its priorities for improvement. The school's development plan and self-evaluation are accurate. Effective systems are in place to check pupils' attendance closely and provide extra help to those pupils who may need it.
- The co-headteachers are supported ably by a skilled team of leaders and staff who are knowledgeable about the strengths and weaknesses in their subjects. However, the co-headteachers are fully aware of the need to improve the subject leaders' contribution to the raising of standards by developing their role in checking pupils' progress and improving the quality of teaching in their subject areas.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. It is embedded in the school's values, beliefs and subjects taught so that tolerance and other British values are promoted well.
- Assemblies and displays around the school provide opportunities for pupils to reflect on and consider important values. For example, one display asked the pupils to think about what generosity means to them. One pupil responded, 'My friend was generous with her time. When I was lonely she played with me.' This response gave other pupils the opportunity to reflect on how they had applied this value in their own lives.
- Additional money to improve pupils' participation and ability in sport has been used well. Teachers' confidence in the teaching of physical education has improved. As a result, pupils take a more active part in a wider range of sports during school time and in after-school clubs.
- The new curriculum leader makes sure that teachers have the right skills and resources to teach pupils of all abilities. This accounts for the good learning that takes place and ensures that pupils are fully prepared for life in modern Britain. The curriculum excites pupils and promotes a good range of knowledge, skills and understanding linked to the new National Curriculum. There is a wide range of additional activities, including visits and clubs that add to pupils' enjoyment of learning.
- The local authority has provided effective support and advice to help the school improve pupils' achievement. Rightly, the local authority's support recognises that the school is able to direct its own improvement.
- **The governance of the school:**
 - The governing body is a group of highly-skilled members who bring with them a range of experience. Governors visit the school regularly. As a result, they understand the importance of linking pupils' achievement to teachers' performance and pay. Governors know how to use these procedures to improve the quality of teaching.
 - Governors know and understand how well the pupil premium and school sports additional funding are spent, and the positive difference that this funding has had on the pupils' academic and social development. Governors attend training regularly and have a good understanding of data about the school's performance and how the performance compares to other schools nationally.
 - Governors fully meet their statutory responsibilities to ensure safeguarding requirements are met and the school's financial resources are well managed.

The behaviour and safety of pupils are good

- The behaviour of pupils is good and this contributes to their good learning in classrooms.
- The school's values, such as generosity, respect and cooperation, contribute to the positive attitudes that pupils have towards each other.
- Pupils are enthusiastic and apply themselves well. They behave well at breaks and lunchtimes and move around the school sensibly. They are polite to each other and adults.
- Pupils say there is little bullying and know that bullying can take many forms. Pupils are confident that, when the very rare instances do occur, staff deal with them effectively.
- The school provides good quality care and support for a wide range of pupils, several of whom sometimes

find it difficult to manage their own behaviour or adapt easily to all aspects of school life. The school's success in integrating these pupils is one of its strengths. Staff work hard to support and manage these pupils. Parents who spoke to inspectors or wrote to them also confirmed this, telling inspectors how much they appreciate the hard work of staff in ensuring their children do well and are happy at school.

- There are highly effective systems in place to track and check attendance and, as a result, attendance is above average and pupils arrive at school on time.
- Most pupils and parents feel that behaviour is good in school. The inspection team came to a similar view.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and that they trust the adults to ensure their safety. They have a good understanding of the different types of risks, including bullying and how to keep themselves safe when using technology, including the internet.
- The parents who responded to Parent View said that their children feel safe at school. The evidence gathered during the inspection supports this view.

