

St Barnabas CofE Primary School

Poplar Close, North Common, Warmley, South Gloucestershire BS30 5NW

Inspection dates 9–10 October 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

- Pupils are making good progress. There have been considerable improvements in the progress that they are making in reading and mathematics since the last inspection. Children in the Reception classes are making outstanding progress because they are particularly well taught.
- Almost all lessons observed were at least good, with a number of examples of outstanding practice. This consistently good picture is the key reason for pupils' good and improving progress. Teaching assistants are skilled and make a considerable contribution to learning, particularly for pupils with disabilities and those with special educational needs. Teaching in the Reception classes is outstanding.
- Pupils are polite and well behaved. Relationships between pupils and between pupils and adults are a strength of the school and ensure a purposeful working atmosphere. Pupils are kept very safe and all parents and carers who responded to the online questionnaire (Parent View) agree that their children feel safe.
- There is a very clear commitment to further improvement, shared by all staff and governors. There have been significant improvements in leadership by subject leaders and governors since the last inspection. Procedures to check on the quality of teaching and improve it are particularly thorough and effective.

It is not yet an outstanding school because

- Pupils' achievement in writing, whilst still good, is not as good as that in reading and mathematics.
- The targets set for pupils' next steps in learning are not sufficiently well matched to their needs and abilities.

Information about this inspection

- The inspectors visited 22 lessons. Two of the lesson observations were seen jointly with the headteacher.
- They held meetings with leaders and managers, staff, pupils, the Chair of the Governing Body and another governor and a representative of the local authority.
- The inspectors met informally with parents and carers at the beginning and end of the school days and analysed the 38 responses to Parent View, the Ofsted online survey.
- They observed the school’s work, and looked at its self-evaluation, development planning and policies and procedures, particularly those relevant to keeping pupils safe.
- The inspectors evaluated the school’s information on the progress that pupils are making.

Inspection team

John Eadie, Lead inspector

Additional Inspector

Gay Whent

Additional Inspector

Full report

Information about this school

- St Barnabas CofE Primary School is an average-sized primary school.
- The proportion of pupils eligible for the pupil premium is broadly average, as is the proportion of pupils known to be eligible for free school meals.
- The proportion of pupils from minority ethnic groups is below average, and few pupils speak English as an additional language.
- The proportions of pupils identified as disabled and those who have special educational needs supported at school action are broadly average. The proportions supported at school action plus or having statements of special needs are below average but increasing. Most of the latter two groups have behaviour, emotional and social difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The headteacher took up his post in April 2011.

What does the school need to do to improve further?

- Improve pupils' achievement in writing by:
 - ensuring that the basic skills of spelling and sentence structure are taught more rigorously
 - ensuring that pupils' handwriting is developed consistently through the school
 - reinforcing the links between reading and writing by giving pupils more opportunities to base their writing on their reading and other experiences.
- Improve the effectiveness of targets set for pupils' next steps in learning in Years 1 to 6 by ensuring that:
 - teachers set very precise targets for each pupil, closely matched to their abilities and needs
 - teachers refer to these targets when they feed back to pupils on the success of their learning and give pupils time to reflect on and respond to their comments.

Inspection judgements

The achievement of pupils

is good

- Pupils are making good progress, particularly in reading and mathematics. These subjects have been aspects for development since the last inspection which the school has successfully addressed.
- Pupils' attainment is improving rapidly. In the national assessments in 2011, both in Year 2 and in Year 6, attainment was significantly below average in reading, writing and mathematics. In the national assessments this year, pupils' attainment is at least average in Year 2 and in writing in Year 6 and just above average in reading and mathematics in Year 6.
- Pupils' achievement in writing, whilst good, is not as good as that in reading and mathematics. This is because schemes to improve the basic skills of sentence structure and spelling have only recently been put in place and have not yet had a sufficient impact. Similarly, work to improve pupils' handwriting and presentation is not yet fully developed.
- Opportunities for pupils to practise their writing skills are used well in other subjects, such as topic work. However, not enough of pupils' writing is based their own reading or other experiences.
- Children have an excellent start in the Reception classes and make outstanding progress across the areas of learning. They develop their communication skills particularly well because of the opportunities taken to share and discuss their work.
- The system for learning letters and sounds (phonics) has been very effective in raising standards in reading. For instance, in a Reception class, children were voluntarily practising writing their letters and were keen to demonstrate how many sounds they knew already.
- Pupils are enthusiastic readers and talked about a wide range of books that they have read. They make good progress in reading through the school.
- Pupils with disabilities and those with special educational needs make good progress as they have careful plans made for their learning and are supported well.
- Pupils eligible for the pupil premium support make good progress as their needs are accurately identified and strategies are put in place to aid their learning.
- Pupils from ethnic minorities make the same progress as their classmates. The few who speak English as an additional language have sufficient command of English to enjoy all aspects of school life and make the same good progress as their peers.

