

# Keyham Barton Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	113488
<b>Local Authority</b>	Plymouth
<b>Inspection number</b>	325827
<b>Inspection dates</b>	29–30 June 2009
<b>Reporting inspector</b>	Stephen Dennett

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	201
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Fowkes
<b>Headteacher</b>	Maggie Gee
<b>Date of previous school inspection</b>	6 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Renown Street Keyham Plymouth PL2 2DE

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<b>Age group</b>	4–11
<b>Inspection dates</b>	29–30 June 2009
<b>Inspection number</b>	325827

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Keyham Barton is a Catholic voluntary aided primary school serving Keyham, an urban community close to Plymouth dockyard. Very few pupils are from minority ethnic backgrounds or speak English as an additional language. The number of pupils with learning difficulties and/or disabilities is above the national average, and pupils have been identified with specific and moderate learning difficulties, autism and physical disabilities. A larger than average group of pupils have statements of special educational needs. The school has enhanced specialist provision for pupils with autism spectrum disorders.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Keyham Barton Catholic Primary School is a satisfactory school. There have been a number of improvements since its last inspection, the most important being provision in the Early Years Foundation Stage. Standards in Years 1 and 2 have improved. However, there are still some inconsistencies in the progress made by pupils in Years 3 to 6 and the standards they attain. Leadership and management are satisfactory because governors, staff and pupils are not sufficiently involved in the management and decision making process. Although the school has an effective system for monitoring and gathering data, it does not use this information sufficiently well to set realistic and challenging targets to raise standards for all pupils. The school works well in partnership with the local authority and the nearby sports college to promote pupils' well-being.

Children make good progress in the Early Years Foundation Stage and most attain the early learning goals by the time they enter Year 1. Pupils continue to make good progress in Years 1 and 2 and attain standards that are above average by the end of Year 2. In Years 3 to 6, pupils make satisfactory progress and attain standards that are average at the end of Year 6, except in English, where standards are below average. Weaknesses are evident in pupils' writing and in the standard of presentation of their work. Because of good provision and support, pupils with learning difficulties and/or disabilities make good progress.

Pupils enjoy school and are positive about learning. They make good progress in their personal development throughout the school. Pupils are polite and behaviour is good. Due to a good emphasis on a healthy lifestyle, pupils are very well aware of the importance of a balanced diet and taking plenty of exercise. They say they feel safe in school and take care of themselves and others. Attendance is satisfactory, although there is a small minority of pupils who are consistently late.

Teachers provide an interesting learning environment. In the Early Years Foundation Stage, the learning environment is very good, although the small outdoor space prevents it from being outstanding. Relationships are good throughout the school and pupils say they feel secure and well cared for. Assessment is developing well and provides teachers with sufficient information to ensure that work is well matched to pupils' needs. However, marking is still variable and does not always provide pupils with clear direction for improving their work. The curriculum is being developed effectively, but still needs to be further improved to provide more enrichment, especially in the creative and performing arts. There is satisfactory care and support for pupils, and provision to support their personal development is good.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children make good progress in developing skills for learning, particularly in their personal, social and emotional development. This has been identified as one of the weaker areas of children's performance when they enter Reception, together with their communication, language and literacy skills. However, good teaching ensures that by the time they enter Year 1, the majority of children communicate well and are increasingly independent. Children enjoy their learning. They are encouraged to explore and investigate and they are very responsive to staff and behave well. The strong teaching team provides many interesting activities and resources to promote children's learning. Their skills support those who have some learning or

developmental difficulties and encourage the more able to develop as well as they can. The welfare and well-being of children are paramount. There are good procedures in place to keep them safe. Since the last inspection, the outdoor area has been developed, but its small size restricts the use of wheeled toys or the inclusion of permanent adventure play equipment to develop children's physical skills. The department is well managed by the knowledgeable, enthusiastic and caring coordinator, who has a clear vision for future developments.

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

- Improve standards of writing and presentation in Years 3 to 6.
- Make better use of data to set realistic and challenging targets to raise standards for all pupils.
- Extend the management structure to better involve governors, staff and pupils in the school's decision making process.

