

# William Barnes Primary School

Bridge Street, Sturminster Newton, Dorset, DT10 1BZ

**Inspection dates** 3–4 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress across the school and outstanding progress from Year 2 to Year 6.
- Teaching is good and some is outstanding. Lessons are well planned and many include a rich variety of activities. Pupils learn quickly because teachers are skilled in asking the right questions and encourage the pupils to question each other. Teaching and learning in the Reception class are good and children benefit from a strong start in all areas of their development.
- School leaders have been successful in raising achievement. They have taken well-planned actions to improve standards.
- Pupils are proud of their school. They show great respect to one another and to adults. Pupils feel very safe and their behaviour is outstanding both in lessons and around the school.
- Disabled pupils and those with special educational needs make good progress. This is because of the strong support they receive from their teachers and skilled teaching assistants.
- Governors show a good understanding of the school's strengths and areas for development.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to secure exceptional achievement. The high level of challenge present in parts of the school is not yet demonstrated in all classes.
- Pupils' achievement in writing in Years 1 and 2 is not as good as their achievement in reading and mathematics.

## Information about this inspection

- Inspectors observed 13 lessons, two of them jointly with the headteacher.
- Inspectors looked at pupils' work in their lessons and carried out a detailed scrutiny of their written work.
- Inspectors held meetings with two groups of pupils, the headteacher, the school's leadership team, members of the governing body and a representative of the local authority.
- A variety of school documentation was examined, including the school's own information about the progress of current pupils, the school's self-evaluation and development plans, behaviour and attendance logs, and records relating to safeguarding and to the management of staff performance.
- Inspectors heard pupils read and talked to them about their reading.
- Inspectors took account of a questionnaire completed by 29 staff, together with 20 responses submitted by parents and carers to the online questionnaire Parent View. They also spoke with several parents and carers who were present on the school site during the inspection to gather their views on the school.

## Inspection team

Sean Thornton, Lead inspector

Additional Inspector

Joanna Peach

Additional Inspector

## Full report

### Information about this school

- The school is a smaller than the average-sized primary school.
- Most pupils are from White British backgrounds and very few speak English as an additional language.
- An average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils from service families and those known to be entitled to free school meals. In this school all of these children are those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The number of pupils who join or leave the school part way through the year is much higher than usual.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Increase the amount of outstanding teaching by:
  - ensuring that appropriately high levels of challenge are provided for all pupils throughout the school.
- Raise pupils' achievement to outstanding by allowing pupils to have more frequent opportunities to write at length at Key Stage 1.

## Inspection judgements

### The achievement of pupils is good

- The proportion of pupils reaching high standards in both English and mathematics at the end of Year 6 is increasing. In 2012 the progress made in both subjects was outstanding although standards of attainment were average. The school's records now show that there has been further improvement so that the standards reached exceed national expectations.
- At the end of Year 2, standards are also rising. In 2012, attainment in writing was below average but the school's results for 2013 show that the actions the school is taking to address this issue are starting to be successful. Progress across Key Stage 1 is good.
- Pupils make good progress in reading across the school and show enjoyment in their reading. Older pupils act as 'reading guardians' to enthuse younger pupils.
- The progress made by pupils in different classes is at least good, and in some it is outstanding.
- Pupils' progress is checked frequently and raising achievement plans are drawn up termly. Challenging targets are set and when pupils fall behind they are given extra support to help them catch up.
- Although the levels of skills and understanding displayed by pupils when they join the Reception class are rising, they are still below the levels expected for their age. They make good progress, particularly in their personal, social and emotional development and in their speaking and listening skills. This prepares them well for more structured learning in Year 1.
- Pupils benefit from a structured programme that helps them to recognise and blend letters and sounds to make words (phonics). The results of the phonics check in Year 1 are well above average.
- Disabled pupils and those who have special educational needs make good progress in both English and mathematics. This is because the school provides work at the right level and effective support to help them to succeed.
- Pupils who are known to be eligible for the pupil premium make similar progress to their peers and exceed the progress made by similar pupils nationally. This is because the school makes good use of the additional funding to provide increased levels of staffing, training for teaching assistants, one-to-one tuition and extension work for more able pupils. In attainment they are two terms behind their peers in English and mathematics but this gap is closing because of their good progress and additional support.
- When pupils join the school part way through the year teachers provide targeted support so that their achievement is good.
- Lesson observations, hearing pupils read and scrutiny of their work confirm that current pupils are making at least consistently good progress.
- The small number of pupils from minority ethnic backgrounds and those who speak English as an additional language reach similar standards to their White British classmates. The school makes sure that equality of opportunity is promoted.

### The quality of teaching is good

- Teachers mostly plan tasks well to match pupils' individual needs, abilities and interests. Pupils are given many opportunities to make decisions about their learning. In a successful Year 4 lesson pupils developed their information and communication technology (ICT) skills by producing a variety of PowerPoint slides that built on work they had already begun on Egypt and the Nile.
- Clear routines are well established in lessons and resources are well prepared so that time is not wasted moving between activities. For example, in a Year 5 mathematics lesson pupils moved smoothly through a variety of engaging activities developing number skills that included division and fractions.

