

Barnsbury Primary School

Inspection report

Unique reference number	135382
Local authority	Surrey
Inspection number	381882
Inspection dates	13–14 March 2012
Lead inspector	Michael Bartleman

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	364
Appropriate authority	The governing body
Chair	Sue Yearley
Headteacher	Susan Sayers
Date of previous school inspection	14–15 July 2009
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Age group	4–11
Inspection date(s)	13–14 March 2012
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Introduction

Inspection team

Michael Bartleman

Additional inspector

Janet Wilson

Additional inspector

Jim McVeigh

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 24 lessons for a total of 14 hours, observing 14 different teachers. They held meetings with members of the governing body, parents, staff and groups of pupils. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation, including school data on pupils' attainment and progress, procedures for keeping pupils safe and the school's own evaluation. They analysed questionnaires from 128 parents and carers, as well as those completed by a sample of staff and pupils.

Information about the school

This is larger than the average-sized primary school. The school was created in September 2008 by the amalgamation of an infant and junior school which shared the same site. Most pupils are White British, and other pupils come from a range of minority ethnic backgrounds. The proportion of pupils from minority ethnic groups is higher than the national average as is the proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. The proportion of disabled pupils and those with special educational needs, including those with a statement of special educational needs, is average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has received a number of awards, including the Anti-Bullying Bronze Award and Investor in People.

There is a before- and after-school club, 'Barnsbury Buddies', managed by the governing body. A privately run pre-school, Woodlands, is on site, and is subject to separate inspection arrangements.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It has improved since the last inspection. Attainment has risen, pupils' progress has accelerated and their behaviour has improved. It is not better than good because a few pupils do not make good year-on-year progress. Most parents and carers are supportive of the school, with many written comments referring to improvements since amalgamation.
- All groups of pupils achieve well in this inclusive school. Most children enter the school with skills that are low compared with those typical for their age, particularly in communication, literacy and language. They make good progress as they move through the school and attainment is broadly average by the end of Year 6, although reading and mathematics are stronger than writing.
- Pupils respond well to the good teaching they receive. Teachers know their pupils well and have good relationships with them. Teachers' clear explanations, good subject knowledge and use of interesting resources all contribute to the good progress that pupils make. The pace of learning is slightly slower in lessons where pupils have fewer opportunities to work on their own or to reflect on their learning.
- Behaviour and safety are good. Pupils and their parents and carers say that the school is a safe and friendly place. Most pupils behave well, are sensitive to each other's different cultures and opinions, and are kind and respectful to staff and to visitors. Attendance has improved through the school's concerted actions and is above average.
- The headteacher provides determined leadership. She has a clear vision for school development which is based upon accurate school self-evaluation and is shared by members of the governing body and all staff. The effective management of teaching and learning, the constant focus on staff training and regular checks on staff performance have led to improvements in pupils' achievement.

What does the school need to do to improve further?

- By July 2013, improve pupils' year-on-year achievement in writing to that

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reached in reading and mathematics by:

- ensuring teachers 'model' writing at every opportunity
- providing more opportunities for pupils to write at length in all areas of the curriculum.
- By March 2013, raise the proportion of outstanding teaching by:
 - precisely matching activities to pupils' next steps in learning
 - ensuring that there is an effective balance between teacher-talk and pupils' independent activities
 - ensuring marking in all subjects provides pupils with clear guidance on how to improve their work and opportunities to respond and learn from their mistakes
 - giving more opportunities for pupils to be involved in and to reflect on their learning.

Main report

Achievement of pupils

Parents and carers are correct in their view that most pupils achieve well in reading, writing and mathematics. In reading, pupils' attainment is average at the end of Year 2 and Year 6, with increasing numbers attaining the higher levels. The impact of the rigorous phonics programme (linking sounds and letters) is evident in pupils' rising attainment in reading across the school. Pupils enjoy reading and can confidently discuss the authors they have read.

