



Barnard Grove Primary School

Inspection Report

Unique Reference Number 111617
LEA Hartlepool
Inspection number 278734
Inspection dates 26 January 2006 to 27 January 2006
Reporting inspector Mrs Carole Cressey

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

Type of school	Primary	School address	Barnard Grove
School category	Community		Hartlepool
Age range of pupils	3 to 11		TS24 9SD
Gender of pupils	Mixed	Telephone number	01429 230300
Number on roll	363	Fax number	01429 230301
Appropriate authority	The governing body	Chair of governors	Mr Michael Kay
Date of previous inspection	1 November 1999	Headteacher	Mr Barry Lennard

Age group 3 to 11	Inspection dates 26 January 2006 - 27 January 2006	Inspection number 278734
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This large primary school is located near the centre of Hartlepool. It is situated in an area of socio-economic disadvantage. Most pupils are from white British backgrounds and very few pupils come from minority ethnic groups. The number of pupils eligible for free school meals is much higher than average. The proportion of pupils with learning difficulties and/or physical disabilities is above the average for a school of this type.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Barnard Grove is a good school with some strong features and it gives good value for money. This inspection judgement matches the school's view of itself. Parents, pupils, staff and governors are all rightly proud of the school's caring and warm ethos. The Foundation Stage provides children with a very good start to their education and they achieve well from a low starting point. Pupils' personal development is good and the school provides a good level of care, guidance and support for its pupils. Their behaviour is exemplary and they show excellent attitudes to their work. The quality of teaching, learning and the curriculum is good overall. As a result, pupils achieve well and by the time they leave the school they reach standards in English and mathematics that are above those found nationally. However, standards could be even higher. Pupils in Years 1 and 2 could progress at a faster rate and more pupils in Years 3 to 6 could be helped to reach the higher levels. The school is well led and managed. A rigorous assessment and recording system has been introduced and this has been central to the school's success in raising standards in Years 3 to 6. The school recognises that the same rigour needs to be used in Years 1 and 2 so that standards can improve at a faster rate. The school clearly has the capacity to improve further.

not applicable

What the school should do to improve further

- Raise standards in Years 1 and 2 by using assessment information more rigorously and having higher expectations of what pupils are able to do.
- Ensure that higher attaining pupils in Years 3 to 6 are challenged more so they can be even more successful.

Achievement and standards

Grade: 2

The attainment of pupils when they first start school is well below that seen typically. Overall, pupils, regardless of gender, achieve well and by the time they leave the school they are achieving standards which are above those seen nationally. Pupils with learning difficulties and/or disabilities achieve very well. Pupils with English as an additional language make rapid progress and achieve the expected level for their ages. However, the school is not complacent about its high standards and shares the inspection's view that standards in Years 1 and 2 could be higher and even more pupils in Years 3 to 6 could reach the higher levels.

Children achieve well in the Foundation Stage and make rapid gains in their learning. However, when they enter Year 1 the majority are still not reaching the expected levels for their age from their well below average starting points. By the end of Year 2, standards remain well below average. Between Year 3 and Year 6 progress accelerates and pupils achieve exceptionally well. The standards that pupils reach in Year 6 when compared to how well they do in Year 2 show that the school is doing considerably

better than expected in helping pupils to achieve their best. Much of this success has been due to the rigorous use of assessments, which track pupils' progress and help teachers to set challenging targets for the school and individuals. These strategies are not used as effectively in Years 1 and 2 and consequently pupils' achievement, although satisfactory, is not as good as it could be.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. From nursery through to Year 6 pupils show considerable enthusiasm for school and attendance is satisfactory. Pupils are very eager learners who value all the many activities provided for them. Behaviour is excellent and is a key factor in pupils achieving well in most lessons. Pupils say they feel very safe and are unaware of any bullying. Pupils are learning to be independent and self-critical learners. They get on well with their classmates and are very keen to help each other to improve and do the best they can. The school sees this as an effective way of giving pupils the skills they will need to lead successful lives once their school days are over. The many opportunities to take part in sport, exercise and dance ensure that pupils are developing a healthy lifestyle. They have access to drinking water all day and frequent 'brain gym' activities which help them to concentrate on their lessons without feeling tired. Pupils are learning to understand and enjoy the diverse cultures and religions across the world. Children in the nursery made magical Chinese wishes and could wish each other 'Happy New Year' in Chinese.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Some outstanding teaching was seen throughout the school. In the Foundation Stage, an excellent range of practical activities and well planned opportunities to talk with children created highly effective conditions for successful learning. The teaching in Years 3 to 6 is characterised by high expectations of what the pupils will achieve. The pupils in Years 5 and 6 are grouped for lessons in English and mathematics according to their prior attainment. This system works successfully and helps teachers to pitch work accurately for different groups of pupils, although higher attaining pupils could be challenged more. Questioning and discussions between pairs of pupils are used effectively to involve them fully in lessons and to establish and build upon their levels of understanding. The assessment of pupils' work is used very well to set challenging individual targets to help most pupils to achieve their very best. The pupils know these and assess their own work and those of their classmates to check that they are successfully completing a task.

