



Barnby Road Primary and Nursery School

Inspection Report

Unique Reference Number 122725
Local Authority NOTTINGHAMSHIRE
Inspection number 292488
Inspection date 22 November 2006
Reporting inspector Rob Hubbleday HMI

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

Type of school	Primary	School address	John Gold Avenue
School category	Community		Newark
Age range of pupils	3-11		Nottinghamshire NG24 1RU
Gender of pupils	Mixed	Telephone number	01636683900
Number on roll (school)	343	Fax number	01636688900
Appropriate authority	The governing body	Chair	Mr Des Whicher
		Headteacher	Mr Kevin Eveleigh
Date of previous school inspection	18 June 2001		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors over one day.

Description of the school

The school serves an area of mainly terraced Edwardian housing and a range of other accommodation. Nearly all the pupils are of White British heritage. Their social and economic circumstances are broadly average, as are standards on entry to the Nursery and the proportion of pupils identified as having learning difficulties and disabilities. There is a small but increasing number of pupils who speak English as an additional language. The school moved into a new building a few weeks before the inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school with an impressive range of achievements. By common consent, the headteacher has been the driving force behind the school's sustained improvement. His passionate commitment to securing the best possible education for Barnby Road's pupils is embodied in the superb, new school with whose design he has been intimately involved. It speaks volumes about the outstanding leadership and management of all the senior staff that the school transferred smoothly into this building in the middle of term and took a short notice inspection in its stride. The manager of the Foundation Unit, for example, has brilliantly reorganised her staff and the myriad of resources so that no one would know that it has only just opened. Provision at this key stage is outstanding.

The large team of extremely well qualified teaching assistants is another key factor in the school's success. Their importance is recognised by the inclusion of the coordinator in the senior leadership team. An assistant ably runs the school council and another the thriving choir. The team is lively, insightful and forward thinking and its members play a full part in developing ideas. Their care for individual pupils with disabilities or who are new to the country is excellent and ensures that they are well integrated into the life of the school. All aspects of care, guidance and support are impressive and it is no wonder that the pupils' personal development - their behaviour, attitudes to work, enjoyment of school and willingness to get involved - is outstanding. Opportunities to take part in sport are especially impressive and the school is rightly proud of its competitive successes and its fit and healthy children.

The consistently rigorous attention to ensuring that teaching is sharply focused on every pupil 'achieving their best' has produced excellent results each year. By the end of Year 6, standards of work are exceptionally high and the results of national tests confirm that the pupils have made outstanding progress. The school is among the very best in the country for surpassing expectations. The quality of teaching is outstanding overall and particularly good in the final few years of Key Stage 2 where teachers specialise in literacy or numeracy teaching. Achievement in science is equally impressive. There is a small amount of teaching which is satisfactory, especially at Key Stage 1, and where assessment information is not used to best effect. Consequently, boys' literacy in the infants has lagged a little behind the girls' but the school is taking appropriate action.

The school knows itself exceptionally well. Procedures for monitoring performance are comprehensive and complement some innovative and effective ways of including parents, pupils, governors and all staff in evaluating effectiveness. As a result, planning is well focused and the school has sustained year on year improvement which demonstrates that it has outstanding capacity to continue its forward momentum.

A note to the inspection team from a parent summed up the virtually unanimous support expressed through the parental questionnaires, 'I feel privileged to have my children at this school. What more could they want for - a great headteacher, wonderful teachers, excellent teaching assistants, a brilliant lunchtime crew. My children love to

go to school and love learning. I can't ask for better. The fact that we have just moved to a new building is icing and cherries on an already great cake.'

What the school should do to improve further

- Refine the use of assessment at Key Stage 1 to focus teaching strategies more explicitly on the boys' achievement in literacy.

Achievement and standards

Grade: 1

The children make a really good start in the Nursery and Reception classes. Nearly every child achieves the age expected goals by the end of the Reception year and most exceed them. At Key Stage 1, the pupils make satisfactory and sometimes good progress. Attainment has been consistently above average but more girls than boys reach the higher levels in reading and writing. This difference is not apparent in mathematics. Nor is it evident in science where attainment was well above average in 2006.

All the pupils, including those with learning difficulties and disabilities, make outstanding progress at Key Stage 2. Attainment at the end of Year 6 has been consistently well above average and there was further improvement in 2006. Nearly every pupil reached the nationally expected Level 4 in all three subjects. Results at the higher Level 5 were exceptional, with around two thirds of the pupils reaching this standard in English and mathematics and nearly 90% doing so in science. The quality of work is often stunning. An extremely high standard of writing, for example, is remarkably consistent across the whole of Year 6 and there is little sign of any difference between the sexes. The pupils' understanding of problem solving in mathematics is well advanced by Year 5.

