

# Barrs Court Primary School

Stephens Drive, Barrs Court, Bristol, BS30 7JB

**Inspection dates** 22–23 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher and senior leaders provide good leadership. They are ambitious for the school.
- Senior and middle leaders, such as subject leaders, skilfully evaluate the school's performance and plan improvements to accelerate pupil progress.
- Achievement is good and the quality of teaching has improved over the last two years. Most pupils are making good progress, reinforced by good teaching that supports them effectively
- Pupils who need additional help, working in small groups or receiving one-to-one support, are very well supported and make accelerated progress.
- Pupils enjoy their lessons and value the clear guidance on how to improve their learning that they receive from teachers and teaching assistants.
- Pupils are well behaved. They feel safe and are proud of their improving school.
- Governors provide a good level of challenge and have worked closely with the headteacher to introduce positive changes.
- The school works well to engage parents and involve them in their child's education.
- Senior leaders provide good support and training for teachers and teaching assistants that have led to improvement in teaching and learning.
- The school's well designed curriculum provides a wide range of opportunities for learning and successfully promotes pupils' spiritual, moral, cultural and social development.

### It is not yet an outstanding school because

- There is not always enough challenge in lessons for the most able pupils.
- Not enough pupils attain the highest levels in all subjects compared to the national average.

## Information about this inspection

- Inspectors visited 23 lessons. Eight lessons were observed jointly with the headteacher or deputy headteacher. The inspectors heard pupils read, examined work in their books, attended assemblies and observed activities in the playground and dinner hall.
- Inspectors held discussions with pupils, the headteacher, deputy headteacher and other senior leaders. Meetings were held with a representative of the local authority and members of the governing body.
- Inspectors examined a range of documents including a summary of the school’s self-evaluation, improvement planning, the policy for measuring the effectiveness of teaching and information on pupils’ progress.
- Teachers’ planning and assessment, and records relating to pupils’ safety, behaviour and attendance, were also examined.
- Inspectors analysed 79 returns to the online Parent View questionnaire and spoke informally to parents and carers to seek their views. They also reviewed the outcomes of the school’s own 2013 parental questionnaire.
- The views of pupils were gathered from discussions and from the meeting with representative pupils. The views of the 32 staff who returned questionnaires were also considered.

## Inspection team

Chris Chamberlain, Lead inspector

Additional Inspector

Mary Usher-Clark

Additional Inspector

David Wolfson

Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-size primary school.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for children in the care of the local authority, pupils known to be eligible for free school meals and children of service families) is lower than the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- Most pupils are from White British backgrounds.
- The school meets the government's floor standards, which set minimum expectations for pupils' attainment and progress in reading, writing and mathematics in Year 6.

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

- Increase the proportion of pupils who attain the highest levels in all subjects by ensuring that there is sufficient challenge in lessons to ensure that the most able pupils can reach their full potential.

## Inspection judgements

### The achievement of pupils is good

- Children enter Reception with knowledge and skills in line with those expected of children at that age and they make good progress. Pupil progress has recently improved across the school, so that attainment in Key Stage 1 is now above the national average.
- It is clear from the quality of teaching, work in pupils' books and analysis of pupil tracking information that, as pupil progress accelerates, the attainment of older pupils is also improving rapidly. By the end of Year 6, pupils leave the school with an effective range of skills in reading, writing and mathematics, ensuring that they are well prepared for the next stage in their education.
- All groups of pupils, including disabled pupils and those who have special educational needs, make good progress due to the targeted support they receive in small groups or on an individual basis. This ensures that all pupils have equal opportunities to succeed.
- The most able, while making good progress, could be doing better, but sometimes there is not enough specific challenge for this group. As a result, not enough pupils reach the highest levels.
- In 2013 there was still a gap in the attainment of pupils for whom the school receives the pupil premium compared to others. Currently, they are up to a term behind in reading, two terms behind in writing and a year behind in mathematics. However, they are making good progress and the gap in attainment is narrowing rapidly. This has been due to accelerated progress through well targeted interventions.
- Pupils are enthusiastic about reading. They have opportunities to experience different types of books. Older children particularly enjoyed reading *The Boy in the Striped Pyjamas*, a fictional story linked to the real events of the Second World War. Pupils are effectively taught how to become confident readers. Pupils make good progress in their reading because they use their knowledge of phonics (the knowledge of letters and the sounds they make) effectively. When needed, they have additional support in small groups and pupils regularly practise their reading at home and in school.
- Phonics teaching has improved and in 2013 a much higher proportion of pupils reached the expected standard in the Year 1 phonics screening check than in 2012. The percentage of pupils reaching the expected standard in phonics now exceeds the national average.

### The quality of teaching is good

- 'Our teacher is really brilliant,' explained one pupil during the inspection. Pupils enjoy learning at Barrs Court. They are happy in school, are encouraged to work hard and, because of this, make rapid progress.
- The quality of teaching across the school has improved in the last two years and is good. There is some teaching which is outstanding.
- In the best lessons pupils are regularly challenged to do better. They are given time to reflect on the feedback given to them and understand what they have to do to improve. Teachers let pupils know exactly what they have to do to accelerate their own progress. They use their knowledge of each pupil's progress to set work that engages them all in learning. The best teachers are also effective role models, encouraging pupils to have a very positive attitude towards learning and continual improvement.
- Throughout the school, well trained additional teaching assistants work very successfully with individuals and groups of pupils, developing their knowledge and skills and ensuring a good rate of progress through well planned teaching sessions and effective relationships with pupils.
- As a result, those with special educational needs and those who benefit from the pupil premium are able to make rapid progress and close the gap in attainment with the rest.
- In outstanding lessons, teachers and teaching assistants ensure that every pupil makes very

good progress by regularly reminding them to think about, and act on, their own improvement targets. Teachers also share pupils' successes and use these opportunities to reinforce important ideas, skills and knowledge with pupils to support their very good progress.

