



St Barnabas Church of England School, Market Lavington

Inspection Report

Unique Reference Number 126380
Local Authority Wiltshire
Inspection number 293542
Inspection date 30 November 2006
Reporting inspector Jacqueline Marshall

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

Type of school	Primary	School address	Drove Lane
School category	Voluntary controlled		Market Lavington
Age range of pupils	4-11		Devizes SN10 4NT
Gender of pupils	Mixed	Telephone number	01380 813436
Number on roll (school)	129	Fax number	01380 816260
Appropriate authority	The governing body	Chair	Alistair Bisatt
		Headteacher	Bronwen Kucharski
Date of previous school inspection	26 March 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school serving a mainly rural village community. Children start school in Reception with experiences, skills and abilities which are in line with those expected for their age. A greater than average percentage of pupils join or leave the school during their school career. The proportion of pupils with learning difficulties and disabilities is average. The school population is drawn from a wide range of village backgrounds with a smaller than average number of pupils eligible for free school meals. Almost all pupils are of White British heritage, with a very small proportion from other minority ethnic backgrounds.

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 sound education for its pupils and its overall effectiveness is satisfactory. Pupils and parents alike praise the school's friendly atmosphere in which everyone is caring and approachable. As one parent said 'the younger children are looked out for by the older ones'. Good relationships with staff and the wide range of interesting activities lead to pupils enjoying coming to school and behaving well – all key factors in pupils' good personal development. Care, guidance and support are satisfactory, with many strong aspects within the school's pastoral care. The school's procedures for safeguarding pupils are suitably robust and secure, but the school has yet to collate this information into one central record.

Pupils achieve satisfactorily. Standards in Year 6 are above average. National test results for these pupils have been rising steadily as a result of some good quality teaching in Years 5 and 6. Children in the Reception class achieve well as a result of improved provision and standards are above the expected level by the time they leave this year group. Teaching and learning are satisfactory, as is the quality of the curriculum. Whilst the school has introduced initiatives to improve the quality of teaching in all year groups, inconsistencies remain and pupils' progress is better in some lessons and classes than others. Although there are regular checks on how well pupils are doing, this information is not always used well to plan lessons that are challenging enough, particularly for the more able pupils. This prevents achievement from being better than satisfactory. Assessments are used to set learning targets in English and mathematics that focus pupils on what they need to do next to improve. These targets help staff to check how well pupils are doing, but they are not yet shared regularly enough with pupils or referred to as often as they should be in marking in order to secure consistently good progress.

Leadership and management are satisfactory. School leaders regularly check the school's strengths and weaknesses and know what needs to be done to improve. In this way, the school demonstrates a satisfactory capacity to improve further. Nevertheless, this evaluation is not sufficiently rigorous to ensure that pupils benefit from good teaching in all lessons and achieve well.

What the school should do to improve further

- Make better use of assessment information to plan lessons that always challenge pupils and extend their achievement, particularly the most able.
- Ensure that marking helps pupils understand what to do next to improve their work.
- Ensure teaching and learning are monitored rigorously by all school leaders in order to ensure consistency of practice across the school.
- Compile a central list of information in order to meet government requirements in relation to safeguarding pupils.

Achievement and standards

Grade: 3

The achievement of pupils, including those with learning difficulties and disabilities, is satisfactory. As a result of the good teaching of the oldest pupils, test results at Year 6 have risen steadily and, in 2006, Year 6 pupils achieved well to reach above average standards. Pupils in the current Year 6 are on track to reach above average standards by the time they leave. However, whilst all teaching is at least satisfactory, inconsistencies remain and as a result progress across the school remains uneven.

When they start school, children's attainment is broadly in line with national expectations. Recent improvements in the quality of provision in the Reception class and an increasingly effective focus on developing pupils' personal, social and language skills mean children make good progress. As a result, these children now start in Year 1 with knowledge and skills above those expected for their age. Progress across Years 1 and 2 is satisfactory. Standards in the current Year 2, for example, are above average. The school works hard to ensure that the high proportion of pupils joining the school in Years 3 to 6 settles in quickly and they make the same rate of progress in lessons as others.

Personal development and well-being

Grade: 2

Personal development, including spiritual, moral and social development, is good. This is reflected in pupils' clear enjoyment of school life, and in their high levels of attendance, positive attitudes and good behaviour. Pupils' personal development is a strength throughout the school and, despite the uneven progress, pupils' achievement owes much to the school's commitment to developing this area. Right from the start in the Reception class, children quickly learn to share and help one another. Pupils in all classes get along well and help one another, as demonstrated by their readiness to welcome new pupils to the school. They have a good understanding of the importance of a healthy lifestyle and staying safe. Consequently, younger pupils explain readily how their healthy snacks are important to keep them fit. All pupils take care during playtimes using the school's large play areas and equipment. Cultural development is satisfactory, with pupils developing an understanding of other cultures and what it means to live within a multicultural British community. Pupils enjoy taking responsibility and are proud to have an impact on the school community by being members of their school council.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Whilst some teaching is good, particularly in Years 5 and 6, this is not yet a consistent feature across the school.

