



Barrow Island Community Primary School

Inspection Report

Unique Reference Number 112236
LEA Cumbria
Inspection number 278883
Inspection dates 21 March 2006 to 22 March 2006
Reporting inspector Mr Martin Bradley HMI

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

Type of school	Primary	School address	Trinity Street
School category	Community		Barrow-in-Furness
Age range of pupils	4 to 11		Cumbria LA14 2SJ
Gender of pupils	Mixed	Telephone number	01229 894648
Number on roll	183	Fax number	01229 894649
Appropriate authority	The governing body	Chair of governors	Mr Mark Roberts
Date of previous inspection	1 October 1999	Headteacher	Mrs Julie Fryer

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector.

Description of the school

Barrow Island Community Primary School serves a community with high levels of social and educational disadvantage. Drug abuse is a major problem locally and levels of unemployment are high. Most housing on the island is rented. The number of pupils has declined over the last 10 years and there are now 183 on roll. Most have attended the neighbouring nursery school prior to entry. The school has received support from a number of local initiatives as well as working with the nearby church. The school has developed before and after school care, located in the on-site Community Development Centre.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Although the school considered its overall effectiveness to be good, in the inspectors' view it is at present satisfactory, although recent developments indicate that this is improving and that several elements are good. The school is held in generally high regard by parents and pupils. In 2005, most pupils were at or near the national average levels of attainment, however too few were exceeding these and reaching the higher levels at both Key Stages 1 and 2. All pupils, including those with learning difficulties and/or disabilities, currently make satisfactory progress. The support given by the Local Authority (LA) has enabled the school to accelerate the rate of pupils' progress, but this has yet to fully feed through into higher levels of attainment at both Key Stages. Pupils' personal development and well being are good. Teaching is satisfactory overall: in a number of classes it is outstanding. Pupils are well cared for, guided and supported. The school has developed very good links with a wide range of other organisations and individuals which enable it to provide support for families, potentially leading to opportunities for adult education. These links have also extended the pupils' learning opportunities through art and creative work based in school and on visits. This has had a positive impact on the quality of pupils' work.

Leadership and management are good overall and self evaluation is satisfactory, however its impact has not yet been fully realised and it has yet to be extended across all subjects. The school has successfully addressed the issues from the last inspection and has a good capacity to improve. It is an inclusive community and works hard to ensure that pupils have a good range of social and cultural experiences.

The quality of teaching and learning in the Foundation Stage is satisfactory and most pupils make good progress from a low entry point. However attainment is below average. The school provides good value for money.

What the school should do to improve further

- Ensure that pupils are provided with challenging targets, especially for the more able, to raise standards further.
- Extend the development and use of targets and their related assessments to cover all core subjects.
- Ensure that all teachers use targets to match work to meet all pupils' needs and to raise the quality of all teaching to that of the best.

Achievement and standards

Grade: 3

The inspectors agree with the school's self evaluation that achievement and standards are satisfactory.

The school, working with the Local Authority (LA), has developed challenging targets for all classes. These identify levels at which pupils should be working related to their attainment in reading, writing and mathematics. Older pupils in particular are beginning

to have a good understanding of their individual targets and what they need to do to move to the next level. The targets are reviewed every half term, providing a detailed and thoughtful data analysis for staff to review individual pupils' progress and to plan subsequent work. There is evidence in lessons, in the pupils' workbooks and from the LA's observations that this use of targets is beginning to improve pupils' progress and raise standards.

By the end of the Foundation Stage, attainment is below average, although many pupils have benefited from good support at the adjacent nursery school, some being confident and articulate. In Key Stage 1, attainment varies from year to year and is generally slightly below average. Few pupils reached level 3 in writing. By the end of Key Stage 2, attainment is at or slightly below national average levels for English, mathematics and science. However, in 2005 too few pupils reached level 5 in mathematics and science. The current development of targets is seeking to raise these levels. The assessments made at the end of Key Stage 1 were accurate and in 2005 were reflected in pupils' attainment at the end of Key Stage 2.

Learners with difficulties and/or disabilities are making satisfactory progress towards the targets identified in their individual learning plans. The support provided by visiting artists, poets and writers is reflected in the good work displayed around the school. In particular, extended writing has benefited from this support and the pupils attain very good standards.

Personal development and well-being

Grade: 2

The inspectors agree with the school's judgement that this is good. Spiritual, moral, social and cultural development is good. In assemblies and in classroom work, young children are encouraged to consider their own feelings and those of others. They enjoy school very much, appreciating that the teachers make lessons 'interesting and fun'. They are also keen to learn and show positive attitudes towards their work. Attendance is very good and is well supported by the school's Learning Mentor who has very good relationships with the pupils' families. Pupils feel safe and are aware of the benefits of healthy eating and exercise. School meals are good, and the younger pupils have daily fruit. There is good awareness of ethnic diversity, supported by visitors to school such as a Sikh storyteller, Japanese artists and an intern and African drummers. Pupils contribute to the community effectively, both through the school council and individual class councils, as well as during circle time. They are developing skills which will contribute to their future economic well being.

Quality of provision

Teaching and learning

Grade: 3

The school suggested that teaching and learning are good, however, despite progress being made, they are satisfactory at present although significant aspects are good.

