

Drakes' Broughton St Barnabas CofE First and Middle School

Stonebow Road, Drakes Broughton, Pershore, Worcestershire WR10 2AW

Inspection dates

10–11 January 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not made sure that the school has maintained the good performance noted at its last inspection. Leaders' evaluations, including evaluations of the quality of teaching, are insufficiently self-critical.
- In the past, subject leadership has not been effective. As a result, the progress that pupils make and the standards they attain, especially in mathematics, have declined.
- Over time, teaching has not had a consistently strong impact on pupils' learning and progress. Pupils have not always achieved their potential.
- Pupils' progress is now improving, but is not yet strong across the school in reading, writing and mathematics.
- Disadvantaged pupils and those who have special educational needs and/or disabilities make progress as a result of the targeted support they receive. Not all make progress at a fast enough rate to help them catch up rapidly on the standards expected for their age.
- Pupils' attainment is not always accurately assessed. The school's leaders, governors and teachers do not have an accurate picture of how well pupils are progressing.

The school has the following strengths

- The school's values have a powerful impact on pupils' personal development. The staff take great care to meet individual pupils' needs, providing effective support to those who may be vulnerable and their families.
- Pupils are proud of their school. They behave very well and are keen to learn.
- The school's work to safeguard pupils is effective. Pupils say they feel safe at school and their parents agree that staff look after their children well.
- Many pupils make strong progress in Year 7.
- Good teaching and attention to individual needs ensure that children do well in the pre-school and Reception class.
- The teaching of letters and sounds is effective. Pupils read in school every day and develop a love of reading.
- Steps taken by leaders and teachers are having a positive impact on pupils' progress.
- The curriculum is broad and stimulating. Pupils have access to a wide range of additional activities, which they relish.

Full report

What does the school need to do to improve further?

- Senior and subject leaders and governors must continue to take decisive action to deal with weaknesses and make sure that the school's effectiveness improves rapidly. They should:
 - check teaching and learning rigorously to make sure that any weaknesses in teachers' subject knowledge or expertise and gaps in pupils' learning are identified
 - provide additional support for those teachers who need it to enable them to teach effectively and skilfully, especially in mathematics
 - provide support for teachers so that they are able to assess pupils' attainment accurately and confidently
 - make sure that assessment information presented to the governing body is accurate and that key messages are highlighted
 - make sure that evaluations of the school's performance are sharp and self-critical, and take full account of the impact of all aspects of the school's work on pupils' learning.
- Improve pupils' progress across the school and raise their attainment, by:
 - supporting teachers to use accurate assessments of what pupils know and can do to ensure that tasks are pitched at the right levels to move pupils on
 - making sure that topics in mathematics are taught in sufficient depth, so that pupils develop a secure understanding before they move on
 - continuing the strategies already started to improve pupils' swift recall of number facts and to strengthen their ability to reason and solve problems
 - making sure that teachers make clear to pupils exactly what they are learning in lessons, as well as what they will do
 - further boost the progress of pupils who have special educational needs and/or disabilities by fully measuring and evaluating the impact of interventions to gauge their effectiveness and adapt them where necessary
 - reviewing and adapting where necessary the strategies used to support disadvantaged pupils so that their progress accelerates and that the difference between their attainment and that of others reduces further.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and governors have not made sure that the school has maintained the good performance noted at the last inspection. Leaders were slow to take action to stem the decline in pupils' outcomes, particularly in mathematics. Urgent action is now being taken to deal with weaknesses in teaching and gaps in pupils' knowledge and understanding. Pupils' progress is improving as a result, but there is still some way to go before their achievement is consistently good in all key stages.
- Leaders' evaluations of aspects of the school's work are insufficiently self-critical and do not take pupils' outcomes fully into account. In contrast, plans for improvement make crystal clear the need to boost pupils' progress and raise their attainment.
- Leaders have not made sure that all teachers are confident in their use of the school's system for assessing attainment and tracking progress. They believe that some teachers are cautious and others generous. This means that the information presented to governors is not an accurate reflection of how well pupils are doing. In addition, the information is not analysed to highlight key messages for governors.
- The school's leaders plan to work with other schools to moderate assessments. They are also working with feeder first schools to introduce standardised tests before pupils transfer, to help set a secure baseline from which to measure progress.
- In the past, subject leadership has not been effective, particularly in mathematics. Weaknesses in practice were not fully acknowledged. This is changing. The subject leaders for English and the newly appointed leader of mathematics are enthusiastically driving improvement. They have introduced strategies to accelerate pupils' progress and to measure the impact. Pupils now take standardised tests that check their attainment in reading and mathematics and that can be compared against teachers' assessments.
- Procedures for managing teachers' performance are not fully effective. Last year, teachers were set targets for the amount of progress their pupils were expected to make. However, the targets were unrealistic and were not met. Leaders undertake a range of activities to check aspects of teaching and pupils' learning, but do not probe deeply enough to find out exactly why pupils' progress is not consistently good. Coaching and support are given to the small number of teachers who need them. Teachers appreciate the opportunities they have for professional development.
- The spending of pupil premium funding is carefully organised and responsive to the factors that may be hindering pupils' learning. This has a beneficial impact and means that disadvantaged pupils are included in all aspects of school life. Where necessary, pupils receive targeted support. As a result, their progress improves, but not all are making the swift progress that is needed to catch up with the standards expected for their age.
- The spending of special educational needs funding is also carefully targeted and largely effective. Pupils make steady progress as a result of planned interventions, but not at