Personal development and well-being

Grade: 1

Pupils take a full part in an exceptionally wide range of sporting activities, from orienteering to indoor athletics. They understand the importance of looking after their bodies through eating healthily, avoiding drugs. There have been no racist incidents and the pupils say that minor incidents of bullying have been dealt with effectively. They feel very safe and know that members of staff are more than ready to listen to any concerns they have. Attitudes towards work are extremely positive. Behaviour is excellent and there have been no exclusions. Attendance has improved each year and at 95.7% is above average. In a recent survey, 98% of the parents said their children were usually happy coming to school. Pupils' spiritual, moral, social and cultural development is outstanding. Several letters from parents made the point that their children developed as well rounded individuals because of the outstandingly positive ethos. Pupils are clear and enthusiastic about contributing to the school's development through the school council, as monitors and through innovative audits of their views

about all aspects of provision. The pupils join their secondary schools exceptionally well prepared academically and personally to make the most of future opportunities.

Quality of provision

Teaching and learning

Grade: 1

The teachers have a secure understanding of the National Curriculum and pitch the work accurately to ensure that pupils move quickly through each step. Their expectations of each child are high but teaching is not driven by any excessive focus on meeting targets. It has simply become the norm that all pupils will achieve highly. They are helped to do this by teaching which is usually stimulating and fun, conscientious marking and excellent support for individuals from very well qualified and able teaching assistants. Most teaching is regularly of good quality and some is outstanding. There is a little which is satisfactory, where learning objectives are slightly woolly and more able pupils could be given greater independence.

Curriculum and other activities

Grade: 2

The effectiveness of the curriculum in meeting the pupils' needs is enhanced by two distinctive features of the school's organisation. Classes are formed on the basis of assessment information and teachers in upper Key Stage 2 specialise in teaching either literacy or numeracy. There are well established programmes of work, especially for the core subjects and a good structure for ensuring that pupils meet all the relevant elements of the foundation subjects. Work in physical education is especially well developed and there are exciting developments in information and communication technology (ICT). The curriculum for the Foundation Stage is broad and rich but the school is aware that further up the school, some of its provision in art, music, and design and technology lacks depth. The school has not developed many cross-curricular links between subjects. At Key Stage 1, for instance, opportunities are missed to devise stimulating contexts for writing.

Care, guidance and support

Grade: 1

With total justification, the parents think that the school provides extremely well for their children. Typical of their comments were these two, 'A fantastic school with dedicated, child orientated staff who make learning fun,' and 'All I can give is praise for their professionalism, dedication, compassion and determination to solve the problems I've had with one of my children.' In addition to the efforts of teachers and teaching assistants, the school has gone out of its way to enhance the pupils' experience of school by employing a play leader for lunchtimes, supporting a breakfast club and providing an extensive range of extracurricular opportunities. The relationship between parents and school is close and effective. Academic progress reports are clear and

detailed and the school expects and receives high levels of cooperation from parents, for example, in completing reading diaries.

Leadership and management

Grade: 1

The headteacher has worked unstintingly and with unmistakable effectiveness to improve each year the provision which the school makes and its outcomes. To an uncommon degree, he has ensured that academic and pastoral aspects of educational provision have received appropriate attention. He has directed, coached, coaxed and challenged staff to bring about the improvements he wanted and which were needed. His outstanding leadership has rubbed off on others at the school. Key stage and subject coordinators expect the best from their colleagues and monitor what is going on to know when they need to act. The analysis of data is precise and perceptive, leading to a coherent management plan which is implemented well. Areas for attention are also revealed through a series of audits, questionnaires and a self-evaluation day when teachers and teaching assistants review with unflinching honesty the quality of the school's work. The governors take a full part in the school's strategic management and are aspirational, enthusiastic and hardworking. They have a clear understanding of what the school has achieved but are far from complacent.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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?	1

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

23 November 2006

Dear Children

Barnby Primary School, John Gold Avenue, Newark, Notts, NG24 1RU

It was lovely to meet some of you and hear your views of the school. Thank you for helping me understand what makes Barnby so special. This letter is to give you a flavour of what is in my full report.

You go to an outstanding school and I think that most of you know how lucky you are. You told me that you really enjoy your lessons and I agree that the teaching you receive is often excellent. You said that you feel well looked after and that new pupils, some of whom don't speak English, are welcomed. Again, I agree with you. The pupils I interviewed could not suggest anything important that needed to be improved. Your parents said the same in their questionnaires.

I was especially impressed by the high quality of work in literacy and numeracy at Key Stage 2 and by the exciting activities which the youngest children do in the brilliant Foundation Unit. Above all, you have a super headteacher and a whole team of adults who you respect so that you behave excellently and work hard as well as having fun. As a result, your school is achieving some of the best results in the country. Even so, it is constantly looking for ways to improve.

One area which the school is thinking about at the moment is Key Stage 1 where I have discussed with the staff how to help some of the boys do even better in reading and writing.

I know how excited you are to be the first pupils in your fantastic new building. I am sure you will continue to make the most of your time and that the new Barnby Primary will be just as successful, or even better, than the old one.

Yours faithfully

Rob Hubbleday Her Majesty's Inspector