

Saint Barnabas Church of England Voluntary Controlled Primary School

Inspection report

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| Unique Reference Number | 121473 |
| Local Authority | York |
| Inspection number | 327496 |
| Inspection date | 7 October 2008 |
| Reporting inspector | Christine Graham HMI |

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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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 103 |
| 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 |
| Appropriate authority | The governing body |
| Chair | Rev Canon G Webster |
| Headteacher | Mrs Helen Davey |
| Date of previous school inspection | 5 April 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Jubilee Terrace Leeman Road York YO26 4YZ |
| Telephone number | 01904 653 323 |
| Fax number | 01904 673 051 |

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|--------------------------|----------------|
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

The inspectors evaluated the overall effectiveness of the school and the effectiveness of the Early Years Foundation Stage (EYFS). The following issues were investigated: the standards that pupils reach and the progress they make; the effectiveness of teaching and learning; pupils' personal development and well-being; the effectiveness of guidance for pupils' academic development; the monitoring and evaluation of the school's work and the effectiveness of the school's leadership and management. Evidence was gathered from the school's self-evaluation document, national published assessment data, the school's records and procedures, observation of lessons and the pupils' work, discussions with staff, pupils and governors, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

St Barnabas Church of England Primary School is smaller than most schools. The school moved to a new building in 2005. The number of pupils on roll is increasing. The proportion of pupils entering or leaving the school during the school year varies but in some years it is above average. Most pupils are of White British heritage but the proportion of pupils from minority ethnic backgrounds is rising. A small proportion of pupils are at an early stage of learning English. The proportion of pupils eligible for free school meals is lower than average. There are fewer pupils with learning difficulties and/or disabilities than in most schools. No pupils have a statement of educational needs but a small proportion of pupils have significant learning difficulties. The school has a Reception class but does not have a Nursery. The school works in partnership with the Leeman Road playgroup which is based in the school. The school also has an after school club for children aged 4 to under 8 years. During the inspection most of the pupils in Years 5 and 6 were out of school on a residential visit. The school has achieved a number of awards including Healthy School Status, the Artsmark Silver Award and the Basic Skills Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St Barnabas Church of England Primary School is a good school. Pupils are educated and cared for in a warm and supportive family-like atmosphere which has its roots in the school's Christian ethos. Pupils' spiritual, moral, cultural and social development is very effectively enhanced by the imaginative use made of the school building and grounds and through the school's links with the local and wider community. All pupils are fully included in the life of the school. Most parents who responded to the inspection questionnaire value all that the school provides.

When pupils start school some have the skills which are typical for their age but a significant proportion have less well developed skills. All children make good progress in the Reception class but not all are ready to begin more formal teaching and work in Key Stage 1. The school recognises this and has carefully adapted the curriculum in Year 1 to ensure that children continue to develop their skills and learn in an exciting environment which meets their individual needs. National assessment data indicate that in recent years standards at the end of Key Stage 1 have been below the national average. However, the school has secure evidence which confirms that all pupils, whatever their starting point, make at least satisfactory and often good progress. The outcomes of Key Stage 1 teacher assessments in 2008 show that standards rose significantly and that more pupils attained higher levels than had previously been the case. This reflects the range of ability in the cohort but it is also because the school has tracked pupils' progress carefully and has provided extra support where necessary. Pupils make good progress as they move through the school and by the end of Year 6 standards are in line with or above national averages. Standards are particularly high in reading and in science; they are slightly lower in writing and in mathematics in both key stages. Evidence from the inspection indicates that attainment in mathematics is improving. Children with learning difficulties and/or disabilities make good progress because they are very well supported by staff and benefit from a curriculum which is accurately matched to their needs.

Teaching is good overall. Teachers plan lessons carefully and explain new ideas clearly. Lessons proceed at a brisk pace and pupils have opportunities to work in pairs and to share their ideas with others. Teachers make effective use of national guidance to ensure that all pupils receive work which is appropriate for their age and ability. The tasks given to pupils are interesting and they are very well supported by teachers and teaching assistants. Most pupils know their targets and their current levels of attainment. They are encouraged to evaluate the progress they have made during a lesson. Teachers mark pupils' work carefully and praise their achievements. In some classes marking is exemplary: it not only tells pupils what they have achieved, it also tells them how to improve and skilfully corrects any misunderstandings. In these classes pupils make very good progress.

Pupils' personal development and well-being are outstanding. The good curriculum and a very good range of visits and visitors help pupils to develop their artistic, creative or sporting talents. The increasingly rich cultural and ethnic mix of pupils within the school means that pupils live as part of a diverse society and celebrate differences and similarities. Pupils enjoy school. Their attendance is good and they talk very positively about all that the school provides. They have very good attitudes and behave well. Pupils are encouraged to care for and support others. A strong feature of the school is that all pupils know each other. Older pupils act as 'reading buddies' to those who are younger. In addition to improving reading this also helps to promote positive relationships. Pupils say that everyone is valued and that they feel safe and well cared for. They say that staff are always close by and that any difficulties are dealt with promptly

and to their satisfaction. All pupils are involved in decision-making about the school and have their views taken into account. School councillors are elected by their classmates and a very good committee structure ensures that every pupil serves on a sub-committee at least once during their time in school.