the rate that is needed to help raise their attainment quickly.

- The primary sports funding is spent effectively. Participation rates in sports and after-school activities are high. The Year 7 catch-up funding is also spent well and has a beneficial impact on pupils' progress and attainment.
- Leaders and governors have established an inclusive and supportive ethos in school, where each pupil's talents, aptitudes and needs are recognised, nurtured and celebrated. The school's core values underpin all aspects of school life. They have a powerful impact on pupils' personal development and their growth as individuals.
- The school's 'creative curriculum' has a positive impact on pupils' learning and on their personal development. It links subjects together imaginatively and enables pupils to study interesting topics in depth. Teachers plan 'wow' days that introduce the topics in a stimulating way and which allow them to check pupils' prior knowledge. The curriculum strongly promotes the school's values and pupils' spiritual, moral, social and cultural development. Pupils learn about the need for respect for others, tolerance, thoughtfulness, the need to make a positive contribution and to see things from different viewpoints. Displays around the school illustrate this clearly, for example pupils' responses to the question 'where is God?' showed that many had thought deeply about the question. Pupils leave school well prepared for life in modern Britain.
- The curriculum is enriched by an extensive range of additional activities such as residential experiences, including one to France, and visits linked to topic work. The school offers a wide range of after-school activities, including sports and support with homework, as well as the breakfast and after-school club. Participation rates are high.

Governance of the school

- Governance requires improvement.
- Governors have not challenged the school's leaders sufficiently strongly over the decline in pupils' outcomes, not only in national tests but across the school. Governors share leaders' ambitions for the school and fully support its values and ethos. They take a keen and close interest in all aspects of the school's work. Minutes of their meetings show that they hold leaders to account and ask questions about the information that they are given. They know the school's areas of strength and what needs further work, acknowledging the need for pupils to make better progress.
- The governing body checks carefully on the spending of additional funding, especially the pupil premium, and understands the impact of spending decisions. Governors also make sure that any safeguarding issues and health and safety matters are reported and discussed at every meeting. They understand how teachers' performance is assessed and rewarded.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's leaders take great care to make sure that pupils' welfare and well-being are at the heart of what they do. They have ensured that all staff are provided with regular training and updates on all aspects of safeguarding and child protection, including aspects such as radicalisation and child sexual exploitation. Staff understand

the need to be vigilant and they are expected to report any concerns, however small. Staff know the pupils well, including those who are potentially vulnerable, and work effectively with pupils, their families and external agencies to make sure that needs are met and that pupils are able to thrive and learn. Records are meticulously kept. The school makes careful checks to be sure that everyone who works in the school is a suitable person to work with children.

- Pupils are taught how to keep themselves safe through lessons that deal with specific topics and assemblies. Particular attention is given to e-safety. Pupils say that they feel safe in school and they know who to talk to should they be worried about anything. Parents raised no concerns about the school's work to keep their children safe.

