

Barnwood Church of England Primary School

Inspection report

Unique Reference Number	115714
Local Authority	Gloucestershire
Inspection number	338644
Inspection dates	16–17 June 2010
Reporting inspector	Martin Kerly

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Margaret Seyers
Headteacher	Anne Davies
Date of previous school inspection	20 March 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons and eight teachers. They held meetings with groups of pupils, governors and staff and informally met parents at the start and end of the day. They observed the school's work, and looked at a range of documentation including the school's plans, policies, records of progress made by the pupils and 96 completed questionnaires received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- changes in the attainment of children on entry to the Early Years Foundation Stage and the progress made during this stage
- progress by older pupils, especially those with special educational needs and/or disabilities
- examples of outstanding personal development and care, guidance and support
- actions taken by the school to improve progress and raise attainment in mathematics.

Information about the school

The school is of average size. The very large majority of pupils are White British and no pupils are at an early stage of learning English as an additional language. The proportion of pupils with a statement of special educational needs is greater than usual. The number of pupils with special educational needs and/or disabilities is increasing and is about average for a school of this size. The school has several awards related to healthy lifestyles and curriculum enrichment, including International Status and Artsmark. There have been changes to the staff team and leadership in the Early Years Foundation Stage earlier this year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has improved significantly across a number of fronts since the last inspection. However, there remain a few aspects that need to improve further. Pupils' spiritual, moral, social and cultural development is outstanding, as is the way pupils contribute to the school and wider community. They respond very well to the strong Christian ethos that underpins the school. Pupils are exceptionally thoughtful, caring and sensitive to the needs of others, and very keen to take on roles around school and in the wider community, such as being Barnwood Rangers or performing in Gloucester cathedral.

Pupils make good progress and attain standards above average. Progress and attainment in mathematics, which had been a weakness, have improved significantly in the last year, although they are still not as strong as for other subjects. The school is continuing to work resolutely to improve mathematics further. The headteacher provides effective leadership, and is supported well by the senior leaders. The school has effective systems for checking its overall performance, involving a range of leaders, and has an accurate view of its strengths and weaknesses. It makes good use of the information gained from monitoring when planning further developments.

These are key factors in its good capacity to improve further. There is caring and nurturing support for vulnerable pupils and those with statements of special educational needs and this is part of the good overall care, guidance and support for all pupils. While pupils with special educational needs and/or disabilities are identified early and additional support is frequently given, their specific needs are not always sufficiently considered when planning day-to-day activities. Some of these pupils respond well to the extensive support and make very good progress but a few, despite the school's best intentions, make more limited progress.

Teaching is good across the school with aspects of good teaching in every class. At times it is outstanding, particularly in the Early Years Foundation Stage and towards the top of the school. Teachers frequently inspire the pupils with imaginative experiences from a very broad and rich curriculum. In a few mathematics lessons teachers do not ensure that work is matched closely enough to the wide range of abilities in the class and do not make the best use of review sessions at the end of lessons to reinforce or extend the pupils' learning. Many of the classrooms are stimulating and displays support learning well, but in a few there is little to promote learning or interest in mathematics. Pupils' behaviour is good and often exemplary. Most parents replied positively to the inspectors' questionnaires, and comments such as, 'my children thoroughly enjoy school' and 'the school has nurtured our daughter's enthusiasm to experience and learn through the varied facilities and events offered' were typical of those received. However, a

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majority of parents and carers replying to the questionnaire with children in a particular year group identified concerns relating to a perceived lack of trust or sense of partnership in working with the school to meet their children's needs.

What does the school need to do to improve further?

- Accelerate progress in mathematics to the levels in other subjects by June 2011 by:
 - ensuring teachers consistently set work that is closely matched to the wide range of abilities
 - making good use of summary sessions at the end of lessons to reinforce and extend what it is the pupils have been learning
 - improving the quality of mathematical displays in classrooms to the levels seen in the best classrooms.
- By September 2010 give closer attention, when planning lessons, to the specific learning needs and targets identified for pupils with special educational needs and/or disabilities and ensure leaders, teachers and teaching assistants regularly consider and review progress towards these targets.
- By working in partnership with parents and carers ensure the school gains the trust and confidence of those parents and carers of children of one year group who are uneasy about some of their children's experiences in school.

Outcomes for individuals and groups of pupils**2**

Almost all pupils enjoy school a lot and achieve well. They feel very safe in school and this is recognised by all the parents responding to the questionnaire. Pupils appreciate the many experiences offered to them in school. Attendance is above average and almost all pupils arrive punctually every morning. Children's attainment on entry fluctuates from year to year but is broadly as expected. Attainment is significantly above average by the end of Year 6 with no discernible differences between boys and girls, having risen strongly again this year following a brief dip last year.

