

Barnacre Road Primary School

Inspection report

Unique Reference Number	119808
Local Authority	Lancashire
Inspection number	339538
Inspection dates	21–22 October 2009
Reporting inspector	David Law

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Mrs Kathy Kissick
Headteacher	Mr S Wallis
Date of previous school inspection	6 June 2007
School address	Barnacre Road Longridge Preston PR3 2PD
Telephone number	01772 783555
Fax number	01772 795920
Email address	head@longridge.lancs.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. They visited nine lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at samples of pupils' books and teachers' assessments of pupils' progress. The inspectors also looked at the school improvement plan and information from school self-evaluation. Inspectors received completed 90 questionnaires from parents and carers and looked at 90 questionnaires completed by pupils.

- current evidence of pupils' learning, progress and achievement
- the quality of teaching and how well it promotes pupils' learning and progress
- the effectiveness of leadership in enabling school improvement.

Information about the school

This smaller than average sized school has very few pupils from minority ethnic groups or who speak English as an additional language. The number of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is well below average. The school has achieved the Healthy Schools Award. Early Years Foundation Stage provision consists of a unit for children of Nursery and Reception age.

Childcare provision, not managed by the governing body, occupies accommodation at the school and is subject to a separate inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

Barnacre Road School provides a satisfactory education for its pupils and their achievement is also satisfactory. Pupils are proud of their school and enjoy many opportunities to learn from first-hand experience through a well-organised curriculum. For example, one pupil said, 'We do lots of activities, trips and themed weeks and it is great fun.' All pupils are fully confident that adults will listen to them and they say they feel safe in school at all times. Pupils behave well at all times, are keen to take responsibility and contribute well to the school and wider community. They are respectful of each other and tolerant of differences. Every member of staff works hard to provide good care, guidance and support and this is particularly well targeted at the most vulnerable. Effective links with a wide range of partners support pupils' learning and promote their well-being.

The quality of teaching varies across the school and is satisfactory overall. Not enough is good or better. This variability explains why achievement is not better than satisfactory. Senior leaders and governors recognise the need to improve teaching, especially in the use of assessment and the quality of marking. They regularly monitor the quality of provision by observing lessons and checking on pupils' work. This self-review has become more rigorous since the last inspection when it was an area for improvement. There is a current focus on improving how well pupils write. This is a relevant priority because pupils' standards and progress in writing lag behind those in reading and mathematics, partly because pupils have too few opportunities to practise their writing to support their learning in other subjects. In 2009, pupils' attainment in mathematics and science improved to above average and the quality of provision in the Early Years Foundation Stage has improved to good since the last inspection. This shows the school has a satisfactory capacity to improve. The capacity is strongest at senior leadership level. The headteacher and deputy headteacher have been tenacious in managing staff absence and performance. Senior leaders and governors recognise there is scope to improve the role of middle leaders and have clear plans to do this. The vast majority of parents and carers feel that their children enjoy school and are kept safe there. One said, 'My child loves going to school, has made lots of friends and is extremely happy.'

What does the school need to do to improve further?

- Improve attainment in English by developing pupils' ability to write for a range of purposes across the curriculum.
- Improve the quality of teaching by developing the use of assessment and the marking of pupils' work to plan learning that matches pupils' needs and enables

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them to make good progress.

- Develop the contribution of middle leaders to raising achievement by enhancing their ability to evaluate and plan improvement and to develop their colleagues' skills.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

All groups make satisfactory progress in their learning. Pupils concentrate well and are eager to do their best. Where teachers match learning well to pupils' needs, and particularly where it challenges their thinking, then knowledge and understanding are acquired at a brisker rate. Pupils with special educational needs and/or disabilities make satisfactory progress. Attainment at the end of Year 6 has been average over the last three years, but in 2009 was above average in mathematics and science. However, attainment in English is no better than average because pupils do not achieve as well in writing as they do in reading. The extent to which pupils develop the skills for their future economic well-being is satisfactory. They enjoy using computers, for example to search the internet to find information for their project on Australia. Their spiritual, moral, social and cultural development is good. Attendance is above average. Pupils have a good knowledge of how to live a healthy life and are exceptionally keen to take part in exercise, for example through the many sporting opportunities available to them.

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	3
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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory overall; inspectors saw some that was good and none that was inadequate. In the best lessons, pupils are engaged by interesting and practical tasks matched to their needs. For example, in one lesson pupils gave a lively rendition of 'The Pirate Stomp' and went on to work independently in groups, where there was good discussion to extend their speaking and listening skills. Teaching assistants make a valuable contribution to learning. In the less effective lessons, the pace of learning is not as brisk and there is not enough challenge. Teachers mark pupils' work regularly, but often insufficiently guide pupils about how to subsequently improve their work. In addition, the use of assessment information to plan learning that is well matched to pupils' needs is satisfactory rather than good. Pupils are aware of generic targets for what they should achieve, but the use of personal targets is less well developed. A broad curriculum of good quality captures the interest of pupils. It is enriched by a wide range of community links – for example, pupils have planted numerous trees in local woodland and developed their understanding of ecology. Extra-curricular activities, including residential visits, are well supported by pupils and staff. Good care, guidance and support contribute well to pupils' personal development and well-being. This has enabled some pupils to overcome significant barriers, for example pupils with special educational needs and/or disabilities who have grown in confidence. The school has developed good links with secondary schools to enable transition to be effective.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 senior leadership team of headteacher, deputy headteacher and Early Years Foundation Stage manager is keen to secure improvement. The team's main priority centres on improving teaching and its members show sufficiently high expectations and the drive to achieve this. However, more staff absence than normal has impeded