- Almost all lessons show good pace and pupils are engrossed in their learning. Teachers use probing questioning to check pupils' understanding before moving on to the next part of the lesson and are prepared to adapt their plans when this is needed.
- In the small minority of weaker lessons, teachers are over-cautious about their pupils' abilities and provide too much support rather than a high level of challenge. This limits the development of skills in extended writing in Key Stage 1.
- Lessons provide a variety of reading activities, building on the phonics work carried out in the Reception and Year 1 classes, so that pupils' skills increase with age. Teachers and teaching assistants continue to use phonics programmes with older pupils when this is found to be necessary so that all pupils make good progress.
- More able pupils receive a high level of challenge, particularly in Key Stage 2. In a Year 6 lesson pupils were able to analyse examples of writing, showing an accurate knowledge of subordinate clauses and similes.
- Younger pupils benefit from good teaching, with a good balance of adult-led activities and those chosen by the pupils. Great attention is paid to developing basic skills of literacy, including speaking and listening.
- The structure and planning of lessons develops pupils as independent learners so that they are well prepared for their move to secondary school.
- Teachers mark pupils' work frequently and provide both praise and detailed advice for further improvement. This ensures that pupils have a clear understanding of how to improve. Their books showed that pupils respond well to the advice given.

### **The behaviour and safety of pupils are outstanding**

- Pupils are exceptionally well mannered and welcoming. They respond very well to the school's core message: 'be kind and polite to everyone'.
- Pupils' outstanding behaviour makes a significant contribution to their learning and personal development. Pupils pay very close attention in lessons, follow instructions carefully, share their own ideas and listen respectfully to the views of others. Pupils appreciate that learning is important as it helps them to broaden their interests and gives them greater opportunities in life.
- Teachers are skilled in managing pupils' behaviour and they follow consistent policies so that pupils always know there are high expectations. The small number of pupils who have problems with their behaviour when they join the school benefit from individualised programmes of support.
- Pupils move calmly around the school and they play very well together in the large outside areas. Older pupils show great care for those younger than themselves and support the staff by being playground buddies and leaders.
- Pupils say they feel very safe at school at all times and their lessons support them exceptionally well in learning how to stay safe. They have a very good understanding of e-safety, including how to avoid inappropriate websites.
- Pupils have an extremely good understanding of different types of bullying. They say that there is very little and that when it occurs it is dealt with swiftly by staff; this is supported by the school's records. The school promotes good relationships and will not tolerate any form of discrimination.
- Attendance rates are average but are increasing because of the strong actions that the school is taking with the families of its pupils.
- Pupils contribute exceptionally well to the decision-making in the school through the school council and their views are acted on.
- In their questionnaires, all staff and a large majority of parents and carers agree that pupils are well behaved as well as happy and safe at school.

**The leadership and management are good**

- School leaders set high expectations for staff and pupils. They are taking effective actions to raise pupils' attainment and standards of teaching. The headteacher's commitment to further improve all aspects of the school is shared by all staff and governors.
- When results at the end of Year 2 showed that standards of writing were lagging behind those in other areas, the school's leaders took prompt action and introduced new teaching strategies so that standards at Key Stage 2 are now increasing.
- The management of teaching and its impact on learning are good. Joint observations during the inspection showed that the school's judgements on the quality of teaching are accurate.
- There is frequent monitoring and evaluation of pupils' achievement and the results are used to produce detailed improvement plans.
- School leaders work well together, so that pupils' transitions between different classes are smooth. For example, this ensures pupils make a good start in Year 1.
- The results of the school's checks on teaching are used to provide a wide range of professional development, which responds to the needs of the staff. Much of the training is provided by the school's own skilled staff, providing good value for money.
- The system of performance management is well organised and reflects recent national changes. There is evidence that salary progression is taken very seriously and that it occurs only when merited by sustained good performance.
- The wide range of subjects and topics taught is helpful to pupils' learning and is responsive to their needs. Pupils develop their reading, writing and mathematics skills across subjects, with opportunities to solve problems and investigate questions. They benefit from extending their learning in areas such as science, French and humanities and by developing their creativity through music, art, drama and dance. There is a wide range of enrichment activities that take place outside the main school day; this broadens pupils' learning experiences.
- The school promotes pupils' social, moral, spiritual and cultural development in a highly effective way and this is a strength of the school. Many opportunities for pupils to reflect on their work, relationships and behaviour are included in their learning. Pupils' understanding of other cultures is broadened by the study of the major faiths of the world and their associated lifestyles.
- All aspects of safeguarding are fully met. The governing body and the school's staff consider that keeping pupils safe is one of their prime responsibilities.
- The large majority of parents and carers agree that the school is well led and managed and this view is supported completely by the staff.
- The local authority provides a wide range of support and challenge to the school. This includes support on school improvement, advice on improving teaching and working with the school's governors.
- **The governance of the school:**
  - The governing body is effective and is strengthened by regular training. Governors have a good knowledge of how well the school is doing and the quality of teaching. They check the school's performance through analysis of assessment results, reports from subject coordinators and discussions with relevant staff. They make sure the pupil premium is targeted correctly and can describe its impact. Governors are involved in the performance management system for all teaching staff; all promotions, with their financial consequences, are discussed in governor committees. Governors know what the school is doing to tackle underperformance and hold it to account.

## 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

<b>Unique reference number</b>	113676
<b>Local authority</b>	Dorset
<b>Inspection number</b>	412068

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Gomer
<b>Headteacher</b>	Polly Patrick
<b>Date of previous school inspection</b>	19–20 January 2009
<b>Telephone number</b>	01258 472257
<b>Fax number</b>	01258 472257
<b>Email address</b>	office@williambarnes.dorset.sch.uk



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