Evidence from lessons, pupils' books, work displayed in classrooms, discussions with pupils and the school's comprehensive assessment records is consistent. It shows children get off to a good start in the Early Years Foundation Stage and make good progress which is maintained throughout the school. Progress in mathematics is accelerating following several new initiatives introduced this year, but not all pupils are working to their full potential. Progress by pupils with special educational needs and/or disabilities is more variable. Overall their progress in reading, writing and mathematics is satisfactory and in some instances it is good, often from very low starting points. These pupils respond well to much of the extra support given, but at times struggle to understand the general concepts being taught to the class as a whole and make only limited progress towards their identified targets even when withdrawn for extra help. Pupils' collaborative problem-solving skills and confident use of computer technology, combined with their above average attainment, equip them well for their next stage of

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education and adult life. They are exceptionally pleased to help around school, take on their formal roles as school councillors, peer mentors or monitors very conscientiously, and willingly help out informally with those of their peers who need additional help. They take initiative in instigating collections for charities such as the shoe box and Haiti appeals and participate in these with great commitment.

Pupils have a good understanding of the importance of adopting healthy lifestyles and are keen to participate in physical sports activities. Pupils have an exceptionally strong sense of right and wrong and an appreciation of beauty and wonder. They reflect perceptively on characteristics of potential heroes when discussing Martin Luther King. Their rehearsal of miming the creation story in the music and drama studio in advance of a performance in Gloucester cathedral demonstrated exceptional sensitivity by performers and audience.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

All aspects of provision are good across the school. Teachers are very creative in planning imaginative and interesting activities for the pupils from a broad curriculum in

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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which there are frequent special events, visitors or visits, such as taking part in the mock trial in Gloucester, trips to Osmington Bay and the religious education day earlier in the week of the inspection. The school has several awards in recognition of the good curriculum and teaching. These include International Schools Award, Artsmark Silver, Activemark and Healthy Schools status.

Many lessons are planned to provide hands-on experiences, with pupils often working in small teams or groups. Examples of this seen included when interpreting clues about three-dimensional shapes previously drafted by other pupils, and acting the story of Jack and the beanstalk in the music and drama studio before preparing to write a traditional tale in English. Teachers provide many opportunities for pupils to reflect and discuss in pairs their ideas and understanding and this helps ensure they are all motivated and engaged.

The school has successfully focused on improving the quality of marking and feedback given to pupils, and it is clear from pupils' books that pupils are frequently encouraged to consider the comments and reflect on how they could improve. In a few lessons, particularly in mathematics, work is not matched closely enough to the broad range of abilities and at times more able pupils unnecessarily sit through lengthy explanations. In a few others less able pupils are not given enough structured equipment or the benefit of clear guidance or questioning to help them clarify their learning. There are insufficient regular checks to consider what opportunities are being presented to help those with special educational needs and/or disabilities work towards their agreed targets or how effectively the curriculum is being adapted to meet their needs.

The good care, guidance and support established across the school throughout the day help to promote effectively the pupils' good personal development and ensure a caring ethos and a safe and welcoming environment. There is very careful supervision and handover at the start and end of the day. The school deploys skilled and trained assistants to support the needs of the vulnerable pupils, including those with special educational needs and/or disabilities, and this enables them to feel valued and be fully integrated into the life of the school. The good range of support and guidance for specific pupils has led to improvements, for example in their behaviour and attendance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's effective leadership is encapsulated by the carefully balanced

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approach across the school to promote every pupil's personal development and their academic progress. This is achieved by providing an exceptionally wide range of experiences and opportunities within a compassionate community. There is a clear commitment to continuous improvement, reflected, for example, by the resolute way the school is responding to some weaknesses in mathematics and the many other improvements since the last inspection, including the quality of teaching. There are detailed development and action plans, and the school is well placed to improve further. The senior leadership team diligently track and monitor the progress of all pupils as individuals and groups and ensure challenging targets are set.

Discrimination is not tolerated and the principle of equal opportunities is established strongly within the aims of the school. The school is determined to further strengthen the provision for pupils with special educational needs and/or disabilities and things like the 'worry box' strategy are used well to enable any individual to raise a concern. Leaders regularly monitor the performance of the school and the impact of recent changes made, for example by looking carefully at pupils' mathematics work, and they share the information with all staff and governors. This helps governors to have an accurate view of the school, enabling them to increasingly hold the school to account. All their required policies are in place. Procedures and policies designed to safeguard pupils are rigorously applied, for example those related to staff recruitment or child protection, and there is an ongoing programme of staff training related to this important aspect.

