

St Barnabas CofE Primary Academy

Parkhouse Street, Openshaw, Manchester, M11 2JX

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Requires improvement 3
Achievement of pupils		Requires improvement 3
Quality of teaching		Requires improvement 3
Behaviour and safety of pupils		Requires improvement 3
Leadership and management		Requires improvement 3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Between Years 1 and 6, pupils' progress is not yet consistently good in reading, writing and mathematics. Not enough pupils make better than the expected rate of progress.
- Standards of attainment at the end of Key Stage 2 are broadly average in mathematics and writing and below average in reading.
- Pupils with disabilities and special educational needs and those eligible for pupil premium funding do not always achieve well.
- Expectations of what pupils can achieve are not always high enough. Questioning and marking do not always evaluate learning accurately enough. Pupils are not always clear about how to improve their work.
- The teaching of reading at Key Stage 2 has not been good enough to ensure that pupils make at least expected progress.
- Pupils' attitudes to learning are not consistently positive. Behaviour is not as good as it could be in lessons, around the school or in the playground and pupils agree.
- Previous turbulence in the school's leadership has led to weaknesses in pupils' achievement and the quality of teaching.
- Current leaders have not had enough time to ensure that improvements are sustained and lead to improved teaching and achievement over time.
- Governors have not held the school to account well enough for the school's performance.

The school has the following strengths

- Current leaders have accurately identified what the school needs to do to improve and have acted decisively to make changes, raise achievement and improve teaching.
- Children make good progress in the Early Years Foundation Stage. The majority achieve a good level of development by the time they leave Reception.
- The proportion of pupils meeting the expected standard in the Year 1 check on early reading skills has increased significantly.
- Teaching is improving when it is made clear to pupils that they must get on with their work and they enjoy learning and make good progress.
- Attendance is above average.

Information about this inspection

- Inspectors observed 13 lessons or part lessons.
- Meetings were held with groups of pupils, members of staff, members of the governing body and representatives of the academy trust.
- The inspectors took account of eight responses to the online questionnaire (Parent View) and reviewed the most recent parental survey undertaken by the school.
- Inspectors observed the school's work and looked at a wide range of documentation including: assessment data, the school's evaluation of its work, minutes of governing body meetings, safeguarding documentation, reports from school improvement partners, information about the management of teachers' performance, monitoring records and the school's improvement plan.
- Inspectors listened to pupils read and also reviewed samples of their work.
- Inspectors reviewed 31 responses from staff to the inspection questionnaire.
- Inspectors observed an assembly and an open morning in the Early Years Foundation Stage.
- Inspectors observed behaviour in lessons, around the school and on the playground.

Inspection team

Clare Daniel, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children of service families and those children that are looked after by the local authority.
- A well-above average proportion of pupils with special educational needs is supported through school action.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils for whom English is an additional language is well above average.
- A well-above average proportion of pupils joins and leaves the school other than at the normal time. Approximately one third of pupils who have special educational needs did not start in the Nursery class, and of those pupils, almost half are supported at school action plus or have a statement of special educational needs.
- During the period immediately before the school converted to an academy, there was a period of significant instability in the structure of the school's leadership. This has now been resolved.
- The school operates a breakfast club during term time which is managed by the governing body.
- The school meets the government's current floor standard which is the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring that expectations of what pupils can achieve, especially the most able pupils are always high enough and are communicated to pupils
 - improving questioning skills so that the progress of pupils is checked closely and pupils' are challenged to think for themselves and extend their understanding
 - ensuring that marking and feedback always evaluate pupils' progress and provide clear next steps for development so that pupils know how to improve their work
 - increasing the range and quality of opportunities for pupils to develop and apply their reading, writing and mathematics skills in other subjects
 - implementing a consistent strategy for teaching reading in Key Stage 2 so that all pupils make at least expected progress.
- Improve pupils' attitudes to learning so that they are consistently positive and improve behaviour in lessons, around the school and in the playground by:
 - ensuring that pupils settle quickly to their activities and do not disturb the learning of others
 - enabling pupils to take more responsibility for their own learning and that of others
 - making sure that staff insist that pupils behave well at all times
 - ensuring that older pupils always act as good role models for younger pupils.
- Improve the effectiveness of leadership and management, including governance by:
 - ensuring that subject leaders effectively check the quality of teaching and pupils' achievement so that plans for improvement are well targeted

- making improved use of the school’s information about pupils’ achievement to check the performance of groups more effectively and ensure they achieve equally well
- further developing the role of governors so that they have the skills to hold the school effectively to account for the performance of its pupils, including those eligible for support through the pupil premium and those with disabilities and special educational needs.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