Quality of teaching, learning and assessment

Requires improvement

- Over time, teaching has not had a consistently strong impact on pupils' learning and progress. Progress in different year groups and in different subjects has been and remains variable.
- The impact of variations in teaching shows most clearly in pupils' achievement in mathematics. Until recently, pupils' progress in mathematics was slow and not all pupils attained the standards of which they are capable. This was largely because pupils had not been taught to solve problems confidently, and teachers had not ensured that their recall of number facts such as times tables was swift and assured. Current tests and assessments are highlighting where pupils either have not been taught what they should have been, or have not been taught in sufficient depth and have forgotten.
- Sometimes, the teaching of mathematics lacks precision. In these instances, teachers are clear about what they want the pupils to do, but are not as specific about what they intend the pupils to learn. In addition, pupils continue to repeat mistakes when misconceptions are not spotted quickly.
- Weaknesses in the teaching of mathematics are being tackled with urgency, and the impact is beginning to show. Guidance and support are being provided for teachers and this is having a positive effect on their teaching.
- Not all teachers are confident users of the school's assessment system. Leaders believe that some teachers have erred on the side of caution when making assessments, and that others may have been generous. This means that information about pupils' progress is not reliable and not an effective indicator of what pupils know and what they need to do next. As such, it is not as helpful to teachers as it should be. Subject leaders are providing support and guidance to individual teachers to help make sure that assessments are accurate in future.
- Sometimes, teaching assistants stand back and watch while the teacher addresses the whole class. Their skills in promoting learning are under-used on these occasions.
- Teachers plan stimulating and exciting activities to introduce new topics across the wider curriculum. These capture pupils' imaginations and make them want to find out more. Pupils confidently use tablet computers in many lessons to help them with research.

- There is a positive and supportive climate for learning in classrooms. Pupils are eager to learn and show interest and enthusiasm across a wide range of topics and activities. Their positive attitudes make a strong contribution to their learning. Pupils work willingly in pairs and groups and support one another. They generally persevere with tasks, even if they are not fully clear about what they are doing. Occasionally, pupils' concentration slips, but they do not interfere with the learning of others.
- Relationships between teachers, teaching assistants and pupils are mutually respectful and supportive. Teachers have high expectations of how pupils should behave and respond in lessons. They know individual pupils well. Teachers make sure that pupils understand that mistakes and misconceptions are an important part of learning. This means that pupils are not afraid to venture their ideas and opinions. Teachers allow pupils time to think and to express their ideas.
- Pupils present their work neatly and take pride in it. Work in their books shows that their progress is improving.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Staff at all levels know the pupils and their circumstances very well. They put pupils' well-being at the centre of all that they do. They work closely with parents and other agencies to make sure that pupils' needs are met and their welfare promoted. Several parents mentioned how much they valued the support and attention that are given to children and families during times of difficulty or stress. There is a strong focus on developing pupils' confidence and resilience and supporting their mental health and well-being.
- The school's core values have a powerful impact on pupils' personal development. Pupils learn how to put the values into practice in their everyday lives and try their best to live up to them. During this inspection, a group of pupils discussed 'truthfulness', debating whether it is ever acceptable to tell a lie. They made mature and thoughtful contributions to the discussion, showing empathy with the feelings of others.
- Pupils have many opportunities to take responsibility and to develop leadership skills. Many pupils have roles on committees and take the lead in recycling and in promoting the school's values, as well as serving as school council members. Pupils act as librarians and play leaders and operate the sound system in assemblies.
- In discussion, one pupil said 'This is a sporty school.' There is an extensive range of clubs and activities that encourage pupils to lead healthy lifestyles and to take part in competitions. Their success shows in the number of cups and trophies on display in the entrance hall. The school also nurtures other talents and interests that pupils may have, for example in writing, art or music, and takes steps to raise pupils' aspirations in whatever activity they undertake. Several parents mentioned the recent 'pop-up' art gallery, praising the standard of pupils' work.
- Pupils are taught about the risks they may face in their lives, and especially when using the internet. Pupils have a strong understanding of how to keep themselves safe, and

say that they feel safe at school. Parents agree that pupils are kept safe and are well looked after.

- Pupils say that bullying is a very rare occurrence. They are aware of the different forms that bullying can take. The school's values teach them about the need to respect one another and to accept and celebrate difference. The headteacher and senior staff make sure to discuss any issues that arise about safety and welfare in assemblies, so that all pupils hear the same message and concerns are nipped in the bud.
- The breakfast club gives pupils a calm and sociable start to the day. Pupils who attend enjoy having breakfast at school and say that they appreciate the support they can have with their homework, should they need it.