The school is committed to working in partnership with parents and carers, and maintains various channels of communication, including an informative website. While the very large majority of parents and carers feel involved and informed, a few, mainly clustered in one year group, expressed concerns about this relationship and the degree to which they feel supported or listened to and the provision made for their children. In many other ways the school is exceptionally effective at promoting community cohesion, with unusually well-developed links locally and globally, and pupils aware of and valuing the cultural diversity beyond Barnwood.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

There is a high regard for the children's welfare and safety, with very effective induction arrangements. They include staff giving their time on a Saturday morning, and meticulous day-to-day care, including very close liaison with parents and carers by all the well-qualified and trained staff. This enables the children to settle quickly and begin to make good progress in all areas of learning, and particularly in early language and mathematical skills. This year the proportion on track to complete the learning goals expected nationally for this age is greater than normally found. Children learn to share ideas and equipment, for example when seen using construction apparatus to build planes and boats, and are beginning to listen and respond to each other's ideas.

The new leader has an exceptionally clear understanding of what is working well and what needs to improve. Together with the headteacher, she has quickly established a very stimulating learning environment within relatively limited accommodation and responded well to the headteachers' plans to improve this accommodation. She has moved swiftly in order to extend the opportunities for children to have greater choice of experiences outdoors. Assessment is thorough with frequent use of photographic evidence and information from parents and carers when planning new experiences. The school was awarded an Early Years Foundation Stage quality standard mark very recently.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A significant proportion of parents and carers responded to the inspectors' questionnaire. The very large majority of replies to each question were positive, especially in relation to the school keeping children safe and helping them have healthy lifestyles, with many additional positive comments. However, the distribution of these positive comments was somewhat unequal. A majority of parents and carers of children

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in Year 6 who replied expressed concerns about aspects of the school's work and the experiences for their children. Inspectors found that some of these older pupils also had similar concerns. While only 70% of parents agreed with the way the school deals with inappropriate behaviour, inspectors found these incidents to be infrequent and that there are good procedures in place to follow them up. A few parents reported some irregularities in the way the inspectors' questionnaire was completed by one class. The school has been made aware of this and is looking into the matter.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barnwood Church of England Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 96 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	40	52	54	2	2	2	2
The school keeps my child safe	41	43	52	54	0	0	0	0
The school informs me about my child's progress	28	29	55	57	9	9	2	2
My child is making enough progress at this school	29	30	52	54	14	15	0	0
The teaching is good at this school	35	53	36	55	5	5	0	0
The school helps me to support my child's learning	24	25	57	59	11	11	0	0
The school helps my child to have a healthy lifestyle	30	31	60	63	4	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	21	57	59	6	6	2	2
The school meets my child's particular needs	26	27	55	57	9	9	1	1
The school deals effectively with unacceptable behaviour	17	18	50	52	16	17	5	5
The school takes account of my suggestions and concerns	23	24	59	61	4	4	3	3
The school is led and managed effectively	34	35	48	50	6	6	3	3
Overall, I am happy with my child's experience at this school	38	40	48	50	6	6	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 June 2010

Dear Pupils

Inspection of Barnwood Primary School, Gloucester GL4 3JP

Thank you for helping us when we visited your school. We enjoyed talking to you and seeing some of your work. Yours is a good school. You are very good at recognising what is right and wrong, and reflecting on the really important things in life. We thought the mime work of the creation story by Year 6 was brilliant. We are particularly impressed by the way so many of you take on jobs to help out around the school, such as being monitors or training as Barnwood Rangers. We were very pleased to find that you feel very safe in school. Your parents and carers agree. You behave very well most of the time, although a number of you and your parents and carers told us that a few pupils do misbehave at times. □ A small minority of parents and carers told us that they had a few concerns about the way the school operates.

Your teachers are good at thinking of interesting things for you to learn and do, often in teams or small groups, such as taking part in a mock trial or having special days like the recent religious education day. This makes learning interesting. You listen carefully to teachers, work sensibly and make good progress. This year everyone has been working hard to improve your mathematics. You are making much more progress now in mathematics but still not quite as much as in other subjects. Your headteacher is good at thinking of ways to improve the school and is helped by all the other leaders. To make the school even better we have asked her to work together with all the staff and the governing body on three things:

- Help you make even faster progress in mathematics by ensuring teachers always plan work that is not too easy or difficult for each group and give time at the end of the lesson to think about what it is you have learnt.
- Make sure that teachers and teaching assistants frequently think even more clearly about the targets set for those of you who need extra help and regularly check the progress they are making towards these targets.
- Find ways of involving staff and governors to work closely with all parents and gain their trust and confidence, especially those few who are uneasy about some of the things in school.

You can all help by telling teachers if you find any of your mathematics work too hard or

too easy.

Yours sincerely

Martin Kerly Lead Inspector

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