

# Barton Clough Primary School

## Inspection report

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<b>Unique Reference Number</b>	106320
<b>Local Authority</b>	Trafford
<b>Inspection number</b>	309097
<b>Inspection date</b>	8 November 2007
<b>Reporting inspector</b>	Jim Kidd

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Reilly
<b>Headteacher</b>	Mr Liam Trippier
<b>Date of previous school inspection</b>	13 September 2004
<b>School address</b>	Audley Avenue Stretford Manchester Lancashire M32 9TG
<b>Telephone number</b>	0161 7487539
<b>Fax number</b>	0161 7553863

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, the quality of teaching and learning, and improvements made by leadership and management since the previous inspection, particularly assessment practice and the self-evaluation skills of senior staff and subject coordinators. Evidence was gathered from the school's self-evaluation form, nationally published assessment data, the school's own assessment records, relevant policies, observations of the school at work including visits to lessons, and analysis of parents' questionnaires. Discussions were also held with staff, governors, pupils, parents and a local authority adviser. Other aspects of the school's work were not investigated in detail. The inspector found that the school had underestimated the quality of several aspects of its provision, due to its view that nothing is ever perfect.

## Description of the school

This broadly average sized school serves a mixed area, but many of its pupils come from significantly disadvantaged backgrounds. The number of pupils known to be eligible for free school meals is above average. The percentage of pupils with learning difficulties is above that usually found. Over a fifth of pupils are from minority ethnic groups and half of these speak English as an additional language. The school has a language unit for pupils in the surrounding area who have a statement of special educational need relating to their speech or communication difficulties. Barton Clough is an Investor in People, a lead school for developments in the Social and Emotional Aspects of Learning (SEAL) project and holds the Healthy Schools Gold Award, Basic Skills Quality Mark and Trafford's Bronze Race Equality Award.

## 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, in which pupils' personal development and the care, support and guidance provided for them are of the highest quality. The last line of its mission statement - 'We respect and value each other, raise self-esteem and develop positive relationships' - sums up exactly what Barton Clough is all about. Its work in making pupils, parents and staff believe in themselves is also having a profound effect on the well-being of the local area, and community cohesion is promoted very effectively as a result.

From low social and communication skills on entry to the Nursery, pupils make outstanding progress across the school, reaching and often surpassing their challenging targets. Standards at the end of Key Stage 2 have been above average for the past three years and have improved markedly since the previous inspection. Achievement in mathematics is particularly strong and older pupils solve problems in mental arithmetic with confidence and accuracy. Strategies to develop the quality of pupils' writing are also having a positive effect, and both boys and girls in Year 6 have entered the national 'Young Laureates' competition and have submitted high quality poems on the theme of 'The Sea.'

Parents are grateful for the advice they receive from teachers on how to help their sons and daughters with research assignments at home. A typical comment that reflects parents' views is: 'We learn along with our children and they are even teaching us about the similarities and differences between the various religions of the world!' Indeed, the school's emphasis on ensuring that its pupils are fully aware of the richness of other religions and cultures prepares them well for life in modern Britain. It reflects, too, the increasing numbers of pupils from minority ethnic heritages who are joining the school.

Pupils' spiritual, moral, social and cultural development is excellent. They behave impeccably in classrooms and around the site at playtime and during the lunch period. They are courteous to visitors and are delighted to tell them about their school, of which they are so proud. Pupils in Key Stage 1 are grateful for the support they receive from prefects and play leaders and say, 'We feel safe in school because there is always an adult or one of the older children to talk to.' Pupils in both Years 5 and 6 lead games with their younger counterparts with a maturity which belies their years. Pupils have a perceptive understanding of the importance of healthy eating and of keeping themselves fit. They speak highly, as do their parents, of the kitchen staff who are also very concerned to make sure that healthy food options are the order of the day. Sport looms large and pupils speak with pride about their success in winning the local championships in both basketball and tag rugby.

Members of the school council have a deservedly high reputation among their constituents and, in their words, are 'The eyes and ears of our school.' They meet regularly and make suggestions as to how life in Barton Clough can be improved even further. Pupils from all years support a wide range of national and global charities and the school council has recently organised a sponsored walk for cancer research. The local community also benefits from the work of pupils at the school, who have planted trees and bulbs in the immediate environment and have designed a new park which is situated nearby.