Although some outstanding teaching was seen in Years 1 and 2, overall the teaching is not as effective as it could be in enabling the pupils to achieve to their potential.

This is because assessments are not as rigorous as they are in other parts of the school. Marking is generally positive but in some classes frequently repeated errors go unchecked.

Curriculum and other activities

Grade: 2

The curriculum is good. The core subjects are given the right amount of emphasis and there is adequate coverage of National Curriculum requirements. Further interest is added, for example, by the inclusion of philosophy in the curriculum for lower junior pupils. Curriculum provision is enhanced by a rich variety of enrichment activities. There is a good rate of take-up of these. The school is in the process of redesigning its curriculum to provide more opportunities for writing, to motivate the boys and to make relevant and interesting links between subjects. The current arrangements will be reviewed at the end of the school year to check whether there is sufficient breadth and balance to meet the school's expectations.

The Foundation Stage curriculum covers all the required areas of learning and is purposefully organised. The personal, social and health education programme covers a broad range of topics including citizenship.

Care, guidance and support

Grade: 2

Pupils feel safe and happy because of the exceptional care and good guidance and support the school provides for its pupils. These are very well planned with regular meetings between teachers, support assistants and other agencies. Good provision is made for vulnerable children. Nurture groups are used successfully to build the confidence and self esteem of those who find it difficult to learn. As a result, most pupils with behaviour or learning difficulties make very good progress in becoming successful members of the school community. Health and safety routines and risk assessments work well and child protection procedures are clear and understood by all. Pupils feel very safe and know their teachers will always listen to their concerns, fears and worries in confidence.

Pupils are generally well supported in their learning; they know their individual targets and what they have to do to make progress. There is some very good practice in Years 3 to 6, except for some higher attaining pupils. However, in Years 1 and 2, the targets do not always address the areas of most need.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has created a very strong ethos of care and an enjoyment of learning within an orderly, calm and purposeful environment. The views of parents and pupils are taken into account, helping the school to help establish an accurate view of the quality of education and what needs

to be done to raise standards further. The school has identified correctly the need to improve aspects of teaching in Years 1 and 2, particularly the use of assessment and quality of marking. Also, they are tackling the need to ensure that all higher attaining pupils have work that is hard enough for them. The rapid rise in standards in Years 3 to 6 is evidence of the success of the leadership and management in the last three years.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Mr Barry Lennard

Barnard Grove Primary School

Barnard Grove

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TS24 9SD

26 January 2006

Dear Children

Thank you so much for being so friendly and welcoming when we visited your school a short while ago. I so enjoyed talking with you and your teachers. We could see that you enjoy your lessons and work hard.

We were particularly pleased to see how very well you behaved and how you were all keen to improve your work. What we liked most about your lessons was the sensible and mature way you make comments to each other to help each other improve. I particularly enjoyed the dance lesson I observed. I could definitely see a few future 'Billy Elliots'.

We think you are very lucky to go to such a good school where your headteacher and teachers work so hard to help you learn. There are only a few things I have asked your teachers to do to make the school even better:

help Year 1 and Year 2 children to improve their work

provide even harder work for those of you who learn quickly.

I know you will enjoy learning new things and I hope you will always enjoy school and that it will help you to become happy, sensible and successful adults.

Yours faithfully

Carole Cressey

Iain Roger

Keith Oglesby