Behaviour

- The behaviour of pupils is good.
- Staff expect pupils to behave well in lessons and around the school but also trust them to do so. Pupils respond well to this. At breaktimes, for example, pupils can choose to use the school's library for reading and quiet activities. Many do so and read to themselves or play quietly, with the minimum of supervision.
- The school does not have a set of rules or consequences but expects every child to live up to the core values. The fact that there have been no recorded instances of unacceptable behaviour this school year is testament to the success of this policy. Pupils say that there are occasional minor disagreements, but that they would not go home without making sure that everyone was friends again.
- Last year, the behaviour of a very small number of pupils became challenging. This was dealt with swiftly and effectively and there have been no recurrences.
- Current attendance figures are in line with what is seen nationally. Last year, the proportion of disadvantaged pupils who were away from school too often was greater than average. This was largely due to illness and exceptional circumstances. The attendance of disadvantaged pupils this year matches that of other pupils.

Outcomes for pupils

Requires improvement

- The school's assessments show that pupils are not making consistently strong progress in reading, writing and mathematics. Pupils make faster progress in some year groups than others. The assessments also show that in some year groups the proportions of pupils who are predicted to reach the standard expected for their age by the end of this school year are lower than in others, particularly in writing and mathematics.
- The progress of disadvantaged pupils is not substantially different from that of others in the school, and this group of pupils sometimes makes faster progress than others. However, their progress is not sufficiently strong enough to enable them to catch up rapidly with the standards that are expected for their age and to reduce the difference between their attainment and that of non-disadvantaged pupils nationally.
- Pupils who have special educational needs and/or disabilities make progress as a result of interventions tailored to their particular needs and the support they receive in class.

The school's assessments of their progress over time show that the rate of progress varies and that not all are moving forward quickly enough to enable them to catch up with the standards expected for their age.

- Pupils whose prior attainment is high, including those who are disadvantaged, largely build well on this. For example, in last year's national tests and assessments, the progress of higher-attaining disadvantaged pupils in reading was in the top 10% nationally.
- Overall, the proportion of pupils who attained the expected standard in all three of reading, writing and mathematics was smaller than that seen nationally in the national tests and assessments in 2016. This was mainly due to the slower progress made by the large group of pupils of middle prior attainment, including those who were disadvantaged, in mathematics. This had an adverse impact on their attainment.
- These pupils are currently in Year 7. The school is using additional catch-up funding and its own resources to good effect and is making sure that those pupils whose progress was slower make up ground rapidly so that they leave school well prepared for the next steps at high school. The school's evaluation of the use of funding shows that most of the pupils in last year's Year 7 who needed to catch up did so and reached the expected standard.
- The school's leaders have taken steps to boost pupils' progress in mathematics. This is having a positive impact. The results of standardised tests taken recently by pupils in Year 5, for example, show that there has been a marked increase in the number of pupils on track to reach the standards expected for their age by the end of the year.
- At the end of Year 2 last year, the proportions of pupils who attained the standard expected for their age was a little below the national figures in reading, writing and mathematics. Not all of the pupils built well on their attainment at the age of five. The school's leaders judge that the assessments were overly cautious and not a true reflection of the pupils' capabilities. Work in pupils' books currently does not indicate substantial underachievement for this year group.
- Pupils did well in last year's phonics check at the end of Year 1. Almost all pupils, including every disadvantaged pupil, reached the expected standard. Pupils attain more highly in reading than in writing and mathematics across the school, reflecting the school's emphasis on this subject and pupils' love of reading.
- Pupils achieve well in other subjects of the curriculum such as history, science, music, physical education and art. The way topics are organised and taught enables pupils to explore ideas and deepen their knowledge and understanding.

Early years provision

Good

- The early years provision is well led. The pre-school staff and Reception staff work closely and successfully together. The early years leader has provided good support for pre-school staff. They now use the same systems for observing and recording children's learning and for sharing information with parents. Reception staff spend time in the pre-school so that children get to know them. These arrangements make sure that the transition from pre-school to school at the age of four is smooth and causes

no disruption to children's learning.