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 by the end of Year 6 is satisfactory, however, it is good in Years 1 and 2. By the end of Year 2, standards are above average in reading and writing, and in science, and average in mathematics. However, the proportion of pupils making two or more levels of progress between Years 2 and Year 6 is average. As a result, by the end of Year 6, standards are below average in English and average in mathematics and science. In particular, standards in writing are well below average and pupils' presentation skills are poor. Consequently pupils' progress in Years 3 to 6 is satisfactory. Pupils with learning difficulties and/or disabilities receive good support from teaching assistants, both in and out of the classroom. As a result, they make good progress with their learning.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. In acts of collective worship and religious education lessons, pupils respond sensitively and show they have a good understanding of their own and others' beliefs. There is a strong sense of community and pupils like their school. Relationships are good and pupils say that the school is a friendly place. Behaviour is good and pupils respond well to the system of rewards. Pupils feel safe and say they can turn to adults if they are troubled. The school council provides pupils with a good opportunity to develop social skills, but does not play an active role in helping with the school's decision making processes. The school is working with the appropriate authorities to remedy this. Pupils have an outstanding understanding of healthy living and many take part in the 'Wake and Shake' sessions at the beginning of the school day. Pupils' contribution to the community is good. They help in the local community and take part in church and local events. Provision for pupils' economic well-being is satisfactory. Pupils make some good progress in numeracy and information and communication technology, but their writing skills are not sufficiently well developed to take them on to the next phase of their education.

## Quality of provision

### Teaching and learning

#### Grade: 3

In Years 1 and 2, teachers' high expectations of behaviour and pupils' personal development have sparked the pupils' desire to improve their levels of achievement, and this has resulted in higher standards. In Years 3 to 6, although teaching is secure, the lack of adequate support for lower attaining pupils has resulted in a number not achieving as well as they could. Where teaching is strongest, work is well matched to pupils' needs and fully engages all pupils in learning. Pupils with learning difficulties and/or disabilities, especially those with autistic tendencies, receive good support. Occasionally, teachers do not always effectively engage all pupils in learning and in these lessons, their progress slows. Work is marked regularly and usually includes points for improvement. However, marking does not consistently provide pupils with clear guidance as to what they need to do to improve.

### Curriculum and other activities

#### Grade: 3

The curriculum meets the needs of pupils and complies with statutory requirements. There are appropriate opportunities for enrichment through sports and pupils benefit from good links with other schools and churches, which increase their understanding of diversity. However, there are insufficient opportunities for pupils to visit places of interest to extend their understanding of the visual and performing arts. There are many opportunities for pupils to develop their understanding of spiritual, moral, social and cultural issues through the 'Here I Am' religious education programme. From the earliest years, pupils are encouraged to develop self-confidence through saying prayers in class assemblies and taking part in debates.

### Care, guidance and support

#### Grade: 3

The pastoral care of the pupils is good and staff show high levels of commitment for their welfare. Procedures to safeguard pupils meet requirements and the school pays very good attention to pupils' health and safety. Support for pupils with learning difficulties and/or disabilities is good and teaching assistants have a good understanding of these pupils' needs. Academic guidance is satisfactory. Although teachers have access to detailed data about pupils' performance and progress, this information is not used effectively to devise strategies to improve standards when shortcomings have been identified.

## Leadership and management

#### Grade: 3

The leadership and management of the school have gone through a protracted period of instability, which has continued since the last inspection. As a result, the management structure has changed several times and has required intensive support from the local authority. However, with the recent appointment of two assistant headteachers, there is now a clearer educational direction to the work of the school and an action plan to deal with key issues. As a result, the school has a satisfactory capacity for further improvement. Although there has been some consultation as part of the school's self-evaluation, this is not sufficiently widely spread, and

governors, staff and pupils are not given sufficient opportunities to contribute to the process. Systems for ensuring best value for money are satisfactory and the governing body contributes positively to the school by exercising strict budgetary control over its finances. They ensure the school meets statutory requirements. The school makes a good contribution to community cohesion through its links with the church and wider Catholic community. It promotes diversity and the understanding of global issues through its links with schools internationally, including one in New Zealand. Its 'Here I Am' programme effectively addresses issues of tolerance and mutual understanding in multicultural Britain.

**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](http://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
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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
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?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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/or disabilities make progress	2

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

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

1 July 2009

Dear Pupils

Inspection of Keyham Barton Catholic Primary School, Plymouth, PL2 2DE

Well, we did enjoy the two sunny days we spent at your school. You were very polite and well behaved, and we enjoyed having some very interesting discussions with you. It was very interesting to see how you take your health seriously and the enthusiasm with which you took part in all the exercises. Many of you said how much you enjoy school and how friendly everyone is. We felt privileged to take part in your worship and the way in which you pray so confidently. You are very good at expressing your views and suggesting ways in which you can improve your work.

We have asked your teachers to make your school even better by doing three things. First, we think that you need to improve your writing, especially your handwriting and the way in which you present your work. Second, we have asked your teachers to help you understand even better what you need to do to improve all your work when they mark your books. Finally, we have asked the governors and headteacher to make sure that everyone has a bigger say in how the school is run by making sensible suggestions for improvement. I am sure you have got some really good ideas!

Once again, thank you for your help with the inspection, and all the best for the future.

Yours faithfully

Stephen Dennett

Lead inspector