

Drakes' Broughton St Barnabas CofE First and Middle School

Inspection report

Unique Reference Number	116862
Local Authority	Worcestershire
Inspection number	338909
Inspection dates	11–12 February 2010
Reporting inspector	Peter Kerr

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

Type of school	Middle deemed primary
School category	Voluntary controlled
Age range of pupils	04–12
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	The governing body
Chair	Julie Lloyd
Headteacher	Paul Kilgallon
Date of previous school inspection	13 November 2007
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Introduction

This inspection was carried out by four additional inspectors. The majority of time was spent looking at learning. All the teachers were seen and 15 lessons observed. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at policy documents, records of pupils' progress plans for school improvement and the comments made in the 86 parental questionnaires that were returned.

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

- The consistency of teaching and the rate of pupils' progress in each year group.
- The effectiveness of target-setting and marking in helping pupils improve.
- The effectiveness of child-initiated learning in the Early Years Foundation Stage.

Information about the school

The school caters for pupils from reception to Year 7. Pupils in the younger classes (reception to Year 4 inclusive) are mainly from Drakes Broughton and the immediate vicinity. Each year, a significant proportion of pupils from two neighbouring first schools join the school at the beginning of Year 5. Most pupils attending the school are of White British origin. A very few pupils (1.8 per cent) speak English as an additional language. Very few pupils are eligible for free school meals. An average proportion of pupils (17 per cent) is on the school's register of special educational needs and disabilities and one pupil has a statement of special educational need (a below average proportion). The school holds the Eco-School award, Active Mark and Active Mark Gold.

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The school provides a satisfactory and improving education for its pupils. Good leadership and management have been sustained and teaching and the curriculum have improved from satisfactory to good since the last inspection. Overall, achievement is satisfactory in relation to pupils' average starting points with some variation in the pace of learning across classes. They make good progress in lessons to reach above average standards by the end of Year 7. Improvements to the quality of teaching since the last inspection have accelerated the progress that pupils make having made at least satisfactory progress in previous years. However, some year-groups are not yet achieving well enough, despite current good progress, because of previous high staff turnover. Pupils with special educational needs and/or disabilities and those for whom English is an additional language make satisfactory progress, as do those pupils who join the school in Year 5. Boys and girls achieve equally well. The school's assessment procedures are good, enabling teachers to plan tasks that are tailored to the needs of pupils in lessons, although there is still scope to improve the way assessments are used to set targets for pupils to aim towards. The quality of marking varies as in some classes it gives clear pointers on how to improve, but in others, it is too superficial or unclear to the pupils. Early Years Foundation Stage provision is satisfactory and children make sound progress. Improvements have been made to the quality of child-initiated play as recommended in the previous inspection but the cramped provision for outdoor learning limits some aspects of the children's physical development.

Behaviour is outstanding. Pupils are polite and considerate, and their excellent attitudes to work contribute enormously to their learning. They enjoy the many enriching experiences the curriculum provides and discharge any delegated responsibilities well. 'Learning Logs', in which pupils record individual projects undertaken partly at home, exemplify the increasing individuality being fostered by the curriculum. Care, guidance and support are satisfactory. Pastoral care is good, but there are weaknesses in the involvement of parents and carers in supporting their children. Some parents commented on a lack of clear information on their children's needs and progress.

The recently appointed headteacher and his deputy have established a united leadership team. Those members of staff responsible for evaluating teaching do so accurately and effectively so that good practice is spreading and weaknesses are being tackled successfully. Governance is satisfactory. Governors give good support to the school and have recently improved their monitoring, by focusing on progress in each class. There are shortcomings in the monitoring and recording of aspects of health and safety and in the organisation and review of policies, but governors show a determination to eradicate these. The good improvements since the last inspection and shared sense of

commitment to raising standards contribute to a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise achievement from satisfactory to good by ensuring consistency across the school in:
 - the use of targets to encourage and track the progress of all pupils, including those with special educational needs and/or disabilities;
 - the sharing of these targets with parents so that they can help their children at home;
 - the setting of clear success criteria for lessons that are rooted in skill development;
 - the marking of pupils' work, so that in all classes it identifies clearly what pupils need to do to improve and ensures that they respond.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspection before their next Section 5 Inspection.

