

St Barnabas CofE Primary School

St Barnabas Road, Leicester, LE5 4BD

Inspection dates 28 February– 1 March 2013

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.

- Almost all the pupils make good or better progress and learn well in their lessons.
- The school is using additional funding effectively to raise standards and pupils known to be eligible for free school meals are now making good progress that is similar to the other pupils.
- Disabled pupils and those with special educational needs achieve well.
- Pupils behave well and say they feel safe and cared for well.
- Pupils enjoy school because the lessons are made interesting and fun.
- Attendance rates have improved for the last two years and are now well above the national average.
- The headteacher leads the school very effectively and is well supported by the assistant headteachers and all the staff.
- The regular checks on teaching and the advice given to teachers have ensured that the teaching is good overall and sometimes outstanding.
- Governors are knowledgeable about the school because they regularly check on how well it is doing. They are therefore able to provide an excellent balance of support and challenge.

It is not yet an outstanding school because

- School leaders have not yet ensured that all teaching is at least good.
- In a small minority of lessons questioning was not well used and the pupils had insufficient time to complete their independent work.

Information about this inspection

- Inspectors observed 19 lessons, of which three were joint observations with the headteacher or a member of the senior leadership team. Every class was observed at least once.
- Meetings were held with three groups of pupils, the Chair of the Governing Body and two other governors, several staff members, including senior and middle leaders, and also a representative of the local authority.
- Inspectors took account of the 40 responses to the online questionnaire (Parent View). Other parents' views were sought through discussions at the start and end of the school day and following a class assembly.
- Inspectors also took account of the 39 questionnaires completed by members of the school staff.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, documents relating to safeguarding, and the minutes of various meetings.

Inspection team

Nigel Grimshaw, Lead inspector	Additional Inspector
Nicholas Capron	Additional Inspector
Ann Glynne Jones	Additional Inspector

Full report

Information about this school

- The school is larger than the average sized primary school.
- Nearly all the pupils are from minority ethnic groups.
- More than three quarters of the pupils speak English as an additional language.
- The proportion of pupils eligible for the additional funding provided for children in the care of the local authority, from forces families, and those known to be eligible for free school meals (the pupil premium) is just below average.
- The proportions of disabled pupils and pupils who have special educational needs supported through school action, school action plus, or who have a statement of special educational needs are about average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school makes use of no alternative provision for its pupils.

What does the school need to do to improve further?

- Make sure that all teaching is good or better by:
 - maximising the time in lessons for pupils to undertake their own work
 - using questions in all lessons that encourage pupils to use their speaking and listening skills and thereby develop their vocabulary, especially younger children
 - making sure that adults supporting the pupils in lessons are better managed so that they provide help in the most constructive and practical ways
 - sharing the outstanding teaching practice within the school so that teachers can learn from each other.

Inspection judgements

The achievement of pupils is good.

- Children enter the Early Years Foundation Stage with levels of skill and knowledge below those expected for their age, and well below in their communication and language skills. The teaching in the Early Years Foundation Stage Unit is generally good and so children settle well into school life and make good progress. This is particularly true in their social skills as well as their communication and language skills.
- In Key Stages 1 and 2 all pupils build on this good start and good progress is now clearly evident throughout the school because the school leaders have focused on improving the quality of teaching and learning in lessons. Pupils' attainment by the end of Year 6 is now in line with national averages in mathematics and above in reading and writing.
- The progress made by the pupils in their reading and writing has accelerated considerably, partly because of the good and outstanding teaching of phonics (the sounds that letters make). In an outstanding Year 2 lesson, for example, the teacher's excellent subject knowledge, the use of information and communication technology, and the pace of learning ensured that the pupils' progress was exceptional. As a result, pupils say that they love reading and most pupils have great confidence in their reading ability.
- All pupils make consistently good progress, including those who speak English as an additional language. This is because the teachers are able to motivate the pupils through their enthusiasm and high expectations. Pupils across the school like the targets set for them by the teachers to improve reading, writing and mathematics. These focus their efforts and contribute well to their progress
- Disabled pupils and those with special educational needs make good progress because the staff check their progress closely and plan the next steps in their learning carefully together. The work is, therefore, usually set at the right level and they receive good quality support in small groups from well-trained teaching assistants and teachers.
- The more-able pupils also benefit from work that is set at the right level for them in most lessons so that they are challenged to think carefully about their work to apply their skills and knowledge.
- Pupil premium funding is used to target support for individuals and small groups of pupils who need the most help. This is now proving effective and, as a result, the attainment of these pupils in end of Year 6 national assessments and from the school's own data is similar to that of other groups of pupils.
- The senior leaders and subject leaders keep a close watch on the progress made by the pupils. They hold meetings regularly with all the teachers to identify those pupils who are falling behind and take action where necessary to give an extra boost to their learning in smaller groups with adult support.
- The great majority of parents and carers responding to the online questionnaire believe that their children make good progress. This was also evident from discussions with parents and carers.

The quality of teaching is good.

