

Barnsbury Primary School

Inspection report

Unique Reference Number	135382
Local Authority	Surrey
Inspection number	333759
Inspection dates	14–15 July 2009
Reporting inspector	Nicola Davies

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	365
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	Mr Hugh Andrews
Headteacher	Mrs Susan Sayers
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Almond Avenue Barnsbury Woking GU22 0BB
Telephone number	01483 763 114
Fax number	01483 740 780

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a new school created in September 2008 by the amalgamation of an infant and a junior school which shared the school site. Two Reception classes form the Early Years Foundation Stage. Most pupils are of White British heritage and other pupils come from a range of minority ethnic backgrounds. More pupils than average are learning English as an additional language, and many are at the early stages in this when they join the Early Years Foundation Stage. The proportion of pupils who have learning difficulties and/or disabilities is broadly average. These mostly relate to difficulties acquiring basic skills.

The new headteacher took up post in September 2008.

An independent pre-school operates from the site. This was inspected separately and is reported upon elsewhere.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The new Barnsbury Primary school provides its pupils with a satisfactory education. As parents accurately report, the creation of the new school has been achieved without disruption to pupils' learning and many are impressed by the changes they have seen this year and with the potential of the new school. They speak approvingly of the new focus on a different value each month such as hope or courage. For example, one parent noted, 'Talking about friendship has helped my child articulate some difficulties and this has led to very positive discussions with us'. This focus on values is a good aspect of the satisfactory curriculum and has resulted in pupils' good spiritual, moral, social and cultural development. Pupils' personal development and well-being are satisfactory overall. Pupils enjoy school which they feel is 'a nice place to be'. They have a good understanding of keeping healthy and safe. They particularly enjoy 'learning through fun' and the increasing opportunities they have to help each other, and especially younger pupils. In addition, the school has rightly identified that pupils do not have consistent opportunities to develop their skills across different subjects and to demonstrate their ability to learn independently. Plans are in hand to address these issues.

The impact of leadership and management is satisfactory overall although there are some emerging strengths. Leaders and managers at the school have very accurately identified what needs to be improved and staff have worked together well in planning and making changes. This has ensured a smooth transition and the creation of shared systems and procedures. A major development has been a new tracking system that identifies pupils' progress from the Early Years Foundation Stage to the end of Year 6. This is helping staff identify and successfully address inconsistencies in progress, for example between classes and key stages and across subjects. Standards in English, mathematics and science are average at the end of Year 6 and achievement and the impact of teaching are satisfactory. Although most pupils made the progress expected of them this year, not all older pupils are yet making good enough progress in building on the skills they demonstrated at the end of Year 2. This is because, in some lessons, the pace is slower and expectations of learning and behaviour are not as high as they could be. However, observations of teaching have demonstrated a much higher proportion of good or better teaching and behaviour as the year has progressed. Although it is early days to see the full impact of all the school's plans and endeavours, an encouraging start and early successes demonstrate its good capacity to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage provides a safe and enjoyable environment. Staff promote children's health, welfare and personal development well and this helps children develop good relationships with adults and between themselves. Children enjoy each day's activities and show good levels of concentration and learning as a result. Careful planning mixes activities led by adults with those children choose for themselves, such as making their own books or 'working' in the launderette. Most children develop confidence and maturity. For example, children working independently on activities are able to explain clearly that this means they have to try to work things out on their own. All children have access to a spacious outdoor area. However, outdoor activities are not yet consistently planned to extend and consolidate what children have learned in their indoor sessions. Staff have rightly identified this as a priority for further development. Staff effectively promote children's interest in stories, words and letters and this

helps children who are new to learning English. For example, role play areas are popular and children are keen to share stories and their writing with adults. On occasions, class sessions to help children link sounds and letters are not pitched at the right level to sustain the interest and learning of all the children.

Children join the Early Years Foundation Stage with many of the skills expected of children their age. A small but significant group need extra support, for example in language and communication, or in developing their social skills. Overall, children achieve well and, as a result, nearly all achieve the expectations for their age by the time they enter Year 1.

What the school should do to improve further

- Improve standards in English, mathematics and science by ensuring pupils make consistent progress, particularly between Year 2 and Year 6.
- Increase the proportion of good teaching and learning through a particular focus on the pace and independence of pupils' learning.
- Extend opportunities for pupils to develop their skills across different subjects and for children in the Early Years Foundation Stage to learn outdoors.

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' work and the school's tracking of their progress show that standards are a little above average at the end of Year 2 and broadly average at the end of Year 6. Although most pupils have made satisfactory progress this year, a significant proportion of older pupils have not made the progress they should since the end of Year 2. They are not yet making enough progress to make up this lost ground. This can be seen, for example, in the relatively low proportion of pupils working at higher levels in English and mathematics at the end of Year 6. The new tracking system is helping staff to successfully address inconsistencies in progress and, as a result, most pupils have made the progress expected this year. Careful support for those who have learning difficulties and/or disabilities has ensured that they too have made satisfactory progress.

Personal development and well-being

Grade: 3

Pupils' spiritual, social, moral and cultural development is good. Pupils learn to develop respect for themselves and others, especially through the new focus on shared values. This helps them think about ideas and feelings and they clearly understand the difference between right and wrong. They know about a good range of different cultures. Pupils have a good understanding of healthy lifestyles and staying safe. They participate in a wide variety of extra-curricular activities, many involving physical exercise, which they particularly enjoy. They contribute well to the school community and enjoy taking responsibility, for example through the Eco school, the school council and as play leaders. Such experiences and their basic skills prepare them satisfactorily for later life. Their involvement in the local and wider communities is limited, but plans are in hand to address this. Attendance is satisfactory.