Pupils understand that they are part of many communities. They live as part of the school and church community and are involved in the wider, local community. They attend special events at York Minster and celebrate religious festivals in the parish church. The long tradition of the school and its links with the area are celebrated. A stained glass window brought from the old school building is a link with the past while the 'sculpture tree' underlines the school's religious ethos and provides a stunning focal point. Pupils' spiritual development is very good. They are encouraged to be reflective and thoughtful. The spiritual garden celebrates the life of a much loved friend of the school. It provides a calm place for pupils to sit in peaceful surroundings but because it is sited very near to the 'eggloo' (chicken house) it is also, fittingly, very much part of the busy and happy life of the school. Beautiful displays of engraved glass commemorate every child who attended the school as it moved into its new premises. Pupils are aware of the needs of people less fortunate than themselves and raise funds which are donated to sustainable developments in third world countries. Extra resources which enhance the school, for example the allotment and the chickens, are used skilfully to help raise attainment in the core subjects of English, mathematics and science and to help pupils develop an awareness of healthy lifestyles and environmental issues. Some pupils develop particular interests in gardening or in caring for animals as a result of this.

Care, guidance and support are good. The school looks after its pupils very well. All the latest procedures for safeguarding pupils have been implemented. All pupils know that their achievements are valued and they receive good academic, social and moral guidance. The school records any incident of unacceptable behaviour rigorously and takes effective action to resolve issues where necessary. It works well with all its partners to improve the provision made for pupils. Partnership working with the playgroup based at the school is particularly good. This has been established over many years and helps the school and the playgroup to work effectively together to develop the EYFS curriculum.

Leadership and management are good. The headteacher has a clear vision for the school and viewed the move to the new school building as an opportunity to extend and enhance the provision made for pupils. Many of her original plans have been realised and are having a very positive impact on pupils' education. The effective use of the school budget and the school's success in bidding for additional funding, for example to redevelop the allotment, ensures that the school is well resourced and is able to support pupils and meet their needs very effectively. School self-evaluation is accurate and the leadership team and school staff monitor the work of the school robustly. For example, the termly standards meeting ensures all staff focus attention on the progress made by pupils. The governing body is skilfully led by a very committed chair of governors who ensures that the governors have a realistic view of their roles and responsibilities. The governing body supports the school well but can offer challenge when necessary. Parent governors are aware that they are not representative of all parents in the school but try to ensure that they take all views into account. The school provides good value for money. Capacity for further improvement is good.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Most children start school with skills which are typical for their age but a significant proportion have less well developed skills. They make good progress in the Reception class because the provision made for their care and education is good and they are very well supported by the class teacher and by teaching assistants. However, despite this the attainment of many children by the end of EYFS is slightly below average in some areas of learning. This is particularly the case in aspects of language, literacy and number and calculation skills. Teaching and learning are good. Children learn letter sounds in interesting ways and while playing enjoyable games, such as snakes and ladders. They develop number and language skills at a good pace. In the classroom the wide range of activities captures children's interests and encourages their participation. Provision for outdoor learning is not as stimulating and some opportunities for learning are missed. Although children have Wellington boots they do not have waterproof suits so cannot use the outdoor area in inclement weather. Good relationships and a supportive atmosphere encourage children to behave well and help them acquire personal and social skills. Close attention is paid to children's care and welfare. Staff know the children well and respond sensitively to their individual needs. Children's attainment is assessed thoroughly and a clear picture of their progress built up. Staff use this information carefully when planning the next steps in children's learning. Management of the EYFS is good. Close working relationships with the playgroup based in the school, together with a shared EYFS area, ensures that children's transition into the Reception class is smooth.

What the school should do to improve further

- Raise standards in writing.
- Ensure that all marking is as good as the best.

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

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| 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

| | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| 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 capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| 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

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

¹Grade 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

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|---|---|
| How good are 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 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 2 |
| 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 learners' needs? | 2 |
| 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 |

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 1 |
| How well does the school contribute to community cohesion? | 1 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| 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 |

Annex B

Text from letter to pupils explaining the findings of the inspection

Thank you for being so welcoming when I visited your school with Mr Bardon.

We enjoyed meeting you, looking at your work and listening to all you had to say. I am sorry that we did not meet all the Year 5 and 6 pupils but I enjoyed talking to those of you who remained in school. I thought the work you were doing was very interesting and that you were all trying very hard and making good progress. I hope decorating the biscuits went well and that you did not have to wait too long before sampling the product.

We think that your school is a good school. There are so many good things that I cannot describe them all. The most important thing is that all pupils make good progress during their time in school and that you are all very well prepared to move onto your next school and for your future lives. This is because teaching is good and the school checks the progress you are making very carefully and gives you extra support if you need it. The curriculum is good. You do all the things that we would expect you to do, including learning French, but you also benefit from many other interesting experiences and activities. These extra activities help you to understand the needs of those who are less fortunate than you and encourage you to live healthy lives and look after the environment.

I was very pleased to see how well you all get on together and how much you care for each other. I think your school is a bit like a family because although you sometimes fall out you know that there is someone who will help you to sort things out and notice if you are feeling sad. You gain a great deal from having such close links with the church and the local and wider community. The school community is very interesting. You learn a great deal by learning and playing with children from a wide range of nationalities and backgrounds and because the school encourages you to understand other people's lives.

I particularly enjoyed your singing in assembly and looking at the 'sculpture tree' and the work you produced when you moved into the new building. I think you are very lucky to have your allotment and I am sure it will be much easier to look after when the new beds are completed. This is the first time I have inspected a school with chickens and I am delighted to say that I thought they were doing very well too. I am pleased to see that you look after them so well and can even deal with the 'messy' bits.

There are two areas that we think could improve. The first is that although some teachers mark your work very carefully and tell you how to improve this does not happen in all classes. We have asked Mrs Davey and the staff to ensure that all marking is as good as the best. The second is that although you reach high standards in reading and in science you are not quite so good at writing. We have asked the school to make sure that you do equally well in all subjects.

Enjoy the rest of the year.