

Barry Primary School

Inspection report

Unique Reference Number	121939
Local Authority	Northamptonshire
Inspection number	340053
Inspection dates	17–18 November 2009
Reporting inspector	Michael Miller

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	471
Appropriate authority	The local authority
Headteacher	Lynne Pugh
Date of previous school inspection	1 June 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed 23 lessons and visited eight others to evaluate the school's provision, including that for pupils with special educational needs and/or disabilities. They undertook other general observations including assemblies and displays of the pupils' work. Inspectors held meetings with governors, staff and the school council, as well as meeting with parents and carers at the start of the school day. They looked at documentation including policies, self-evaluation and development planning, monitoring files, curriculum and safeguarding documentation, governors' minutes, the headteacher's reports to the governing body, local authority reports on the school and information provided for parents/carers. Inspectors received and analysed questionnaires from 105 parents/carers, 29 members of staff and 69 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the school ensures its pupils make sufficient progress in their learning throughout Years 1 to 6
- how well teachers and teaching assistants use assessment to help challenge pupils and promote their progress
- how effectively what is taught (the curriculum) helps to improve the achievement of different groups of pupils, including more able pupils and those with special educational needs and/or disabilities
- the extent to which pupils' overall personal development is a strength of the school.

Information about the school

This is a very large school. The proportion of pupils eligible for free school meals is below average. The percentage of pupils from minority ethnic groups is above average, as is the proportion of pupils who speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is average, but the proportion with a statement of special educational needs is above average. This is because the school has Designated Special Provision for up to eight pupils with physical disabilities and associated learning difficulties. Pupil mobility is broadly as expected nationally; however, mobility is higher in the Early Years Foundation Stage than in the main school. The school holds a Healthy Schools award.

Privately run childcare for children aged two to under five is provided on the premises by the Barry Road Pre-School. In addition, a breakfast and after-school club is provided on the premises for children aged three to eight by Gr8 Kids @ Barry. These are inspected and reported on separately by Ofsted.

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

This is a satisfactory school. Pupils enjoy their time at school, and this is reflected in excellent attendance. There has been significant improvement since the last inspection in the Early Years Foundation Stage. Most children enter the Nursery Year with below nationally expected standards. They make good progress and are well prepared for Year 1. In the past, children have typically attained average standards by the end of their Reception Year. They are now beginning to exceed these, and at the end of the last academic year they were above average. This good performance has yet to feed through into other year groups. Standards by Years 2 and 6 are average, and pupils make satisfactory progress.

Planning to improve the curriculum, and make it more relevant for the pupils, is starting to transform learning through the school's 'connected curriculum'. This has yet to have a full impact. The development of longer-term curricular planning and establishing links between subjects are still in the process of completion. The monitoring of teaching is helping the school to raise its overall quality. The proportion of good or better teaching is improving steadily. Although satisfactory overall, there is some outstanding teaching in all key stages. Lesson observations by senior leaders have concentrated more on teaching than learning and, as a result, planning identifies clear learning outcomes for different ability groups in broad terms. However, the work provided does not challenge consistently or sufficiently the more able pupils. In addition, when teaching assistant support is not available, lesson planning is not precise enough in relation to some individuals who find learning more difficult.

As part of national strategies for assessing pupils' progress (APP), the school has recently introduced additional methods for monitoring the pupils' progress. It is also building improved approaches to the use of assessment in the classroom. Both of these strategies are at relatively early stages of implementation and have still to make a full impact on pupils' attainment and achievement.

The governing body has produced recently a policy for community cohesion, but is still in the process of completing fully its analysis of the needs of its pupils, and local community. There is a good sense of community within the school, and good developing links within the local area. However, planned actions for the promotion of community cohesion beyond the school are at an early stage of development.

New appointments made over the past couple of years are enabling the school to build an effective team of middle managers, including subject leaders. Some are still learning their craft, but are making good progress in developing their leadership roles. Through its improvement planning the school demonstrates a good knowledge of its strengths

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and weaknesses. Its development plan focuses well on the most important areas for improvement. The school has shown good improvement in the Early Years Foundation Stage, although it is still building a track record of success in the main school. The capacity for further improvement is satisfactory.

What does the school need to do to improve further?