Pupils enjoy school. Most behaviour observed during the inspection was good and pupils are generally lively, confident and helpful. However, in some lessons, where the pace of learning slowed or when activities were not demanding enough, pupils' interest flagged and they became restless and chatty. However, pupils know that any bullying, on the rare occasions that it occurs, will be dealt with firmly and effectively.

Quality of provision

Teaching and learning

Grade: 3

Recent initiatives and an increasing focus on learning have improved teaching over the past year, but there are still inconsistencies in practice. Good progress has been made in expanding opportunities for children to work collaboratively and independently. Older pupils still find it more difficult to work through discussion or independently because they are not always accustomed to being held responsible for their own learning. However, pupils generally listen well to teachers and to one another. Support staff make an increasingly valuable contribution in many sessions, particularly by supporting the learning of pupils who have learning difficulties and/or disabilities.

Some teachers use questioning and dialogue well to extend pupils' learning. For example, in one session, pupils very successfully discussed their own mistakes and this led to clarification for all. Pupils make good progress in those sessions where the pace is fast and expectations are high. This is not yet consistent across the school and so pupils make variable, and sometimes slower, progress as a result. In addition, staff have identified that the use of time across the school is not sharp enough and new timetables are in place for September.

Lesson planning is a strong aspect of teaching. Plans are clear and show what teachers expect different groups of pupils to achieve. In contrast, marking is more variable. There are some excellent examples of marking which shows pupils exactly how to improve, but this is inconsistent.

Curriculum and other activities

Grade: 3

The curriculum for English, mathematics and science is satisfactory and is planned to take into account a variety of pupils' needs and abilities. However, the links made between different subjects are limited. Plans are well advanced to reorganise the curriculum into a number of intriguing themes across different subjects, along with specialist weeks, such as Citizenship and Community week. This has been carefully planned to enhance pupils' learning and enjoyment.

The programme for personal, health, social and citizenship education is well thought-out and, along with the school's focus on values, makes a significant contribution to pupils' personal development. The curriculum is enhanced by specialist music provision and the teaching of French and Mandarin. In addition, there is a wide and well-attended range of extra activities, including residential trips and early morning, lunchtime and after school clubs, which pupils particularly enjoy and parents welcome.

Care, guidance and support

Grade: 3

The quality of day-to-day care for pupils is good and the school is a safe place. Links with outside agencies are good. Child protection, and health and safety procedures are clearly understood by all and any pupils at risk are quickly identified and supported effectively. As a result, pupils feel safe and secure and know where to turn to if they have a problem.

Academic guidance is satisfactory. Support for pupils who find learning difficult is good. Clear targets are set for these pupils, and they are carefully monitored. Support and guidance for other pupils is more variable. For example, although staff know which pupils are learning English as an additional language, and some benefit from extra support, teachers do not always plan well for these pupils in their lessons. Similarly, targets are not yet consistent so not all pupils know how well they are doing and what they need to do to improve.

Parents are mainly supportive of the school's work to help their children. One described it as a very happy and caring school. A few parents expressed some concerns over the systems to manage poor behaviour. Inspection evidence shows that, although incidents of poor behaviour do occur, behaviour has improved over the past year and the new systems to promote it have pupils' confidence.

Leadership and management

Grade: 3

Over this year, leaders and managers have rightly focused on ensuring a smooth transition to new, shared systems and procedures. They have successfully created a shared ethos between new staff and those who worked at the two predecessor schools. Teachers with responsibilities for specific areas of the school's work or curriculum have been involved well in identifying existing strengths and addressing weaker areas. However, much of this work is at relatively early stages and criteria to judge the success of initiatives are not always sharp enough. The new governing body is beginning to hold the school to account for its performance. Community cohesion is promoted satisfactorily. The school itself is a united community and leaders, managers and governors have satisfactorily outlined plans to extend the school's influence and activity within the local community and more globally.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	2

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 ¹ 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	3

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

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
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 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

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	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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?	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**

22 July 2009

Dear Pupils

Inspection of Barnsbury Primary School, Woking, GU22 0BB

Thank you for talking to us when we visited you in July. We enjoyed meeting you and hearing all you had to say about your school. Your new school provides you with a satisfactory education which you enjoy. You told us that you like the opportunities you have to work with younger pupils and to help the school, so you will be pleased to hear that the children in the Reception classes get a good start to their education. You and your parents also told us about how helpful it has been for you to think about values this year. This is helping you to become mature and responsible. We were pleased to see that you have a good understanding of how to keep safe and healthy.

All the teachers and adults are determined to make sure you get the best education possible at Barnsbury Primary School. Your teachers have worked hard this year to set up systems and procedures to make sure this happens. This has worked well and means that all the adults have the same information and can share their ideas. One of the things they have noticed is that some of you need to make quicker progress as you get older so that you can build on the skills you showed at the end of Year 2. At the moment, you reach standards that are similar to those in other schools, but they would like you to do even better than this. They are working together to make sure that you use your time really well in lessons so that you make good progress all the time. We have asked them to carry on with this. You told us you enjoy 'learning through fun' and your teachers plan to extend this next year through new themes and special weeks to help you to learn independently and develop your skills across different subjects.

We enjoyed our visit to your school. The value you have been thinking about this month has been 'hope'. We hope you have an enjoyable break and send you our best wishes for your futures.

Yours faithfully

Nicola Davies

Lead Inspector