Caring relationships ensure that children settle quickly into the Early Years Foundation Stage and feel safe. Children's social skills, attitudes to learning, and speaking skills develop rapidly within the warm and purposeful atmosphere. Children currently in the Reception classes are on course to reach the expected goals across all areas of learning. Attainment at the end of Year 2 has varied and was below average in 2011. However, work in books and assessment evidence clearly shows that pupils in Key Stages 1 and 2 are making good progress from their starting points. By the end of Year 6, the proportion of pupils attaining or exceeding the expected level in English and in mathematics is broadly average and increasing steadily. This is because teachers' planning is detailed, meets the needs of all groups of pupils and maximises learning opportunities. This was evident in a mathematics lesson, where pupils were able to explain clearly decimal addition and how to convert pence to decimal notation when adding prices with a calculator. Pupils were engrossed in the activities, which allowed the class teacher to extend learning effectively for the more able pupils.

In lessons, disabled pupils and those who have special educational needs, as well as those at an early stage of learning English, are supported well by highly skilled teaching assistants and make similar progress to other groups of pupils. The school successfully helps individual pupils overcome specific academic and emotional barriers to their learning. Consequently, this helps to minimise and close any gaps

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between what these pupils are achieving and what is expected of them nationally.

The vast majority of parents and carers state that they are happy with the progress their children are making at the school. Transition arrangements for pupils leaving and joining the school are well developed. The school has made effective links with the pre-school which is located on the school site and other local providers.

Quality of teaching

The inspection findings of good teaching match the school's own assessments, the positive views of parents and those of pupils. Teaching is well planned, effective and often practical and collaborative so that most pupils make good progress in lessons. In the Early Years Foundation Stage, there is a good balance of child-initiated and adult-supported tasks, and effective use of both the indoor and outdoor environments. Children enjoy school. The delight on their faces as they handled the newly hatched chicks was memorable – and the teacher used the opportunity well to reinforce pupils' phonic knowledge. Teachers 'grab' pupils' interest quickly with well-resourced and lively introductions which develop curiosity and make learning fun. They often use a range of visual images, including photographs and the interactive whiteboard, to stimulate pupils' imagination. Teachers and teaching assistants question pupils effectively, making sure that all are involved and deepening their understanding. This was seen in an outstanding Year 1 lesson, where the teacher used a range of Victorian artefacts which the pupils were allowed to handle. Pupils learnt a vast amount rapidly because of the clarity of the activities, effective partner discussions and excellent questioning. Teachers know pupils and their capabilities well, but do not always set tasks which match their learning needs exactly. In a few lessons, the lack of balance between teacher-talk and independent tasks does not maximise learning opportunities and leads to more passive learning. Although the development of writing skills has improved and is good overall, teachers do not routinely 'model' writing and there are insufficient opportunities for pupils to write at length.

Teachers ensure that pupils know what they are going to learn and have opportunities to review their success. Work is marked regularly and, together with oral feedback, this helps pupils to understand the quality of their work and what they have to do next to improve. The emphasis on 'values education' through the teaching and the wider curriculum gives the pupils a language to articulate their respect for each other, their learning and their self-esteem, which is constantly reinforced by all adults.

Behaviour and safety of pupils

Nearly all pupils, parents and carers report correctly that there is a good standard of behaviour in the school and children feel safe. A small minority of parents and carers raised concerns about behaviour and bullying, particularly at lunchtimes. Inspectors found that pupils enjoyed the activities at lunchtime and behave well. School records and the responses of most parents and carers support the view that behaviour over

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time has improved considerably. Pupils say that any cases of bullying are dealt with promptly and effectively. Older pupils are aware that bullying can exist in a variety of forms, including cyber-bullying and through the use of the internet.

Pupils are polite and courteous and treat each other with respect. Clear guidelines and effective use of rewards help ensure that pupils know what is acceptable. The school is a harmonious community where, as one parent put it, 'every child feels valued'. Pupils make a good contribution to the school through the school council, setting up the hall for assemblies and acting as peer mentors.

