



Keyham Barton Catholic Primary School

Inspection Report

Unique Reference Number 113488
LEA Plymouth
Inspection number 279180
Inspection dates 6 March 2006 to 7 March 2006
Reporting inspector Selwyn Ward AI

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

Type of school	Primary	School address	Renown Street
School category	Voluntary aided		Keyham
Age range of pupils	4 to 11		Plymouth, Devon PL2 2DE
Gender of pupils	Mixed	Telephone number	01752 567684
Number on roll	213	Fax number	01752 567684
Appropriate authority	The governing body	Chair of governors	Mr Andy Fowkes
Date of previous inspection	15 November 1999	Headteacher	Mrs Maggie Gee

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a Catholic voluntary aided school. It is a little smaller than average, with a single class for each year group. The overwhelming majority of pupils are White British but a small number are from minority ethnic homes where English is not the first language. The proportion of pupils with learning difficulties or disabilities is average overall, but a relatively high proportion have statements of special educational need because the school incorporates specialist provision for a small group of children with autistic spectrum disorders.

For a period of more than three years, the school had no substantive headteacher or deputy headteacher. The acting headteacher was appointed as the permanent headteacher in September 2005 and a deputy headteacher was appointed in January 2006. It is only since that time that the school has had a fully-staffed, permanent senior management team.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school where pupils make satisfactory progress. From the time they first join, pupils settle quickly and learn the school's orderly routines. Although provision in the Reception class is satisfactory and these children make satisfactory progress, the curriculum does not always encourage them to be sufficiently active or independent. The school has successfully developed a Catholic ethos. Pupils develop as confident youngsters who get on well with one another and are keen to learn. Although their attitudes are very positive, pupils only achieve average standards because teaching and learning are no better than satisfactory. There are inconsistencies in the quality of teachers' marking and pupils are not always given enough guidance on how to improve their work. Following an extended period of inadequate leadership that contributed to the decline from the high standards seen at the time of the last inspection, leadership and management are now satisfactory. However, there remain weaknesses in monitoring and evaluating the school's work which have resulted in the school evaluating itself as more effective than it is. There is a shared commitment to raising standards that is now beginning to bear fruit. The school provides satisfactory value for money and has the capacity to improve further.

What the school should do to improve further

- ensure that the monitoring and evaluation of the work of the school are clearly focused on raising standards
- give pupils clearer guidance on how to improve their work through marking and the setting of personal subject-specific learning targets
- improve the curriculum in the Reception class so that it provides children with an active programme of activities which promote independence.

Achievement and standards

Grade: 3

Pupils join the school with broadly average standards and leave with average standards by the end of Year 6, as reflected in the national test results. The achievement of both boys and girls is satisfactory, but pupils are capable of doing better, given their enthusiasm and their positive attitudes to learning. Standards and achievement are not as high as they were at the time of the last inspection and there was a notable decline in standards in the tests taken at the end of Year 6 over the period from 2003 to 2005. This broadly corresponds with the period of uncertainty over the leadership of the school. Last year's results fell short of the targets set by the school, but pupils in the current Year 6 are working at levels that indicate that standards are rising and are likely to come closer to the school's targets. Pupils with learning difficulties and disabilities make similar progress to others in the school.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils like school, behave well and are keen to learn. They enjoy most lessons and are particularly positive about the efforts to which teachers go to make learning fun. Pupils are friendly and polite to staff and visitors alike and are proud of their school; they talk with enthusiasm about their activities and the people with whom they work. Their attendance is good.

