

Barnacre Road Primary School

Inspection report

Unique Reference Number	119808
Local Authority	Lancashire
Inspection number	291548
Inspection dates	26–27 June 2007
Reporting inspector	Penny Parrish

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	221
Appropriate authority	The governing body
Chair	Mrs Kathy Kissick
Headteacher	Mr Simon Wallis
Date of previous school inspection	1 February 2003
School address	Barnacre Road Longridge Preston Lancashire PR3 2PD
Telephone number	01772 783555
Fax number	01772 795920

Age group	3–11
Inspection dates	26–27 June 2007
Inspection number	291548

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is of average size, set in a residential area where the socio-economic background of families is a little above average. Few pupils are entitled to free school meals. Children's skills as they start school in the Nursery class are at the level expected for their age. The proportion with learning difficulties and/or disabilities is below average. Almost all the pupils are from White British backgrounds. No pupils use English as an additional language.

The school works in partnership with a private company to provide before- and after- school care and a holiday club on the school premises.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils, with significant areas of provision that are good. Parents strongly support the work of the school and appreciate, especially, the good care and support provided for their children. Relationships are consistently good and pupils really enjoy school. Their personal development is good and some aspects are exemplary. Behaviour is excellent and attendance is outstanding. There is a rigorous standard of care for the safety and well-being of pupils. Pupils feel safe in school and know that any help needed will be readily provided. They have a good understanding of the importance of diet, exercise and good relationships for a healthy and happy lifestyle. They take responsibilities in the community seriously and support projects, such as extending local woodlands, with enthusiasm. The school council works to improve facilities, in the playground for example, and provides good experience of democracy.

Pupils' achievement is satisfactory. The school's results in national tests and assessments for seven and 11-year-olds in English, mathematics and science, in 2006, show that standards are average. Most children leaving the Foundation Stage to join Year 1 achieve the learning goals set nationally. Pupils make satisfactory progress in Key Stages 1 and 2 because the quality of teaching and learning is satisfactory overall. Although there are frequent examples of good teaching and learning, the use of time in lessons is occasionally inefficient and the pace of learning too slow. In addition, targets for pupils are not always challenging enough. Provision for those pupils with learning difficulties and/or disabilities is particularly well thought out and supported well by teaching assistants, resulting in good progress.

The school's provision is characterised by a good, vibrant curriculum. The interest and excitement of pupils are captured through a series of 'special' days and weeks, focusing on a range of projects linked to subjects such as history, art, health and safety. A varied range of visitors is invited into school and plentiful educational visits into the local area promote pupils' personal development well and widen their knowledge and understanding of the world considerably. Curriculum plans have been improved to identify more clearly the opportunities for writing and there are some good examples emerging, such as a study of the First World War that led to impressive examples of poetry written by pupils in Year 6.

Leadership and management are satisfactory. There are significant strengths in the leadership of the school that result in a good curriculum and the good personal development of pupils. Although the school's self-evaluation is largely accurate, the process lacks rigour. The school understands its main strengths and areas for development, but checks on the quality of teaching and learning are not always focused well enough or planned for systematically. Governance is good. All statutory requirements are met. Governors support the school well. Recent training and improved links with subject managers put governors in a good position to check that all developments result in higher standards for pupils. Improvements made since the last inspection show that the school has a sound capacity for further improvement.

What the school should do to improve further

- Quicken the pace of lessons where necessary and provide sufficient time for pupils' individual work.
- Set more ambitious targets for pupils' achievement in English and mathematics.
- Strengthen the systems used for evaluating the work of the school and make efficient use of the information gained to promote good achievement for all pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement and progress are satisfactory. At the end of the Foundation Stage, the learning goals set nationally are achieved by most children, reflecting a steady pattern of progress from their starting points when they join the school. The results of national tests and assessments show that standards in English, mathematics and science are broadly average by Year 2 and Year 6. Within this overall picture of steady achievement and progress, there are examples of pupils making good progress, such as in writing in Year 6. Where progress in lessons slows to a satisfactory rate, not enough time is set aside for pupils to undertake tasks. High attaining pupils make satisfactory progress, but the targets set for their achievement are not always sufficiently ambitious.

Pupils with learning difficulties progress well because their needs are carefully monitored and consistently supported. Pupils with emotional or behavioural issues that present barriers to their learning do especially well within the school's effective climate for personal development.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Good relationships in the school, a captivating curriculum and effective strategies for rewarding success promote good attitudes and pupils behave exceptionally well. They converse easily and show courtesy and respect for others. The school has good strategies for celebrating the traditions and cultures of people in other places. Pupils say they feel safe in school and thrive on some of the enjoyable activities provided for learning. This is evident in their excellent attendance, which is consistently well above the national average.