Strong links with external agencies, together with staff who know their pupils well and an ethos of care, help ensure that pupils whose circumstances make them potentially vulnerable receive the support they need. Attendance has improved and is now above average and most pupils arrive punctually.

Leadership and management

The highly effective leadership of the headteacher, ably supported by the senior leaders, has successfully created a warm and welcoming environment in which pupils and staff feel valued. Staff morale is high. The strong focus on staff and leadership training over the past three years has strengthened the contribution of middle leaders to school improvement, despite many being at an early stage in their roles. Pupils' achievements are tracked robustly, and discussions with teachers highlight any areas that require improvement and support the pupils may need. These improvements and evidence from pupils' books show that the vast majority of pupils make good progress. The successes, along with the accurate self-evaluation and the sharp focus on well-chosen priorities for development, demonstrate the school's strong capacity to improve further. Most parents and carers agree with inspectors that the school is led well. However, leaders are aware that, despite all of their efforts, there are a few parents with whom they must engage and communicate more effectively.

Judicious management of staff performance has led to collaborative working with local schools. This has increased expertise among staff, for instance in checking and moderating pupils' work so that assessments are robust. The school promotes equality well and tackles any discrimination. The provision for disabled pupils and those with special educational needs and other pupils whose circumstances make them vulnerable is well managed by the inclusion manager and is effective.

Since the last inspection, the governing body has enhanced its role by carrying out more monitoring activities. Governors are regular visitors to the school, know the strengths and areas for development and work closely with staff. This makes sure that they know the school and can effectively challenge leaders. The governing body ensures that pupils are safeguarded well. Safeguarding procedures are robust and meet the current government requirements.

The school has a range of effective partnerships, for example to provide

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opportunities in music and sport and to support pupils who have a range of learning, emotional and behavioural needs and their families. Before- and after-school care is well run and provides good pastoral and safe support for those who attend. The school has a good partnership with the majority of parents and carers.

The school effectively promotes a broad and interesting curriculum that is continuing to develop. Specialist teaching in music and French highly benefits the pupils. Regular themed weeks, for example Science and Technology Week, including visiting theatre groups and experts, are thoroughly enjoyed by the pupils and effectively focus learning. Well-planned enrichment activities, including residential visits and visitors, help to develop pupils' understanding of other faiths and cultures and have a good impact on their spiritual, moral, social and cultural development. Pupils make the most of all the music and dramatic opportunities offered to them, for example when the school choir sang at the O2 Arena at Young Voices. There are many popular extra-curricular clubs which promote learning and enjoyment in sporting, arts and environmental activities.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



22 March 2012

Dear Pupils

Inspection of Barnsbury Primary School, Woking GU22 0BB

Thank you for making us so welcome when we inspected your school. We enjoyed meeting you, reading your questionnaires and hearing what you had to say about your school. We were pleased to hear about how you enjoy everything the school has to offer you, including caring for the chickens and the rabbit. We were impressed with how polite and friendly you are. Most of you have positive attitudes to your work and to each other, and you use your knowledge of the school's 'values' ethos and life skills well.

You go to a good school. There are many good things about your school, such as the welcoming atmosphere, your enjoyment of reading and the good progress you make across the school to reach average standards by Year 6. Your attendance has improved and is now above average – well done!

Your teachers look after you well and try to make your lessons fun, although occasionally some activities are not challenging or exciting enough, especially in writing. You told me that you look forward to coming to school because you like your teachers, the after-school clubs and visits. Most of your parents and carers like the school too.

To make sure that all of you make even better progress, we have asked your headteacher and other school leaders to:

- ensure more of your lessons are outstanding
- ensure the progress you make in writing is as good as that you make in reading and mathematics.

You can help by continuing to behave well and trying hard in your lessons.

Yours sincerely

Michael Bartleman
Lead inspector

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