

Barnacre Road Primary School

Barnacre Road, Longridge, Preston, Lancashire, PR3 2PD

Inspection dates 7–8 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.

- Pupils make good progress and their standards are well-above average. Barnacre Road has improved because weaknesses in teaching have been tackled by determined and effective leaders and governors. Parents believe that this is a good school and inspectors agree.
- The quality of teaching is good and includes some that is outstanding. Pupils are keen to learn because their work is made interesting and enjoyable.
- The stimulating curriculum is well designed to make sure that individuals achieve well. Support staff are knowledgeable and clear about precisely what they need to do to guide pupils who need extra help. The many clubs and educational visits are relished by pupils.
- Pupils' behaviour is good and they are very polite and helpful. They take their responsibilities as play leaders and on the pupil council seriously. Pupils are proud of their contribution to improving this good school. Pupils feel safe and secure because they are well looked after and know that staff have their interests at heart.
- Leaders have carefully and doggedly set out their expectations for moving the school forward. Leadership and management are good. Staff have been well supported to improve the achievement of pupils and to raise their standards.
- Children in the Early Years Foundation Stage settle down quickly and happily because they are well prepared for school life.

It is not yet an outstanding school because

- In a few lessons the different interests and abilities of pupils, particularly the more-able boys, are not taken into account when setting work.
- There have been some changes in staffing in the Early Years Foundation Stage and systems to measure how well children are doing are not clear. Opportunities are missed to deepen children's knowledge of numbers and letters when they are involved in other learning activities.
- Although standards for the more-able pupils have improved the achievement of boys lags behind that of girls. This is particularly the case in writing.

Information about this inspection

- This inspection was carried out with half-a-day's notice and took place over two days.
- The inspectors observed 12 lessons. Shorter visits were made to classes to check the quality of the curriculum and inspectors listened to pupils reading. An inspector visited the woodland site with the headteacher.
- Discussions were held with senior and middle leaders, three members of the governing body, school staff, pupils and a representative of the local authority.
- The inspectors took account of the 41 responses to the online questionnaire (Parent View) to reflect parents' views. The questionnaires completed by 20 staff were taken into account.
- The inspectors observed the work of the school and various documents including the school's checks on how well it is doing, tracking of pupils' progress, pupils' work, governing body records of meetings and documents about performance management.

Inspection team

Marie Cordey, Lead inspector

Additional Inspector

Deana Aldred

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized school and includes nursery provision.
- The proportion of pupils eligible for the pupil premium (additional funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is below average.
- The number of pupils who need extra help (either at school action or school action plus or who are undergoing assessment for a statement of special educational needs) is below average.
- Nearly all pupils are from White British backgrounds. A very small number are from minority ethnic backgrounds.
- The school exceeds the current government floor standards, which set the minimum expectations of pupils' attainment and progress.
- The governing body runs a daily breakfast and after-school club and a holiday club.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to raise attainment further, especially for the more-able boys, by:
 - closely matching lesson activities to the abilities and interests of every pupil
 - focusing more on improving skills and increasing knowledge for the more-able pupils, especially for boys in writing.
- Improve children's achievement in the Early Years Foundation Stage by:
 - establishing clear systems to identify how well children are doing and using this information to plan future learning
 - providing opportunities for children to practise their number and letter skills in all areas of learning.

Inspection judgements

The achievement of pupils is good

- Children start the school with a variety of skills and knowledge that are, overall, in line with those expected for their age.
- In the Early Years Foundation Stage children make expected progress in their learning. They learn best when taking part in activities that stimulate their curiosity for learning. When talking to each other, working on the computer and playing in the sand, for instance, they make good progress. They are excited about the different and varied activities available for them to experiment and play. Children begin to link letters and sounds to make words because they are taught to recognise letters as well as the sounds they make. There are missed opportunities to develop this further by incorporating letters and numbers and books and poems in other activities in the setting. Learning slows in activities that do not match individual children's understanding at that time.
- Pupils in Years 1 to 6 make good progress to reach standards that are well-above average. They are set challenging targets by leaders who regularly monitor their progress and act quickly if any pupil is at risk of underachieving. Pupils' skills in reading, writing and mathematics are well developed across many subjects. Reading is a particular strength of the school and pupils are eager and fluent readers.
- Standards have risen steadily over the past three years because of good quality teaching and high expectations of pupils' capabilities. All pupils in Year 6 are on track to achieve and often exceed the level expected for their age in English and mathematics. Most pupils are set to gain the above average Level 5 and higher. Occasionally, there is not enough emphasis on improving the work of the more-able boys and the proportion reaching Level 5 and above is not as high as that of girls, especially in writing.
- The curriculum is at the heart of pupils' learning. Vibrant displays in classrooms and around school celebrate pupils' work and inspire pupils to learn. The work of artists, authors, community groups and environmentalists encourage them to aspire.
- Pupils who are disabled, those with special educational needs and the very small number of pupils from minority ethnic backgrounds achieve well. Pupils eligible for the pupil premium, including those known to be eligible for free school meals, achieve as well as all other pupils. Good support in class, small groups and in one-to-one teaching provides the right amount of guidance and encouragement to enable these pupils to improve their skills and increase their independence. Pupils known to be eligible for free school meals attain standards in English and mathematics that are higher than those in other groups nationally. Gaps between groups have been steadily narrowed over time. A close focus on the achievement and enjoyment of each pupil is helping to inspire pupils and prepare them well for their future.