Relationships between pupils and adults are good and behaviour is managed well. Consequently, pupils enjoy lessons and are keen to learn. Effective use of assessment sets high expectations for Years 5 and 6 pupils and means that progress is stronger in these classes. The same skilled use of assessment information is not yet found in all lessons. Consequently, work is not always adapted closely enough to pupils' capabilities, particularly the most able. In some lessons, pupils could be challenged more and make even greater progress in their learning. Teachers' marking is inconsistent. Whilst there is evidence of effective marking in some classes using the recently introduced marking policy, in others comments are limited and it is not clear to pupils how they can improve their work. Teaching assistants contribute appropriately to pupils' learning, particularly when supporting those with learning difficulties, ensuring they make the same progress as others.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum. It is enriched well by a wide range of activities outside the school day, including the much enjoyed residential visit for older pupils. The use of specialist performing arts teachers and sports coaches from local schools not only supports pupils' learning, but also helps to foster pupils' positive attitudes and their enthusiastic participation in these areas. A well planned programme of personal, social and health education gives pupils a clear understanding of how to keep healthy and safe and helps to promote pupils' good personal development.

Pupils' satisfactory progress is helping them to gain the necessary literacy, numeracy, and information and communication technology (ICT) skills in preparation for the world of work. Improvements have been made to the curriculum so that it is being appropriately adapted to meet the needs of mixed-age classes and ensure that boys and girls make similar progress. Adaptations to the science curriculum, for example, now ensure that pupils learn about all aspects of the subject. However, the curriculum is not always sufficiently adapted in all lessons to meet the needs of pupils of all abilities, particularly the most able.

Care, guidance and support

Grade: 3

Pastoral and academic care, guidance and support are satisfactory, with many strong features in pastoral care. The school has a caring and friendly atmosphere. Pupils and parents recognise these qualities and they are key factors in pupils' positive attitudes to school. The school makes all the relevant checks to ensure pupils are safeguarded at school, but has yet to place this information on a central record in order to fully comply with government requirements. Health and safety procedures are well understood and any pupils who are at risk are quickly identified and supported well. Pupils say that they feel safe and know who to turn to if necessary. Support for pupils with learning difficulties and disabilities is satisfactory. Good links with outside agencies and parents mean they are involved effectively. Parents and outside agencies praise

the school's commitment, particularly in the support provided for a small proportion of pupils with challenging behaviour.

Recently developed procedures to enable the school to track pupils' progress more carefully are proving successful. This information has helped to raise expectations of pupils' progress, particularly in Years 5 and 6, and also enabled staff to set learning targets. These targets usefully point to what pupils need to do next, but are not always referred to in lessons or when marking pupils' work.

Leadership and management

Grade: 3

Leadership and management are satisfactory and the school has a clear understanding of its strengths and weaknesses. This is because leaders increasingly analyse data and monitor teaching to see what works well and what needs to be improved. Consequently, they have taken action successfully to raise the quality of provision in the Reception class and tackle previous weaknesses in the science curriculum. Monitoring by all leaders, whilst a key factor in recent improvements, is not yet sufficiently rigorous and as a result they have yet to secure consistently good practice and ensure all statutory requirements are met. Parents express a large measure of satisfaction with the school and appreciate the opportunity to express their views and opinions.

Governance is satisfactory as a result of guidance and training taken to improve their effectiveness since the last inspection. Governors are actively involved in the school and are gradually developing their monitoring skills in order to check the school's effectiveness more rigorously.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
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	2
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	3

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	2
The attendance of learners	2
How well learners enjoy their education	2
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	3

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?	3
How well are learners cared for, guided and supported?	3

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?	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	3
Do procedures for safeguarding learners meet current government requirements?	No
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

Thank you for talking to us and showing us your work when we visited your school. We are pleased to hear that you like school and that the grown-ups are kind and look after you. We think that they help you to know just what you have to do to keep safe and healthy. We were happy to hear that there are plenty of things for you to take part in, such as all the music and sports activities and your different clubs. We think you are polite to adults and behave well.

St Barnabas is a satisfactory school. Teachers and other adults make sure you make the expected progress for pupils of your age, with the youngest and oldest of you doing well. In order to make your learning even better, we have asked the adults at your school to do these things:

- Make sure you are given lots of opportunities in lessons that stretch you to do your very best, particularly those of you who find your work easy.
- Make sure you are always given the information you need so that you know what you need to do to improve your work.
- Keep checking exactly what it is that the school does best and what could be better, so that you are well taught in every lesson.

Thank you again for helping us with our work during our visit.