The quality of teaching

is good

- There is consistency in the quality of teaching over time, which is ensuring pupils' good achievement.
- Teachers plan well for the range of abilities in their classes and pupils say that work is generally matched well to their needs, finding the work neither too easy nor too hard. However, a few say that they would occasionally like more challenging work, particularly in literacy and numeracy.
- Teachers use small group or paired discussions very well to embed and extend learning. For example, in an English lesson in Year 6, where pupils were learning to write a letter of complaint, paired discussions about the relative merits of two model letters gave pupils a good understanding of how to write an effective letter.
- Teaching assistants are skilled and play a full part in lessons, often taking responsibility for the learning of groups. This is effective as they are fully included in lesson planning.
- Where teaching is less successful, there are occasions when pupils spend too long sitting listening and not getting on with tasks that will extend their learning.
- Teachers use assessment well to establish what pupils have learnt. They set targets for

pupils' next steps in learning, but these are not always precisely matched to pupils' needs and abilities and teachers do not mention these targets often enough when they mark pupils work.

- Pupils say that teachers' marking helps them to improve their work. However, pupils are not given enough time to reflect on the comments made and take action on the areas identified by teachers for improvement.
- Teachers set high expectations, particularly of pupils' behaviour, and this ensures a calm and purposeful working environment.
- Teaching in the Reception classes is outstanding. An extremely broad range of opportunities is planned and these inspire the children's interest and ensure their excellent learning.

The behaviour and safety of pupils are good

- Pupils behave well and are particularly enthusiastic learners. They say they especially enjoy the topic work but many also said that their favourite lessons were literacy or numeracy.
- Excellent relationships are at the heart of the quality of behaviour and pupils are keen to do well in their work and behave well because of this.
- Parents and carers, staff and governors all strongly agree that behaviour is good.
- There are few recent recorded incidents of bullying and recorded incidents are relatively minor. Pupils confirm this and say that they feel extremely safe and that bullying is very rare and that it is dealt with particularly well. They say that they are confident to approach an adult if they have concerns. Parents and carers who used the online survey strongly agreed that all types of bullying are dealt with well.
- Pupils are well aware of different types of bullying and are able to talk knowledgeably about cyber-bullying, for instance. They also talked with understanding about racial and discriminatory bullying and said that this is very rare. There have been no recorded incidents since 2011.
- Pupils play safely and considerately at playtimes and know how to keep themselves safe, both in school and in the wider world.
- Attendance levels have improved significantly in recent years and are now well above average. There are no significant problems with punctuality.

The leadership and management are good

- The headteacher provides very strong leadership and has created a powerful team ethic amongst all staff. They therefore support him very well and are enthusiastic in their desire to continue the rapid pace of improvement.
- Subject leaders, whose role was an area for improvement identified at the last inspection, now have greater skills and have been instrumental in driving improvements, especially in literacy and numeracy.
- A key aspect of leadership and management that has been very effective in improving pupils' achievement has been the thorough processes of developing teaching. Monitoring is very thorough and teachers say that the support they have received, alongside professional development training, has improved their skills. However, the way target setting for individuals is managed and monitored, although improving, is inconsistent and sometimes limits pupils' progress.
- Data are analysed well. The progress of all groups is checked carefully, even though many of these groups are small, and this analysis is used very well to identify when pupils might be in need of extra support. This support is wide-ranging and is thoroughly scrutinised to ensure that it is effective and providing value for money.

- Excellent links have been forged with parents and carers, whose views are often sought. For instance, after a survey, the system of homework was changed and parents and carers are now enthusiastic supporters of their children's learning at home.
 - The commercial curriculum that the school has purchased has been adapted well to meet the needs of the pupils. Pupils say that they thoroughly enjoy the topics, which are almost always supported by a relevant trip out of school that augments their learning.
 - Pupils' spiritual, moral, social and cultural development is good and enhanced through many aspects of the curriculum. For instance, visits out of school increase pupils' awareness of the range of diversity in Britain.
 - Funding for pupils eligible for the pupil premium is carefully managed and used effectively to further their progress.
 - Safeguarding procedures are thorough and pupils are kept safe.
 - The school sees equality of opportunity as a high priority and discrimination is tackled well. For example, in the near future, a Paralympian is coming into school to talk to the pupils and challenge the children in his sport, boccia.
 - The local authority has supported the school well, for instance by providing support for the literacy and numeracy leaders and training for governors.
 - The improvements since the last inspection, alongside the shared determination of all staff and governors, indicate that the school is well placed to continue to improve.
 - **The governance of the school:**
 - Governance has improved significantly since the last inspection, where it was an area identified for improvement. This is because governors have successfully carried out an audit of need and have received good training.
 - Governors are not only supportive but have the necessary knowledge to challenge and question leaders. This is based on their own first-hand monitoring.
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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	109174
Local authority	South Gloucestershire
Inspection number	405222

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	210
Appropriate authority	The governing body
Chair	Jane Allinson
Headteacher	Richard Hanks
Date of previous school inspection	15–16 February 2011
Telephone number	01454 862233
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