The quality of teaching is good

- Good quality teaching includes some that is outstanding. Pupils want to learn because lessons are interesting and pupils are assumed to be capable of achieving their potential. In an outstanding lesson in Year 3 pupils applied their understanding of Venn diagrams and making 'sets' when grouping objects in inter-linking hoops on the classroom floor. Each pupil was in awe at how graphically they could demonstrate similarities and differences in groups so effectively.
- Children in the Early Years Foundation Stage enjoy many activities indoors and out to stimulate their learning. Positive relationships between children and with staff reflect the care that is taken to ensure children are settled and happy. Learning slows in activities that do not match individual children's understanding. A spelling test for children from the Reception class did not take account of a small number of children who had not yet got to that stage in their spelling. There are comparatively few opportunities for children to develop their literacy and numeracy skills across the curriculum.

- Teaching typically extends pupils' knowledge and supports pupils to use that knowledge to help them to learn in many subjects. This is reflected in their ability and enthusiasm when tackling problems in mathematics or in writing persuasively, for instance. They are taught to think and reflect and consequently relish high-order debate as well as silent contemplation.
- The more-able pupils are carefully challenged and supported through work that, mostly, closely matches their needs and abilities. This is less effectively focused for boys, especially in writing, and leaders have accurately identified this as a priority for improvement. The less-able pupils are swiftly and accurately identified and receive good quality teaching and appropriate support from skilled staff.
- Marking is detailed and up to date and mostly includes clear guidance to pupils about how they can improve their work. Teachers use information in lessons and through marking to help them to plan future lessons and to make up any gaps in learning. Most pupils act on the advice of their teachers to correct and improve their work.
- Pupils enjoy the many opportunities to celebrate their work. They are proud of photographs showing them learning and opportunities to talk about their work to leaders and their classmates. Pupils are eager to talk about geography and the environment particularly in relation to the nearby woodland setting.

The behaviour and safety of pupils are good

- Pupils are very polite and articulate. They describe their school, their learning and their interests with enthusiasm and warmth. They gain in confidence because they know that they are valued as individuals. As a result they are keen to look after each other and younger pupils. There is a family atmosphere in school which sets the tone for good behaviour and attitudes.
- Children in the Early Years Foundation Stage play well together and learn to share and 'take turns'. Children and their parents have the chance to visit and play in the setting before they start school and this is reassuring and helpful. Children know what to expect and look forward to taking part in lots of different activities. Their behaviour is good and they are keen to explain what they are doing to visitors and other adults.
- Pupils spoken to say that they feel safe and that bullying does not take place. They are sure that it would be dealt with if it did happen but are confident that it would not occur in their school. Parents believe that pupils' behaviour is good. The very small percentage who had a concern about behaviour was not supported by the good behaviour seen on the inspection. Scrutiny of behavioural records shows that behaviour is good over time too.
- Pupils are eager to take on positions of responsibility because their social development is so well-developed. They are reliable in their role as play leaders because they take their positions seriously and enjoy organising games for younger pupils at lunch and break times. As they move from year-to-year pupils become more aware of the wider community and their place in society as a whole. They have a keen sense of what is right and what is wrong and apply this in their daily lives.
- Pupils have good attitudes to learning and are interested and involved in their lessons. Occasionally, pupils become restless when they are not quite sure what is required of them because explanations are unclear.
- Pupils enjoy coming to school and their parents help them to arrive on time. Their attendance is broadly in line with average.

The leadership and management are good

- This school has improved because leaders' aspirations for success have been shared with all staff who are committed to making a difference to pupils' preparation for their future. Pupils and their parents consider that the school enables them to achieve well. Senior leaders set challenging and aspirational targets and regularly check and monitor pupils' progress to ensure that pupils are on track to reach those targets. Middle leaders are aware of how pupils are progressing because

they help to plan learning in their subjects, check that pupils are achieving and observe lessons as well as pupils' work.

- Leaders and governors know their school well. They are aware of what they do well and what is needed to improve it further. Since the previous inspection the quality of teaching, pupils' achievement and leadership and management have all improved. This means that the school has improved from being satisfactory to being good. This proven track record shows that the school is well placed to improve even further.
- Weaknesses in teaching have been tackled with rigour and integrity. Performance-management targets are all based on expectations of consistently good and better teaching leading to improved achievement for pupils. Most groups of pupils achieve well reflecting the school's commitment to equality of opportunity. Support and training is closely matched to school priorities and the individual needs of staff. The Early Years Foundation Stage leader is making sure that all staff are fully trained in the new framework for early years which is beginning to be embedded.
- Pupils' spiritual, moral, social and cultural development is promoted well. They enjoy many opportunities to play musical instruments, take part in sport and visit numerous theatres, museums and art galleries. Many are involved in conserving energy and re-cycling products. Pupils spoken to comment on how important the woodland setting is and how much people can learn from looking at nature. They are tolerant and articulate in their belief in a fair society where people from different backgrounds are treated equally. The school is developing this further through plans to increase pupils' first-hand experience of people from different ethnic backgrounds. Their social development is outstanding because pupils are confident, unfailingly polite and engaging.
- Arrangements for safeguarding pupils meet statutory requirements and governors and staff undertake appropriate training on a regular basis.
- The local authority has provided good support to help the school to improve. Challenge and support to improve the quality of teaching has been particularly effective.

■ **The governance of the school:**

The governing body is involved actively in school life and they visit all classrooms for an hour following governing body meetings. They are aware of how well the school is doing because they review data and ask questions about pupils' performance and then check it for themselves during their classroom visits. As a result, they are aware of the quality of teaching and check this against teachers' pay scales. Finances are well-managed and governors keep up to date with training on managing budgets. Extra money, for instance the pupil premium, is well spent and is reflected in positive outcomes for pupils. Governance is good and governors serve their school well.

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	119808
Local authority	Lancashire
Inspection number	401878

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Rupert Swarbrick
Headteacher	Simon Wallis
Date of previous school inspection	21 October 2009
Telephone number	01772 783555
Fax number	01772 795920
Email address	head@longridge.lancs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