- Teachers and teaching assistants promote a love of reading from the start. They use a wide range of carefully planned strategies to stimulate enthusiasm and ensure that pupils make very good progress. For example, adults working with the youngest pupils check carefully to ensure they use their mouths accurately to make the sounds, ensuring that pupils start correctly before building their next steps, and soon they start to become confident readers.
- Good teaching also supports good progress in mathematics. For example, in a lesson for younger pupils the teacher skilfully made sure that each question, directed at different ability groups of pupils, had an appropriate level of challenge and so ensured that all pupils made good progress.
- Teaching is not yet outstanding because in a small number of lessons more able pupils are not sufficiently challenged and not all of them reach the highest levels.

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

- The behaviour of pupils is good. They are well mannered, courteous and polite. They look smart in their uniform and are proud of the school. Older pupils demonstrate their maturity and independence through responsibilities such as collecting dinner numbers for each class, organising the hall for assembly and acting as buddies for Reception children.
- Good behaviour was particularly evident during a whole school singing assembly observed during the inspection. Pupils waited silently for each class to arrive in the hall, responded with maturity to the humour injected by adults during the singing session, and continued to work hard even when technology failed and the words for the song were no longer in front of them.
- Pupils work hard in lessons and attitudes towards learning are positive. Pupils work well on their own and thrive on the challenges that they are given in lessons.
- Pupils agree that behaviour is good and that any poor behaviour is dealt with effectively by the adults. They also agreed that there was very little bullying in the school. Records in school show that any incidents of poor behaviour or discrimination are dealt with rapidly and appropriately. There have only been four fixed term exclusions in the last three years.
- Behaviour in the playground is good as pupils have equipment to play with and sports ambassadors who lead activities. Year 6 pupils have their own specific area of the playground. Pupils and parents are pleased with the improvements that the headteacher has made to outdoor play.
- The school's work to keep pupils safe and secure is good. Staff are appropriately trained in child protection; pupils understand the importance of e-safety and feel that they can talk to an adult if they are worried or upset.
- The large majority of parents who spoke to the inspection team or accessed the Parent View website agreed that behaviour is good at Barrs Court and that pupils are safe. Attendance is higher than the national average.
- Behaviour is not yet outstanding because in a small minority of lessons some children, who were not sufficiently challenged by activities set by teachers, loose focus, sit back, talk about issues not connected with the learning focus and so the rate at which they learn slows down.

### **The leadership and management are good**

- Since her appointment, in January 2012, the headteacher has provided very strong leadership. She has improved the quality of teaching across the school through regular monitoring and staff training. She has raised teachers' expectations of pupil progress and implemented an effective system for teacher appraisal. These improvements have accelerated pupil progress and raised standards of attainment across the school. There is clear, strong capacity for further school

improvement.

- Senior and middle leaders are confident, enthusiastic, and knowledgeable about their areas of responsibility. They undertake effective and accurate school self-evaluation, lead staff training and produce action plans which all focus appropriately on raising the standard of pupil achievement.
- Senior leaders have introduced a pupil tracking system to ensure that all staff are held to account for the progress of the pupils in their class. This has been instrumental in accelerating pupil progress.
- Staff in school are keen to work together to share expertise and best practice. They are all committed to the headteacher's vision and therefore determined to improve the school continually and to work together to provide the very best possible education for their pupils.
- The school works hard to engage with parents through curriculum information meetings, review meetings about individual pupils and by being very accessible to parents. For example, the headteacher and deputy headteacher are available to meet with parents in the playground every morning.
- This school works well with other schools in the community. The school has worked with local schools to moderate pupils' work and is poised to become part of a local cluster working party of primary schools. There are also good links with a local secondary school, supporting improved transition arrangements for Year 6 pupils and the sharing of resources and expertise for the school's most able pupils.
- The curriculum is well organised, stimulating and meets the needs of the pupils. Pupils' spiritual, moral, social and cultural development is good. These aspects, including equal opportunities, are promoted well through all that the school does and make a strong contribution to pupils' personal development.
- The school's arrangements for safeguarding pupils fully meet statutory requirements.
- The school has used the sports grant to enhance sporting provision successfully in the school, by developing sporting partnerships enabling pupils to take part in local tournaments, competitions and sporting events. The school has purchased additional resources for physical education, employed a play ranger to work with pupils at lunchtime and organised staff training to raise standards in the teaching of sport.
- The local authority has provided an appropriate level of support for this good school.
- **The governance of the school:**
  - The governing body now takes a much more robust role in evaluating school performance and challenging senior leaders. Since the appointment of the headteacher, governors have had increased opportunities to analyse pupil progress information, undertake relevant training and to become much more involved in the development of improvement planning. Governors understand the school's strengths and weaknesses. They have an overview of standards of teaching, how teachers' performance is monitored and supported, and the fact that teachers' pay is becoming directly related to their performance. They understand how pupil premium funding is being used, and the impact of this on pupils' progress, and monitor the use of the school's funding. They have ensured that the headteacher's annual performance objectives are focused on the main areas of improvement for the school. Governors spend an increasing amount of time in school. They are each linked to a different curriculum area and meet to discuss action plans with subject leaders. They are also aware of how the performance of their school compares with that of others. The governing body has recently undertaken a review of its role in school and has produced an action plan for the continued development of the role of governors.

## 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>	109136
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	440437

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>	308
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Jenkins
<b>Headteacher</b>	Jess Caunter
<b>Date of previous school inspection</b>	12–13 May 2010
<b>Telephone number</b>	01454 867799
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