- Staff in pre-school have a good understanding of the particular needs and dispositions of the two-year-olds who attend. They form warm and supportive relationships with them and liaise closely with their families. As a result, the youngest children in the pre-school are settled and happy, ready to explore and to learn. They respond well to regular routines such as snack time where they learn to be sociable and begin to do things for themselves, for example helping themselves to their snack and putting their cup away when finished.
- Staff in both pre-school and Reception work well with parents and with external agencies such as speech and language therapists to make sure that children's needs are met. Parents are encouraged to share information about their child's learning and progress at home.
- Children start in the Reception class with skills, knowledge and understanding that are largely typical for their age. Across the early years, children make good progress as a result of teaching that is responsive to their interests and alert to the next steps that they need to take. Staff observe children as they engage in activities and record what they can do and how they like to learn. They use this knowledge to plan activities that will move children on. In both pre-school and Reception, staff make sure that children have scope to make choices and follow their own ideas both indoors and outside, as well as providing specific 'focused' activities led by adults.
- The proportion of children who reach a good level of development has increased for the past three years and is now above national and local figures. Children are well prepared to start Year 1. Early years premium funding is used effectively to support the progress of disadvantaged children. Although these children make strong progress from their starting points, the proportion that attain a good level of development is smaller than that of others.
- Children behave well and are interested in other people and the world around them. They try hard with things they find challenging, for example persevering with a complex jigsaw puzzle until finished. Many children are keen to talk about what they are doing and finding out, and do so with confidence. During this inspection, children in Reception were helping to make a dinosaur den and were drawing and writing about different types of dinosaur. They were not discouraged when trying to write words such as 'pterodactyl' and their attempts were phonetically plausible.
- Staff understand and follow the school's procedures for safeguarding children and are quick to report any concerns. They make sure that the environment is safe and that children are safe and well supervised, but they allow children the scope to explore and experience things at first hand. The school's 'forest school' area is used and enjoyed by all of the children in pre-school and Reception, for example. Parents raised no concerns about their children's safety or welfare. Statutory welfare requirements are met.

School details

Unique reference number	116862
Local authority	Worcestershire
Inspection number	10025210

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	First and middle deemed primary
School category	Voluntary controlled
Age range of pupils	4 to 12
Gender of pupils	Mixed
Number of pupils on the school roll	337
Appropriate authority	The governing body
Chair	Melanie Sutton
Headteacher	Paul Kilgallon
Telephone number	01905 840366
Website	www.st-barnabasfirstmiddle.worcs.sch.uk
Email address	office@st-barnabasfirstmiddle.worcs.sch.uk
Date of previous inspection	7–8 February 2013

Information about this school

- St Barnabas is larger than the average primary school. There is one class in each year group from Reception through to Year 4. At the start of Year 5, a substantial number of pupils join the school from local first schools. Currently, there are three classes in each of Years 5, 6 and 7.
- Since the school was last inspected, the governing body has taken over the management of the pre-school provision and a breakfast and after-school club that share the school building. The pre-school takes children from two to four years of age.
- The proportion of disadvantaged pupils is smaller than the national average. The proportion of pupils who have special educational needs and/or disabilities for whom the school provides support is in line with that seen nationally.
- The school meets requirements on the publication of specified information on its website.

- The validated results of tests and assessments undertaken by pupils at the end of Year 6 in 2015 met the government's minimum expectation for attainment and progress (the floor standard).
- The school does not use alternative provision for any of its pupils.
- The school is in the process of joining a multi-academy trust under the auspices of the Diocese of Worcester.

Information about this inspection

- The inspection team observed teaching and learning in classes in all key stages and in the pre-school. For many of these observations they were accompanied by a member of the senior leadership team. Inspectors looked at pupils' work in their books and on displays. They spoke informally to pupils about the work they were doing. Inspectors attended assemblies. They also observed and spoke to the pupils at break and lunchtimes and at breakfast club.
- Inspectors met with senior and subject leaders to discuss aspects of the school's work and arrangements for safeguarding pupils. The lead inspector met with the chair and two other members of the governing body, and spoke to a representative of the local authority by telephone. An inspector met with a group of pupils drawn from the school's three pupil committees and the wider school population.
- The inspection team looked at a wide range of documents including the school's self-evaluation and plans for improvement; minutes of meetings of the governing body; records of monitoring and evaluation activities and the performance management of teachers; assessment information; and records relating to safeguarding and child protection. The lead inspector took account of information on the school's website.
- The inspectors took account of the views of 106 pupils and 26 staff members as expressed in the online questionnaires they completed, the views of 49 parents expressed on Ofsted's Parent View questionnaire and the results of surveys of parents' opinions conducted by the school.

Inspection team

Linda McGill, lead inspector	Her Majesty's Inspector
Rowena Green	Ofsted Inspector
Marie Conway	Ofsted Inspector
Karen O'Keefe	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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