An external review of the school’s use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Between Years 1 and 6, achievement requires improvement in reading, writing and in mathematics. Although achievement is improving for many pupils, this is not yet sustained over time. For some, improvement is relatively recent. Pupils, including those who speak English as an additional language and the most able, do not yet make good progress because the quality of teaching is not yet consistently good.
- Across the school, standards of attainment vary. Typically, they are broadly average or below. Pupils joining the school at other than the usual times, often with special educational needs or do not speak English as their first language, sometimes has a negative impact on the standards reached across the year groups. In Year 6 in 2013, attainment was broadly average in mathematics and writing and below average in reading.
- Children join the Nursery class with skills that are below those expected for their age. They make good progress in the Early Years Foundation Stage and the majority leave the Reception class having achieved a good level of development.
- In the most recent Year 1 phonic screening check (a check on pupils' knowledge and understanding of letters and the sounds they make), an average proportion of pupils reached the standard expected for their age. This is a significant increase on previous results and reflects improvements to how reading is taught in the Early Years Foundation Stage and Key Stage 1.
- Pupils make expected progress in Key Stage 1. Pupils reach standards in reading, writing and mathematics that are below average. Too few pupils reach the higher levels of attainment because expectations of what the most able pupils can achieve have not been high enough. Recent improvements in teaching in Key Stage 1 mean that more pupils in Year 2 are currently on track to reach and exceed the expected levels of attainment than previously.
- Previous weaknesses in teaching in Key Stage 2 resulted in a below average proportion of pupils in Year 6 in the 2013 national test making expected progress in mathematics, writing, and particularly reading. Leaders' decisive actions mean that the quality of teaching and pupils' achievement are improving strongly. More pupils are now making expected progress or better and standards are rising. However, achievement through Key Stage 2 remains too variable, especially in reading. This is because a consistent strategy for the teaching of reading is yet to be established.
- The achievement of disabled pupils and those with special educational needs requires improvement. They make similar progress to their peers and reach levels of attainment in line with similar pupils nationally. Inspection evidence shows that their achievement is improving, with more now making better progress. However, variations in the quality of teaching mean that their progress is not yet consistently good.
- Pupils supported by the pupil premium, including those known to be eligible for free school meals make expected progress. Some do better than this, especially in writing where, in Year 6 in 2013, the attainment of eligible pupils was similar to their classmates. However, attainment in reading and mathematics lagged about two terms behind. Progress between classes varies; it is particularly good in Year 2 and Year 6.
- Variations in the achievement of pupils across the school mean that the school's efforts to promote equality of opportunity are not yet fully successful.

The quality of teaching

requires improvement

- Although teaching is improving overall it requires improvement because pupils do not make consistently good or better progress between Years 1 and 6.
- Expectations of what pupils can achieve are not always high enough and this is not made clear to pupils. Sometimes, this means that work is too easy, especially for the most able pupils.

Pupils are not given enough opportunities to see what high quality work looks like and, therefore, their work is sometimes not presented neatly or with pride.

- Questions are not used well enough to check on pupils' understanding or make pupils really think and extend their learning.
- Although work is regularly marked and pupils are often praised for their achievements, marking does not always help pupils to know what their next steps are so that they improve their work.
- The teaching of reading, writing and mathematics requires improvement. Pupils do not have enough opportunities to develop these basic skills across the curriculum subjects. A consistent approach to the teaching of reading is yet to be established in Key Stage 2. This means that pupils do not always build well on the skills they have already achieved.
- Support staff have a good understanding of specific pupils' needs. They offer effective guidance to pupils in need of additional support, such as those for whom English is an additional language or with disabilities and special educational needs. As a result, these pupils make similar, and sometimes better, progress than their peers.
- In the Early Years Foundation Stage, very well-planned learning ensures that children make good progress in developing their skills. Children are excited to learn because activities appeal to their interests and adults support and challenge them to succeed.
- In some years it is made very clear to pupils what they are expected to learn and they assess how well they are doing themselves. They are clear how to improve their work and enjoy learning because tasks reflect their interests.
- Teaching is improving because leaders now check its quality with more rigour. Leaders know what aspects of, and where, teaching requires improvement and now direct support and training more effectively to ensure that it improves more quickly.
- Parents are well supported to learn alongside their children. At a 'Mini-beast Ball' themed open morning, high levels of enthusiasm and engagement from everyone and very positive relationships between children, teachers and parents were clearly evident.