- Teachers plan work for the pupils that is interesting and enjoyable, and which motivates them to learn well. Expectations are usually very high. For example, in an outstanding mathematics lesson in Years 5 and 6, pupils responded enthusiastically to the task of calculating the price reductions in shop sales, taking different percentages off the original price of the goods.
- In the outstanding lessons the teachers use probing questions that make the pupils think carefully about their answers, extend their speaking and listening skills and improve their use of vocabulary. However, in some lessons the questioning allows the pupils to give short or even one-word answers and therefore their language skills don't develop as well as they might.
- In the best lessons the pace of learning is brisk. However, in a small minority of lessons the teachers do not give sufficient time for the pupils to do their own work and consequently their progress is slowed.
- Relationships between teachers and pupils are a real strength. Teachers were seen to treat the older pupils as mature individuals, especially in the outstanding lessons observed during the inspection in Years 5 and 6.
- Marking has been a focus of the school's improvement and, as a result, is now effective in providing guidance to pupils. Pupils are also given regular opportunities to reflect on their work and to assess their own learning and progress.
- Teaching very effectively promotes pupils' good spiritual, moral, social and cultural development, which is evident in lessons and around the school. Outstanding examples of spirituality were observed during a whole school singing assembly. Pupils work together well, value the opinions of others, and show good awareness of other cultures.
- Resources are well prepared, including the effective use of information and communication technology in lessons. This was seen in a Years 5 and 6 lesson where the children made notes on a video clip of life in a Victorian workhouse. The motivating resources and attractive displays around school and in classes help enliven and extend pupils' learning.
- Careful planning ensures that disabled pupils and those who have special educational needs are taught well, often in small groups led by very effective teachers and teaching assistants. In some whole-class lessons, however, the supporting adults are too quick to intervene with the pupils and give them the answers; whilst in others they don't interact with the pupils quite enough.
- The school leaders ensure that pupils with English as an additional language receive prompt and effective support for their language development and, as a result, they make good progress in line with their peers.
- From responses to the online survey and discussions during the inspection, it is clear that parents are extremely pleased with the teaching in the school. As one parent said: 'My kids love it here. They get real encouragement from the teachers and the things they have learnt are amazing'.

The behaviour and safety of pupils are good.

- The vast majority of pupils have positive attitudes to learning. They are eager to do well. They are motivated, concentrate and persevere in completing the work set for them, and enjoy what they do. As one child said: 'I love coming to school because I like to learn and the teachers teach us new stuff every day'.
- Good routines and high expectations of behaviour are well established across the whole school. Consequently, pupils behave well in lessons and around school. They are kindly, considerate, polite and courteous. The behavioural records confirm that this is the case over time too. There is no evidence of lessons being disrupted by unacceptable behaviour.
- Pupils understand the various forms that bullying can take. They say that they feel safe in school and bullying in any form is very rare indeed and is dealt with promptly and effectively by the adults in school. Pupils are clear about the possible dangers of the internet and know how to stay safe when using it.
- Parents also have confidence that bullying is not an issue. As one parent said: 'My child was bullied once a long time ago. The school sorted it out immediately and we have not had any problems at all since then'.
- The headteacher, staff and governors have worked closely with parents to improve attendance. As a result punctuality and attendance rates have improved for the last two years and are now well above the national average.

The leadership and management are good.

- The strong leadership of the outstanding headteacher, ably supported by the senior leadership team and the governing body, provides a clear direction for the school's improvement. A rigorous programme of checks on the teaching and learning taking place has led to sustained improvement. This in turn has enabled pupils to sustain consistently good progress throughout the school.
 - Decisions about pay rates are based on the quality of teaching. Teachers are given clear steps for improvement and value these because they can see the improvements being made. They also value the training organised for them. However, teachers do not always make the most of opportunities to observe the outstanding examples of teaching that already exist within the school.
 - School leaders have successfully extended the leadership and management responsibilities to more staff. This broader leadership is now a strength of the school because all staff are now regularly checking on the progress pupils make in all subjects.
 - The curriculum supports enjoyable learning and pupils are therefore engaged in their work. There are good opportunities for pupils to apply their reading skills when studying other subjects. The good use of visits enriches the work the pupils undertake. A good range of extra-curricular clubs and activities also helps to broaden pupils' experience
 - The school has worked hard to engage parents in their child's learning and to support the parents themselves through 'family learning' activities. From conversations with parents it is clear that they appreciate this highly.
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- The school has established good partnerships with other local schools, contrasting schools and outside support agencies to improve learning experiences for all the pupils.
- The local authority has provided positive and much-appreciated support to the school over time, through review meetings and in joint working to improve planning and the teaching of phonics.

■ **The governance of the school:**

- The outstanding governing body has an excellent knowledge of the school's strengths and weaknesses because governors are working closely with staff to make the school even better. They have supported the school in maintaining good levels of progress in literacy and numeracy. They have a thorough knowledge of the quality of teaching in school and the steps being taken to improve this still further. Systems are in place for the approval of pay rises so that these are tied to how well staff are doing. They also understand the performance data and how this compares with that of other schools. The school is therefore well placed to improve further. Governors have an excellent understanding of how the pupil premium has enabled small-group work to help pupils achieve well. They check that the funds have been used successfully. The safeguarding, health and safety of pupils, including checks on staff appointments, are good because staff and governors have received the appropriate training. Governors work closely with school leaders and staff to ensure that all pupils are treated equally and that there is no discrimination. Governors also regularly attend professional training to improve their practice further.
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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	120187
Local authority	Leicester
Inspection number	401912

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	316
Appropriate authority	The governing body
Chair	Alan Bowles
Headteacher	Susan Poole
Date of previous school inspection	14 December 2009
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