Outcomes for individuals and groups of pupils

3

Children enter Year 1 with skills and abilities that are in line with those expected for their age. They make good progress through Key Stage 1 to reach above average standards in reading and mathematics and broadly average standards in writing by the end of Year 2. Pupils throughout Key Stage 1 enjoy sharing books and increasingly read independently. They also have good opportunities to apply their number skills to some challenging problem solving in mathematics which accounts for their good progress. Progress is satisfactory in Key Stage 2 because the pace of learning and the challenges offered to the pupils vary. Current progress is good in most classes, but over time it is only satisfactory because of previous disruption to learning. This is evident in Year 6, where pupils of all abilities are making solidly good progress now, but a significant minority of lower-attaining pupils, including those with special educational needs and/or disabilities, are starting to catch up on some lost ground because of slow progress in earlier years. Pupils are increasingly being provided with opportunities to work towards more challenging targets. This is improving the pace of learning in lessons in Key Stage 2 and, increasingly, good teaching is starting to improve standards still further. As a result, pupils are reading and writing more extensively and gaining confidence in their ability to work with others and use analytical skills when working independently.

Pupils' personal development is good and their outstanding behaviour and attitudes help them to learn effectively even when teaching is not of the best quality. When lessons are interesting and challenging, the pupils show great enthusiasm and maturity, for example in perfecting their singing for a recorded performance. Pupils have a good understanding of the wider world at an international level through links with other

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schools abroad, but have little direct experience of the diversity that exists within their own country. The school has already recognised this and is establishing links with schools in more ethnically diverse parts of the UK. Attendance is average but should be better as too many pupils are taken on holidays in school time.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
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	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good and continues improving. All lessons seen during the inspection were at least satisfactory. The large majority were good, reflecting improvements to the pace of learning and the productivity of lessons with some outstanding features, the most significant of which were:

- good use of assessment to set success criteria that focus on skills rather than the completion of tasks;
- astute questioning of pupils as they work to assess their understanding and move them on;
- lively presentations by teachers that the pupils readily respond to with enthusiasm and effort;

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

- good marking of pupils' work that shows them clearly how to improve and makes sure that they respond to comments and suggestions.

The weaker lessons were less lively and success criteria were insufficiently focused on the skills to be developed so pupils were not always sufficiently engaged in their learning or the demands placed on them were not challenging enough.

Curriculum innovation is improving following a period of a narrow focus on basic skills. An increasing variety of enriching experiences within and beyond lessons is being offered, including themed topic work and individual projects. These give good opportunities for pupils to use a range of skills in interesting contexts. Pupils' enjoyment of learning was evident during the inspection in practical lessons, for example in making bread and pancakes and improving gymnastics displays. All groups have equal opportunities to succeed, with good opportunities for gifted and talented pupils. Provision for pupils with special educational needs and/or disabilities is satisfactory, with good support provided in some lessons. However, there are missed opportunities in some lessons to provide the right level of support. This is because the process of review for pupils with special educational needs is not systematic enough to ensure that tasks are always tailored to their needs. The school has an active programme to encourage good attendance, but its efforts to discourage parents from taking holidays in term-time have so far had limited success.

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	3

How effective are leadership and management?

The school continues to benefit from good leadership and management despite recent changes of headteacher. Continuity has been maintained by senior and middle managers, with full support from all the staff. Teachers have worked hard to improve their practice, with good guidance from within and beyond the school. The interior of the school is vibrant, and colourful, and clearly reflects the work of pupils and the pleasure that they get from it. Governors acknowledge that more could be done to make the exterior environment more attractive and useful. The school treats all pupils equally, but it is also true that some pupils have been much more adversely affected by staff absences and changes over recent years than others. This is reflected in the contrasting views of the school expressed by parents and carers. The headteacher recognises this and is actively seeking ways of increasing parental involvement with the school and improving the sharing of information with them. The school's commitment to equality of

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

opportunity is reflected in its improving analysis of the progress of all groups of pupils. Suitable action is being taken to address weaknesses that are identified, for example, in managing and auditing provision for pupils with special educational needs and/or disabilities to ensure that there is consistently good support for these pupils in all lessons.