The behaviour and safety of pupils

Requires improvement

- The behaviour of pupils requires improvement. Pupils are generally well-mannered and polite to adults and most behave appropriately. However, behaviour is not always good in lessons, around the school or in the playground. Pupils agree with this view. A small group of younger boys, for example, were observed being overly boisterous during break and lunchtime and a few pupils walked around the dining hall while eating.
- In lessons, learning is sometimes disrupted by the poor behaviour of a few pupils. Pupils take too long to settle down and get on with their work. Sometimes, the level of chatter makes it difficult for everyone to start their work without being disturbed. This shows that pupils' attitudes to learning are not always good.
- Pupils undertake some responsibilities in Key Stage 2. This does not yet have a significant impact on improving their independence or sense of acting as responsible role models to younger pupils.
- The school's records of pupils' behaviour overtime confirm that behaviour requires improvement. Although appropriate records are kept showing details of incidents of poor behaviour, these are not reviewed well enough to spot patterns or types of behaviour occurring, such as those disrupting learning in the classroom and to ensure that actions are taken to improve it.
- The school's work to keep pupils safe and secure requires improvement. Procedures to check the security of the site are not yet good. Leaders and governors are now taking prompt action to review and strengthen these procedures.
- Parents told inspectors that have great confidence in the way leaders tackle any bullying and say that their children are kept safe at school. A recent school parental survey indicates that most parents are positive about pupils' behaviour. Inspection evidence shows that racist incidents are rare but when they do occur are dealt with effectively.

- Pupils say they feel safe at school. They demonstrate a good understanding of how to keep themselves safe outside school and when using the internet.
- Attendance is consistently above average and punctuality is good. The school works effectively with parents to improve attendance, especially for targeted pupils. The number of pupils who are absent regularly has reduced as a result. The breakfast club is well attended and provides pupils with an enjoyable, stimulating and prompt start to the day.

The leadership and management

Requires improvement

- In recent times, the school has undergone a significant period of leadership turbulence and instability. As a result, pupils' achievement has not improved at a good rate. Leaders are now taking decisive action to address weaknesses in teaching and pupils' achievement and so, attainment is now improving and pupils' progress is speeding up.
- Although the principal and vice-principal have a well-informed overview of the school's performance, leadership and management require improvement. Middle leaders, including subject leaders, do not review the achievement of pupils, including groups of pupils, or check the quality of teaching in their areas of responsibility, well enough. Plans for improvement are therefore, not well targeted, especially in English and mathematics.
- The leadership of teaching is improving. Leaders now check with greater frequency and accuracy the quality of teaching across the school. As a result, more teaching is good. However, some variances remain. Leaders have not yet had enough time to ensure that improvement results in consistently good teaching or achievement overtime. Attainment, therefore, remains below average in some classes.
- In the past, targets set for teachers have not focused well enough on pupils' progress. As a result, teachers have not been held fully to account for pupils' achievement. This is no longer the case however. More regular and rigorous meetings take place to review and check pupils' progress and pay awards are only given when teachers meet their targets.
- School leaders along with governors now provide staff with more training opportunities that help them to develop their teaching and leadership skills. For example, by working in partnerships with staff in other schools, including the local secondary school to share and learn from best practice.
- The academy trust is closely involved in the development of the school's leadership and it links closely with the governing body. It has made a significant contribution to improvements in the learning environment.
- The curriculum promotes pupils' spiritual, moral, social and cultural development and is well enriched with clubs and visits, including residential visits in Key Stage 2. Revisions to the curriculum in reading for younger pupils are helping them to make faster progress. Although some pupils say they particularly enjoy topic work and aspects of the history curriculum, opportunities for pupils to use and apply their basic skills in reading, writing and mathematics in such subjects, remain overlooked. This continues to hold back pupils' achievement.
- Advanced plans are in place to spend the new primary sport funding by working with a specialist provider in order to develop staff skills in teaching physical education and to ensure that more pupils take part in sporting activities.
- **The governance of the school:**
 - The governing body is very supportive of the school but in the past has lacked sufficient understanding of pupils' achievement to be able to challenge the school effectively, especially about the performance of groups of pupils. Governors have now undergone training to help them have a better understanding of the school's performance.
 - Governors receive accurate information from the principal. They play an increasing active role in planning school improvement. New governors have recently been appointed with a view to developing this aspect of their role further.
 - Governors understand how to check teachers' performance to improve the quality of teaching and raise achievement. Some governors visit the school to check the quality of education on

offer; however, this is a recent development and has yet to have any significant impact.

- Governors regularly review how the school spends the pupils premium funding. However, they do not yet check well enough the impact it has on improving pupils' achievement to ensure that eligible pupils achieve as well as their peers.

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	137866
Local authority	Manchester
Inspection number	399900

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Harold Rostron
Principal	Lucy Gough
Date of previous school inspection	Not previously inspected
Telephone number	0161 223 3593
Fax number	0161 223 5660
Email address	admin@stbarnabascofeacademy.org.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 2014