During the inspection, no inadequate lessons were seen, a majority were satisfactory, some were good and a few were outstanding.

In the past, pupils made satisfactory progress throughout the school. However, the support provided by the LA and the introduction in 2005 of target setting in all classes has helped many pupils to improve their overall progress: for a significant number this is now good. At present, this improvement is still rather uneven, although it is good in Years 2, 5 and 6 where pupils assess their work themselves and identify ways of improving. Assessment of pupils' progress has developed well since the introduction of targets, and good analyses of assessment data support future planning. Together with the targets, assessment has enabled teaching to become more effective as it is now more closely matched to the full range of abilities in each class. Teachers in most classes have a good knowledge of their subjects: they engage the pupils well and encourage them to work independently. In some of the younger classes, pupils have limited concentration spans and more consideration needs to be given to developing these. Unsatisfactory behaviour is managed well. The levels of challenge set for pupils appropriately extend their learning whilst retaining their interest, especially in Year 2 and by the end of Key Stage 2. In such classes, teachers make exceptional use of the interactive whiteboards to support and extend learning. Teaching assistants and other staff are generally well deployed to support learning. Pupils with learning difficulties and/or disabilities are mainly well supported, although in some cases the time taken for planned support is considerable. There are good relationships with parents and carers which help the pupils to succeed.

Curriculum and other activities

Grade: 2

Both the school and the inspectors consider this to be good. Pupils are well served by the curriculum which is extended through the work of visiting speakers and through visits to places of interest, this work being partly funded through the Creative Partnerships scheme. The statutory requirements are met and good consideration of local needs has broadened the pupils' experiences. There is good provision for literacy, numeracy and ICT. However, target setting for science has yet to be developed. The local Barrow Excellence Cluster Partnership provides additional financial support including funding for staff working on the Supporting Emotional Resilience in School (SERIS) project. This enables them to work with families to promote learning for both parents and children. It usefully links to the Community Development Centre on the school site where adult education courses are provided. Pupils in school have good opportunities to contribute to the community and take responsibilities. Those with learning difficulties and/or disabilities play a full part in the life of the school, and make progress and develop well. Preparation for the pupils' future economic well being is satisfactory and education for safety and health is good. There are good opportunities for pupils to join in a variety of additional activities at Key Stage 1 and 2, including sports and art-related clubs. During the inspection the Year 3 tennis team competed in the county finals.

Care, guidance and support

Grade: 2

Although the school considered care, guidance and support to be outstanding, the inspectors judge it to be good. Staff are highly committed to promoting pupils' health and safety. Child protection procedures are robust and regularly reviewed. Risk assessments are attended to and the school environment is very supportive. Challenging targets have been set for individual pupils in reading, writing and mathematics and they are likely to be met. These now need to be extended to other subjects. Pupils are well informed about future options and there are good links with the secondary schools. Learners at risk are identified early through the targets set and by careful attention to pupils' welfare. The school works well with families through the SERIS project, the Learning Mentor and support services, ensuring that all pupils, including those most at risk, are well supported. The very strong care support is now linked to the use of curriculum targets and early indications are that pupils' progress is accelerating more rapidly, however this has yet to be fully felt throughout the school.

Leadership and management

Grade: 2

The inspectors agree with the school's view that leadership and management are good.

The leadership has worked with the Local Authority through the Intensifying Support Programme to raise standards. This has sharpened the school's focus on establishing and applying challenging targets for all pupils in reading, writing and mathematics. As a result, standards are beginning to rise. Pupils' personal development and well being is well promoted. Self evaluation has been rightly assessed by the LA as being accurate in most respects, and managers have a good understanding of the school's strengths and weaknesses as well as being able to take actions to make improvements. The issues arising at the last inspection have been addressed.

The school works hard to ensure that all learners are included and effectively pursues ways of engaging them in their work. It runs smoothly on a day to day basis. Resources have been well developed, including the computer suite, the provision for before and after school care, visits and residential trips and the good links with a local artist based in the school. These extend the overall experiences provided for the pupils and improve their learning outcomes. Vetting procedures for adults working in the school are robust. There are good overall links with parents, and links with outside agencies are both extensive and supportive of the pupils. The children are secure.

The governing body revised its procedures at the start of the present year, and the effects of this have yet to be fully felt. However, good use is being made of training, links have been established between named governors and subjects and a system of committees is in place. The governors are now able to support the school as a critical friend. The school has a good capacity to improve.

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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?	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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	3	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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Mrs Julie Fryer

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23 March 2006

Dear Pupils

Thank you for the welcome you gave Mr Onyon and myself when we visited your school recently. We enjoyed meeting you and really appreciated the help you gave us, especially in sharing your work and ideas about the school.

We think that your teachers and the other staff work very hard to help you with your work and all the other activities which the school provides. They are very concerned to make sure that you get on well together, and we were pleased to see how well you behaved.

The school is working hard to make sure that you do as well as possible and it was good to hear how many of you know the targets for your work and how you can do better. We have asked the staff to continue to use these targets to help you even more in three ways. These are: to make sure that all of you have the opportunity to do even better with targets which help you to reach higher levels; to give you targets for other subjects; and to make sure that in all classes the staff use the targets to give you work which helps you to learn more.

With good wishes for your future success.

Yours sincerely

Martin Bradley

Her Majesty's Inspector