The school's work on community cohesion has been partially successful. Much has been achieved at a local and international level, but governors acknowledge that more needs to be done to embrace diversity within the United Kingdom. Governors also recognise that the organisation and review of policies is not yet robust enough to ensure best practice in all areas. Safeguarding procedures, including safe recruitment and child-protection are satisfactory.

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	3
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
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter reception with skills and abilities that are in line with those expected of four-year-olds. They make satisfactory progress and most reach at least age-related expectations before they transfer to Year 1. Good transition arrangements ensure that those children who need to continue to learn at least partly through play do so until they are ready to fully integrate into Key Stage 1. Progress in creative development is good, reflecting the opportunities the children have to draw, paint, make things and engage in role play activities. Progress is also good in linking sounds and letters because of the systematic programme that is followed daily.

Staff interactions with children as they play are sufficiently purposeful to provide secure

evidence for progress across the areas of learning. This is a good improvement since the last inspection. The teacher and teaching assistants work well together to compile a record of progress, including photographs , which parents appreciate.

Provision for outdoor learning is barely adequate. Only a small space is available, limiting the range of activities that can take place. There is no room, for example, for children to use scooters and bicycles or for climbing apparatus. This inhibits some aspects of the children's physical development. There is no covered area to facilitate outdoor learning in inclement or hot weather. The area is also separated from the classroom by a cloakroom so that the children's use of it has to be tightly regulated to ensure adequate supervision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

About one quarter of parents returned questionnaires. The effect of staff absences, on children's progress and enjoyment, was the most commonly expressed concern. The inspection confirms uneven progress due to staff turnover and absences in the past, but also that this has been largely eliminated. Some parents were also dissatisfied with the quality and amount of information they received about their children's progress, including cases where children have special educational needs and/or disabilities. The inspection confirms that more accurate and useful information on pupils' targets and progress should be provided.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Drakes' Broughton St Barnabas CoFE First and Middle 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 320 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	61	33	38	0	0	0	0
The school keeps my child safe	51	59	34	39	0	0	0	0
The school informs me about my child's progress	35	40	35	40	16	18	0	0
My child is making enough progress at this school	28	32	43	49	12	14	0	0
The teaching is good at this school	31	36	49	56	4	5	0	0
The school helps me to support my child's learning	27	31	46	53	11	13	0	0
The school helps my child to have a healthy lifestyle	32	37	48	55	4	5	2	2
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)	29	33	43	49	3	3	1	1
The school meets my child's particular needs	31	36	43	49	8	9	0	0
The school deals effectively with unacceptable behaviour	29	33	42	48	3	3	0	0
The school takes account of my suggestions and concerns	28	32	39	45	2	2	0	0
The school is led and managed effectively	26	30	47	54	1	1	0	0
Overall, I am happy with my child's experience at this school	34	42	34	42	6	7	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



Monday 15 February 2010

Dear Pupils,

Inspection of Drakes' Broughton St Barnabas CofE First and Middle School, Pershore, WR10 2AW

My colleagues and I enjoyed our visit to your school. We found that it is a lively place that provides a good curriculum and gives you a satisfactory education. Teaching is good and you are doing well in lessons. Some of you did not do as well in previous years because your teachers kept changing. This means that you are still catching up. Your behaviour is outstanding. You are polite and a pleasure to talk to. You enjoy most lessons and you really shine when you are doing challenging and exciting things like recording the Peru song. I really enjoyed listening to that. You put your heart and soul into it and got better as you practised. Your learning logs were very interesting, showing how you can study independently. Some of you know your targets, whilst others do not, and some of your parents would like to know more about how well you are doing. We also thought that, in some classes, marking of your work helped you to see how to improve.

The new headteacher is doing a good job of getting all the staff to work together as a team so that they can continue making your school even better. We have asked them to do a few things to help you all do as well as you can. These are:

- make sure you and your parents know what your targets are and what you need to do to achieve them
- make sure that in every class, when teachers mark your books, they show you how to improve.

You have a part to play in making sure you do as your teachers ask you to, and improve your work.

We have also asked the school to improve the outdoor area in the reception class so that the children can use it for more of the time and do more things in it.

I would like to extend my best wishes for the future to you and your teachers.

Yours sincerely

Peter Kerr

Lead inspector

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