All pupils know that regular exercise and a balanced diet are important for a healthy lifestyle. Pupils are developing well as good citizens. They have a responsible attitude and enjoy contributing to the success of the school and the local community. Pupils' good attitudes to learning, with their increasing independence of thought as the school promotes more investigative learning and problem-solving, prepare them well for the next stage of their education and eventually the world of work.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Although there are many examples of good teaching and learning, the quality in lessons varies between satisfactory and good. Occasionally, the pace set for learning is too slow and inefficiencies in the use of time mean that the whole-class sections of lessons sometimes last too long, either limiting the time available for individual work or dealing with the specific needs of individuals or groups.

Typically, lessons are well prepared throughout the school and teachers work hard to include activities that pupils find interesting. Good relationships and lively discussions are strong

features of lessons. Where teaching is good, teachers have a good knowledge and understanding of the subject and pupils are challenged well through dialogue in lessons. In a minority of classes, a very clear marking strategy promotes good progress. For pupils with learning difficulties, expectations are generally high and well chosen activities promote learning well, leading to good progress. Teaching assistants play an important part in this work in many classes.

Curriculum and other activities

Grade: 2

A key strength in the school's provision is undoubtedly the stimulating and resourceful range of activities provided that promote pupils' interest in learning well and their personal development especially well. The good focus on links across subjects makes sure that learning is meaningful for pupils. In the school's drive to raise standards in writing, for example, opportunities have been found for stimulating work based on drama. Other recent improvements in the curriculum have resulted in more opportunities for practical investigations in mathematics and in science, and the increased use of information and communication technology across the curriculum. Among a number of examples of good practice, a project on slippers resulted in animated advertisements devised for television, recorded using digital cameras. This work is having a positive impact on pupils' progress and achievement.

An interesting range of extra-curricular activities such as residential visits and out-of-school clubs in sport, creative activities and music enrich pupils' learning and personal development very well. The school's attractive grounds support pupils' scientific study and understanding of the natural environment well.

Care, guidance and support

Grade: 2

The school is strongly committed to the pupils' health, safety and well-being. Pupils feel welcome and appreciated, helping them to learn with confidence. Relationships are very good throughout the school community, helping parents to feel happy to work in cooperation with staff. Parents confirm that staff take considerable trouble to help resolve any individual problems that arise. Pupils joining the school at other than the usual times are allocated to a member of the support staff, for example, to enable checks on their welfare. The school works in close partnership with a good range of other professionals and agencies to help to promote pupils' progress and well-being.

Pupils in Key Stage 2 in particular understand what they need to do to improve through the recently introduced targets set for different groups of pupils. They are involved increasingly well in reviewing their own work and deciding on necessary improvements. Over the past year, this has been refined well resulting in accelerated progress and achievement in writing. However, the system is in its early stages and not operated consistently through the school. Highly effective support for the small number of pupils with learning, behavioural or emotional difficulties enables them to be fully included not only in lessons but in organising their own progress reviews, enabling the school to qualify for an award from the local authority.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school is strongly committed to providing a wide and varied curriculum that successfully promotes pupils' personal development and enjoyment of learning. Senior staff know the school's strengths and where improvements are needed and the school has worked successfully with the local authority to improve some aspects of its work. For example, identified shortcomings in some of the teaching are being addressed and systems for promoting good quality of teaching and learning have been successfully introduced. The school development plan accurately identifies the main areas for improvement, but is not always used sufficiently as a guide to monitoring the work of staff and pupils. The school is ambitious to bring about improvements and has begun to make inroads into improving the teaching; however, points for improvement are not always followed up quickly enough.

Governance is good. Governors provide enthusiastic support and are directly involved in the school's business. After recent training, their skills in acting as a 'critical friend' are ready to be put into action.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

28 June 2007

Dear Children

Inspection of Barnacre Road Primary School, Preston, PR3 2PD

Thank you for providing a warm welcome for the inspection team when we visited your school. We enjoyed our visit and were pleased to find out what you do well. We found that your behaviour is excellent and that you attend school exceptionally well, without taking any days off unless you are ill. You are very polite, helpful and friendly, and you enjoy all the interesting and exciting things that you do at school very much. Your enthusiasm is infectious and we soon wanted to know more about things you have done. You answered our questions very well and made a good contribution to the inspection.

The headteacher and all the staff are very kind and sensitive to your needs, and you are right to feel safe and well cared for in school. You clearly know what is needed for a healthy lifestyle. Lots of things organised at school, such as the exercise you have through taking part in sports clubs, the vegetables you grow in gardening club and the healthy meals you eat in school, help you to work hard and stay healthy too.

The headteacher and staff work very hard to arrange interesting things to help you to learn. We have asked the governors, headteacher and staff to make some improvements that will help you to make good progress and to achieve well in English and mathematics. I know you will all play your part well by doing your best to learn things just a little more quickly. Now will be your chance to really shine!

I wish every one of you well for the future and hope that you will always work hard and enjoy school and all the extra activities provided.

Yours sincerely

Mrs Penny Parrish

Lead inspector