The quality of teaching

is good

- Pupils' books and rates of progress show that teaching is typically good over time. Teachers have good subject knowledge and expertise, which they use effectively to provide a wide range of activities that promote pupils' literacy and numeracy skills well. Pupils find that these activities are suitably challenging being neither too hard nor too easy.
- Teachers ask probing questions to make pupils think carefully. This helps them to learn well because they have time to share and develop their ideas. For example, in a Year 6 mathematics lesson pupils enjoyed discussing their challenges with each other. They were eager to answer questions and contribute to their learning and this supported their good progress.
- Teachers treat pupils with respect and are interested in what they have to say. As a result, pupils are eager to learn and respond readily to tasks with interest and enthusiasm.
- The high priority given to the teaching of how letters link with sounds (phonics) ensures that pupils read well through the school. Younger pupils demonstrate that they can read with good understanding while older pupils read with confidence and enthusiasm. The older pupils have a love of books and can talk confidently about the authors they enjoy reading.
- Teaching assistants make a very positive contribution to the learning of pupils of all abilities. They are highly skilled and complement the work of the teachers. They receive extensive training in a range of support programmes which enable the pupils they work with to make good progress.
- Pupils are not always clear about what they are learning or how they know they will be successful. When this happens pupils' progress slows.
- Scrutiny of pupils' work shows that teachers' marking of pupils' work has improved over time. Where written comments recognise success and provide guidance for pupils on how they can improve their work it moves pupils on in their learning. However, the marking is not always as effective. Pupils do not always reflect on their own and others' learning. This means that pupils are not supported enough to become even more successful in their work.

The achievement of pupils

is good

- Most children enter the Reception class with skills and abilities below those typical for their age. They make good progress because the activities they undertake are well chosen. Most children then enter Year 1 with a suitable level of development.
- In 2013, pupils in Key Stage 2 made the progress expected of them in reading, writing and mathematics. The 2014 results show that last year's Year 6 pupils made stronger progress to achieve well in all areas. As a result, their attainment was higher than the national average.
- The school's own assessment information and work sampled in pupils' books confirms that progress across the rest of the school in reading, writing and mathematics is securely good for all groups of pupils, including those from different minority ethnic groups and those who speak English as an additional language.
- In 2014, the proportion of the most-able pupils that reached the higher National Curriculum Level 5 in writing was below the national figure. Correctly, the school identified this as an area for improvement. Staff have focused on developing pupils' use of language in their writing and, as a result, the most-able pupils in Year 6 are now making at least good progress. This matches the overall progress of the most-able pupils across the school.
- Good teaching in Year 2 has improved pupils' attainment at the end of Key Stage 1 and pupils now reach

standards in line with the national average.

- Disabled pupils and those with special educational needs, like their classmates, make good progress. This is because they receive carefully planned additional support. This helps them to develop basic literacy and numeracy skills, and promotes their social and emotional development. This demonstrates the school's commitment to tackling discrimination and promoting equal opportunities for all.
- School leaders carefully check and follow the progress of all groups of pupils. The school's own information shows that disadvantaged pupils across the school are making good progress and the attainment of these pupils is rising year-on-year. Disadvantaged pupils who left the school in Year 6 in 2014 were approximately three terms behind their classmates in writing, two terms behind in reading and half a term behind in their mathematics attainment. Compared to other pupils nationally, disadvantaged pupils were approximately three terms behind in writing and reading and one term behind in mathematics.
- In 2013, the proportion of pupils achieving the expected standard in the Year 1 phonics check was below the national average. In 2014, it was in line with the national average. This is because the teaching of phonics has improved considerably due to the training and support given to staff.

The early years provision

is good

- Children's starting points are generally below those that are normally expected for children of Reception age. Children make good progress across all areas of learning so by the time they enter Year 1 their attainment is in line with the national picture and they are ready for the next stage in their education.
- Warm, welcoming relationships and consistently applied routines help children to settle quickly. Children behave well because they become absorbed in activities that motivate them to want to learn. Whether they are playing indoors or outdoors, they behave in ways that keep them safe.
- Children in the Reception class are enthusiastic about their learning because the teaching is consistently good. Activities are well matched to the interests and abilities of the children. This ensures that those who need specific support and those who are the most able are well provided for.
- The teaching of phonics is clearly focused on children's needs and this ensures they make good progress.
- Two teachers lead the Reception class jointly. They assess the children early and accurately. Staff use this information to plan activities that engage children and support them in becoming confident learners. The good range of play and learning activities contribute well to the children's physical and emotional health as well as their spiritual, moral, social and cultural development.
- Staff work well as a team and use the children's 'learning journey' profiles effectively to promote good communication between home and school. As a result, parents are involved fully in their children's learning.

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	115714
Local authority	Gloucestershire
Inspection number	448477

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	216
Appropriate authority	The governing body
Chair	Margaret Seyers
Headteachers	Anne Davies (co-headteacher), Julia Matson (co-headteacher)
Date of previous school inspection	16–17 June 2010
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