Pupils show good social and moral development, supporting each other well and working and playing together amicably. They learn about healthy eating and know how to keep themselves safe and well. Pupils with learning difficulties or disabilities are very effectively supported by their peers. In a Year 4 lesson, for example, pupils were active and sensitive in the way they assisted a pupil to read a poem to the class. Pupils are respectful of different cultures and beliefs and understand why it is important to know about the way of life of others. Pupils show themselves capable of accepting responsibility. For example, some Year 6 pupils regularly support Year 1 pupils by organizing their reading wallets. The school council has played an active role in making changes within the school, for example by discussing the type of personal possessions pupils should be allowed to bring into school and about ways in which money could be raised to help local and international charities.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory in Reception and in Years 1-6 and, as a result, pupils make satisfactory progress throughout the school. Teachers manage classes well and lessons are conducted in a friendly and harmonious way that encourages pupils to want to learn and to succeed. Teachers are usually clear about what they want pupils to do and the pace at which they expect them to work. This helps pupils to complete appropriate amounts of work in the time available. Some teachers use their assessments of pupils' attainments well to make clear to different groups of pupils what they expect them to learn in a lesson but this is not a consistent feature of teaching. On some occasions, pupils could do more if they were given a better understanding of what was expected of them. There are similar inconsistencies in the way marking is used. Pupils make less progress than they otherwise might because they do not always know what they have to do to improve their work.

The school is generously staffed with teaching assistants, who are generally deployed well in the activity part of lessons and are instrumental in helping to ensure that sound progress is made by the pupils with learning difficulties or disabilities, and those learning English as an additional language. Their valuable time and skills are not, however, used as productively in the introductory and concluding parts of lessons.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. In Years 1-6, it meets statutory requirements, promotes the sound development of basic skills, and ensures that all pupils are suitably included in all activities. Careful provision is made for pupils with complex difficulties and this is particularly successful in helping them learn to build relationships with others. The new Foundation Stage leader has correctly identified that the curriculum for the Reception class does not take sufficient regard of national guidance and is sometimes too rigid. This can place constraints on the children's concentration and enthusiasm. Provision is further restricted by the lack of a secure area for outdoor learning.

Throughout the school, pupils enjoy and appreciate the additional activities, such as the visits and visitors, that enliven the basic curriculum. They speak particularly positively about recent tuition in hockey. The curriculum supports the personal development of pupils well. Science and personal, social and moral and religious education help them to understand how to live healthily, safely and happily.

Care, guidance and support

Grade: 3

Pupils are secure in the knowledge that they have adults around them who will value them, care for and support them through both their successes and difficulties. Good links with feeder nurseries and playgroups help children settle into school, and links with local Catholic secondary schools make Year 6 pupils feel confident about moving on to the next stage of their education.

Good day-to-day attention is given to health and safety and to child protection. Although good regular guidance on personal matters is available to pupils, academic guidance is less consistent. Pupils are not always sure of what targets have been set for them and how to use these to improve their work.

Pupils with learning difficulties or disabilities are appropriately supported overall and the school is particularly successful in the way that pupils with autism are included and helped to forge successful relationships with their peers.

Leadership and management

Grade: 3

The school evaluates its leadership and management as satisfactory. Inspectors agree. There is now a stable senior team in place that is putting the school on the right track to improve. During the prolonged period of uncertainty and gaps in the senior management team, leadership and management were inadequate. The temporary leadership successfully maintained the day-to-day management of the school and retained the confidence of parents. It also secured improvements in the fabric of the buildings and managed to create an environment where pupils feel valued and are keen to learn. However, leadership over this period lacked rigour in monitoring teaching and learning and in arresting the decline in standards. As a result, the school's

evaluation of its performance was too generous because it was based on inadequate analysis. This is now recognised by the new management team, and action is now taking place to make the improvements necessary. For example, the literacy and numeracy co-ordinators are focusing more rigorously on raising standards and on the need to ensure that pupils make more consistently good progress in lessons.

Governors are supportive and well-informed. Although they have a good understanding of the school's strengths and play an active part in the school community, they have not done as much as they could to hold the school to account for the decline in standards since the last inspection.

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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?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	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?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

Dear Pupils

I am writing to let you know how much we enjoyed our visit to your school. Thank you all for making us so welcome and helping us.

Here are the important things that we want you to know

- You are proud of your school and you enjoy coming.
- You behave well and you get on well with each other.
- Your teachers look after you well and help you when you have problems.

These are the things that we think could be better

- The school could do more to check that it is doing everything it can to help you do as well as you can.
- You are not always told what you need to do to improve your work.
- It would be better if children in the reception class had a wider range of different activities to choose from.

Thank you again for being so helpful and friendly when we came to see you.

Yours faithfully

Selwyn Ward Lead Inspector