Pupils respond with enthusiasm to the outstanding teaching they receive and to the high levels of challenge provided by their teachers. They are also encouraged to act as resources for each other and evaluate the work of their talk partners with both rigour and sensitivity. They are fully aware of the levels at which they are operating and talk keenly about the targets they

believe they can reach. They enjoy taking responsibility for their own learning and their willingness to celebrate the successes of others shows just how much they respect their classmates.

The curriculum is good and is complemented by a wide variety of enrichment and extra-curricular activities on offer. From Year 2, pupils receive tuition in French and there is also an after-school Spanish club. Teachers recognise that a minority of pupils are not always motivated by some elements of the curriculum and that some modification is necessary to meet their needs more closely.

Care, guidance and support are outstanding. Teachers, teaching assistants and pupils themselves are concerned to ensure both the academic and personal welfare of each individual. Pupils with learning difficulties and those identified as vulnerable make the same progress as their peers because of the determination of the highly qualified support staff to involve every pupil fully in all areas of school life. The language unit provides expert support for pupils with communication difficulties and is able to play a most effective part in integrating these youngsters back into the mainstream classroom. Academic guidance is similarly impressive. Marking of pupils' work is regular and offers them accurate advice on exactly what they need to do to improve their standards.

The school has made remarkable improvements since the previous inspection, largely as a result of the outstanding leadership of the headteacher and of the clear educational direction he continues to provide. Senior leaders and curriculum coordinators also play a vital role in evaluating the work of the school in all its aspects. They have a keen understanding of how to ensure ongoing improvement in all areas of provision. Governors know the school very well and support it to the utmost, but also hold leaders and managers rigorously to account.

Without doubt, Barton Clough Primary is a school which has an overriding concern to deliver nothing less than the best for the pupils in its charge. It provides outstanding value for money and has an outstanding capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The topic-based Foundation Stage curriculum, with an ideal balance between structured play and adult-led activities, gives children an outstanding start to their school careers. From skills which are well below age-related expectations when they enter the Nursery, high quality teaching ensures children make excellent progress and most are approaching the early learning goals when they leave the Reception class. An emphasis on both guided and individual reading, and innovative work on shape and space, together with numbers for counting, lead to children reaching the goals in these areas. They make similar progress in their social, communication and collaborative skills and learn and play together very effectively in the spacious and well-resourced outdoor area. Leadership and management are outstanding. The experienced coordinator ensures an ongoing vision for development of the area and she is supported by a talented and committed team of teachers and support assistants who are fully committed to the highest levels of care and guidance for the children in their charge.

### **What the school should do to improve further**

- Modify aspects of the curriculum so that it meets the interests and aspirations of all pupils more effectively.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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



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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you so much for the wonderful welcome you gave me when I visited your school recently. You were very friendly and polite and it was a pleasure to meet and to talk to you. I particularly enjoyed talking to the prefects on duty at the start of school and to those of you who came to have a chat in the headteacher's office. I would now like to tell you the really good things about your school.

Barton Clough is an outstanding school and you are right to be proud of it. Your parents are proud of it too. They say that it does so much for you and keeps them very well informed about how well you are doing and how they can help you with your work at home. You make excellent progress in your lessons because the adults who work with you teach you very well indeed and give you lots of support and advice on how you can improve. I hope Year 6 win some prizes in the 'Young Laureates' competition: I read some of their poems and thought they were marvellous!

The school council, play leaders and prefects work hard to make sure that younger pupils settle into the school quickly and that no-one is lonely at break and lunchtime. Your behaviour is excellent and you get on so well with each other. You are well aware of why it is important to eat healthily and keep fit and you enjoy the many sports activities and team games the school offers you. You do a lot for the local community too and people in the area are grateful for the trees and bulbs you have planted and also for the park you have designed.

However good a school is, and yours is an excellent one, it can always improve. Your teachers are now going to have a closer look at all the topics and subjects you learn and they are going to try and make them even more interesting for all of you! You can play your part too, by making sure that you continue to work hard, behave really well and help each other.

Thank you again for your contribution to the inspection. I enjoyed watching you learn. I wish you all well for the future.