- By the end of the current academic year, improve further the quality of learning, and raise the attainment of pupils as they progress through the school from Years 1 to 6, by:
 - providing consistent challenge in the work provided for more able pupils, so that more can reach high levels of attainment by Year 6
 - ensuring lessons are planned to meet more precisely the needs of individual pupils who find learning difficult
 - completing the implementation of the new curriculum, to link more effectively key subject skills and make learning more relevant
 - implementing fully the school's improving systems for assessing pupils' progress, and the use of assessment in the classroom
 - ensuring the monitoring of lessons by senior and middle leaders focuses more on the quality of pupils' learning.
 - Ensure the school completes its current analysis of the needs of its pupils, and its local community, in order to complete fully its set of planned actions for the promotion of community cohesion beyond the school and its local area.
- About 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.

Outcomes for individuals and groups of pupils

3

It was clear from the lessons observed that the development of pupils' key skills, such as literacy and numeracy, is satisfactory and by Year 6, all groups of pupils are prepared adequately for their next stage of education. Pupils are meeting their targets to gain the nationally expected level 4 in the Year 6 tests, but fewer pupils than expected are on track to gain higher levels. New resources for information and communication technology are starting to help develop important skills in the subject. Learning is good when teachers have the confidence to involve pupils more actively in lessons. This was the case in a Year 5 literacy lesson, where pupils' interest was captivated by a wide variety of tasks involving them in writing both simple and complex sentences. In a Year 6 English lesson, the teacher's questioning skills ensured pupils developed a good understanding of biographical and autobiographical writing. Where teachers tend to lead lessons, giving their classes information rather than questioning them and sharing pupils' ideas, learning is only satisfactory. Some teachers are still working to find the correct balance between involving pupils and taking the lead themselves.

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Pupils' good personal development is set to stand them well for their future lives. They made good contributions to the anti-bullying theme during the inspection week. In their work and play, pupils show a good understanding of the importance of a healthy lifestyle. Pupils show good levels of respect for each other. They confirm that they feel safe, and this promotes well their attitudes to learning and good behaviour both in and beyond lessons. Pupils of all abilities, including those with special educational needs and/or disabilities, and ethnic groups learn and play harmoniously alongside each other. This contributes significantly to the pupils' good spiritual, moral, social and cultural development. Their experience of community within school is good; however, their understanding of their role as young citizens in a broader national and international context is more limited.

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	3
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers plan lessons to include work appropriate to lower, middle and higher attaining groups. Planning to challenge individual pupils who may need additional specific support or challenge is less well established. There are examples of good marking, but this is

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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inconsistent and the involvement of pupils in assessing their work is at a relatively early phase. Pupils feel their teachers explain how they can improve their work, but some are uncertain as to how well they are doing. This was reflected in the pupils' questionnaires as well as in discussions with pupils. Regular assessment is used satisfactorily by teachers to aid their planning, and the recent introduction of APP is promoting increasingly good practice.

Although a work in progress, the development of the curriculum is ensuring that the teaching of key skills is being planned effectively across subjects. In particular, aspects of English work are now taught thematically through topics, and this makes learning more meaningful for the pupils. Some excellent cross-subject links are evident but these are not widely developed across the curriculum. Extra-curricular provision is good, including work with the local sports partnership, and participation rates are high. The programme for pupils' personal development is effective in helping them to develop both their personal and interpersonal skills.

Provision for the pupils in the school's Designated Special Provision unit is good. There is very good support from teaching assistants for pupils who have difficulty with their learning. They make good use of data to support the pupils in their care. However, this is concentrated mainly on literacy and numeracy, and they are not involved in broader curricular or lesson planning. The school makes good use of outside specialists to support those pupils who have additional learning needs or difficulties. Pastoral care and guidance within the school are good, and in keeping with its positive ethos. Case studies show that the needs of vulnerable children, and those with specific needs, are monitored and evaluated rigorously. Good working relationships are built with families, and there is good individual support for pupils for whom English is an additional language.

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?

Driving improvement and promoting equality are satisfactory. Senior and middle leaders share a common goal in their determination to improve learning, and ensure this is underpinned by consistently good teaching. In the recent past, the school has been over-reliant on lesson observations made by a relatively small number of senior staff. Middle leaders are now being trained to help broaden and improve the school's monitoring of learning and teaching. Whilst this development is still in its early stages, it

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has resulted in recognition that expectations have not been high enough, particularly for the school's most able pupils. Teaching is improving, particularly in Key Stage 2, since good middle leadership articulates clearly the school's vision to other staff.

The safeguarding of children is good. The headteacher has a good overview of this area and staff training is up-to-date and comprehensive. Discussions with pupils show they feel safe, and know who to go to if they have any concerns. Some minor administrative errors and omissions of cross-references between policies were brought to the attention of the school.

The governing body challenges the school well. Each section of the school's self-evaluation document contains governors' questions and challenges. This helps inform well their monitoring and provides a clear focus for discussions with staff. This has helped the school to realise it has more to do to promote community cohesion. However, some actions from the very recent annual audit of the school in October 2009 have yet to be implemented fully.

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	2
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

Provision and outcomes for Early Years Foundation Stage children have strengthened considerably since the last inspection, when quality and standards were unsatisfactory. New leadership has ensured cooperative working, high morale amongst staff, and often excellent partnership with families. Additional improvements are now in hand to develop further the transition arrangements between the Early Years Foundation Stage and Key Stage 1 classes. This is to ensure that the improved progress children are making

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continues during their next stage of learning. Parents/carers are welcomed into classes each morning, and play an important part in helping their children settle at school. This is invaluable in promoting important activities and key skills such as reading. Good attention is paid to children's welfare, and they develop a good understanding of the importance of health and hygiene. Children are enabled to feel safe, and develop good social skills. The assessment of children's progress is good. Extensive, good quality notes from direct observations enable teachers to make accurate diagnoses of children's needs. Good quality resources are used well to provide suitable levels of challenge. Staff are particularly effective at asking questions of the children, not only to help them understand their work but also to aid the development of their personal and social skills. The working environment encourages effectively creative and imaginative play. Extensive inside and outside covered areas provide children with a wide choice of well-structured activities. Children have fun in learning, are curious, well motivated and sociable, and gain well in self-confidence.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	2

Views of parents and carers

The very large majority of parents/carers are supportive of the school. In their written comments, a few expressed concerns about the leadership and management of the school. Some of these related to the practical administration of the school's recently introduced uniform policy, a few were critical of the school's approach to behaviour management and other points related to the direction provided by senior leaders and governors. Overall, the school's collective leadership is satisfactory and providing a clear direction for development, but there is more to do to ensure the school is led and managed consistently well. Behaviour is managed effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barry 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 105 completed questionnaires by the end of the on-site inspection. In total, there are 471 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	65	33	31	4	4	0	0
The school keeps my child safe	53	50	51	49	1	1	0	0
The school informs me about my child's progress	44	42	52	50	8	8	1	1
My child is making enough progress at this school	41	39	51	49	10	10	3	3
The teaching is good at this school	43	41	50	48	10	10	0	0
The school helps me to support my child's learning	46	44	46	44	11	10	2	2
The school helps my child to have a healthy lifestyle	46	44	55	52	4	4	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)	34	32	53	50	13	12	0	0
The school meets my child's particular needs	39	37	54	51	8	8	2	2
The school deals effectively with unacceptable behaviour	27	26	58	55	8	8	5	5
The school takes account of my suggestions and concerns	31	30	54	51	7	7	6	6
The school is led and managed effectively	33	31	48	46	13	12	5	5
Overall, I am happy with my child's experience at this school	54	51	42	40	6	6	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



19 November 2009

Dear Pupils

Inspection of Barry Primary School, Northampton, NN1 5JS

We would like to thank you all for welcoming us into your school. You were polite and interested when talking with us, and asked a great number of questions. We appreciated your curiosity and I hope we were able to answer your questions. We were impressed by the friendly way you work and play together. Yours is a satisfactory school.

These are the things we found are best about your school:

- your levels of attendance at school are excellent
- the adults at your school take good care of you and look after you well
- you behave well in school, and show good respect for each other
- you understand well the importance of exercise and living a healthy lifestyle
- the personal qualities you develop will stand you in good stead in later life.

These are the things we have asked your school to do now:

- help those of you who are more able to gain higher levels in national tests
- plan lessons so they give that little extra challenge to each of you individually
- complete the development of your new 'connected curriculum'
- complete the introduction of new ways of assessing your progress to make sure that both you and your teachers know how to improve your work
- ensure the monitoring of lessons focuses firmly on your learning
- plan to help you all to gain a broader understanding of your roles and responsibilities as young citizens beyond just your school and local community.

We think the school is on the right track to meet the challenges it has set itself and improve further. We know you are developing links with a school in Ghana. In that country they have a wise, traditional saying: 'If things are getting easier, maybe you're headed downhill,' but they go on to say, 'Your beauty may take you there, but your character will bring you back.' We've seen you tackle the climbing wall in your playground, and know you have the character to persevere if you do have setbacks.

Your sincerely

Michael Miller

Lead inspector

APP is a process of structured periodic assessment for mathematics, reading and writing. □ It supports teachers by promoting a broad curriculum and by developing teachers' skills in assessing standards of attainment and the progress children have made.

[<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/assessment/app/wiapp>]

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