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progress. There is accurate monitoring of pupils' progress and the quality of teaching. This information is used to hold teachers to account for the progress their pupils make. This is enabling leaders to focus support where it is needed and to set sufficiently challenging targets for improvement. The school reached its mathematics target last year but fell short in English. Significant effort to improve the Early Years Foundation Stage has resulted in good provision. Governors have a strong presence in the school, are fully aware of its strengths and weaknesses and their systematic evaluation enables them to challenge senior leaders. Suitable plans are being put into effect to develop middle leadership roles. The school knows its pupils' personal needs and effectively tackles discrimination so there is equal opportunity for everyone to learn and achieve. Safeguarding procedures are satisfactory and all regulations and duties are met and in line with government requirements. The school promotes community cohesion well. All pupils work and play harmoniously together and there are effective strategies to engage the immediate community and that further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills in line with those expected for their age. Those currently in the Nursery and Reception unit are making good progress in their learning because of good provision and leadership. Many are on course to exceed expectations for their age by the time they leave Reception. This is a significant improvement as past records show children's progress to have been only satisfactory. Children's individual needs are known well and careful records are kept of

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their progress. There is good provision for their welfare and personal development. Assessment is skilfully used to plan learning. Relationships are positive and behaviour is good, with children showing increasing independence. Key staff are well aware of the need to safeguard children who feel very safe as a result. Learning is made exciting so children thoroughly enjoy what they do. The outdoor environment, though used well, is in need of some upgrading. The school has clear plans to attend to this. The setting is well led and there is a strong ambition across the team for all children to learn well and be happy. Monitoring systems are very effective in helping to sustain improvement. There are good links with parents and carers, and high-quality information keeps them well informed. One parent said: 'The set up is excellent and my child enjoyed going from day one. Staff are very supportive and approachable and he is learning lots.'

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	2

Views of parents and carers

The large majority of parents and carers agree that the school keeps their children safe. Almost all agree that their children enjoy school and they are happy with their children's experience. A few parents and carers feel they are not kept well enough informed about their children's progress and that the school does not take account of their suggestions and concerns. Inspectors found that there is regular exchange of information with parents and carers which provides adequate information about how well their children are doing. A few parents and carers did not agree that the school deals effectively with unacceptable behaviour. Inspectors found behaviour to be good and the school deals well with this. One parent summed it up by saying: 'I am happy with this school. It has adopted a "children come first" approach with an emphasis on welcome for parents.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barnacre Road 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	66	29	32	2	2	0	0
The school keeps my child safe	65	72	27	30	0	0	0	0
The school informs me about my child's progress	37	41	48	53	6	7	0	0
My child is making enough progress at this school	45	50	44	49	0	0	0	0
The teaching is good at this school	41	46	44	49	2	2	0	0
The school helps me to support my child's learning	39	43	43	48	5	6	0	0
The school helps my child to have a healthy lifestyle	46	51	40	44	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)	39	43	48	53	2	2	0	0
The school meets my child's particular needs	41	46	46	51	4	4	0	0
The school deals effectively with unacceptable behaviour	40	44	47	52	5	6	0	0
The school takes account of my suggestions and concerns	33	37	46	51	9	10	0	0
The school is led and managed effectively	40	44	42	47	5	6	0	0
Overall, I am happy with my child's experience at this school	58	64	31	34	3	3	0	0

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.



Dear Pupils

The other inspectors and I enjoyed our visit and you made us feel very welcome. Thank you for contributing to the inspection by being eager to talk to us.

Your school is providing you with a satisfactory education. The youngest children get off to a good start in school. You told us that you enjoy Golden Time very much and feel safe when you are in school. One of you said: 'We do lots of trips and after-school clubs. We are always safe and I really enjoy coming.' We agree and were impressed by the many activities provided by the good curriculum. We saw how excited you were on the second day of the inspection when you came in your Halloween costumes – just a little bit scary though!

We saw you work hard in lessons, try your best and make satisfactory progress in your learning. You have a good understanding of the importance of healthy eating. We saw that your behaviour is good and you are helpful to each other. The teachers and other adults take good care of you. Teaching is satisfactory. The headteacher and other senior leaders are taking steps to improve this. The leadership and management of your school are satisfactory. Adults are keen for you to do well and work hard to achieve this. We have three recommendations for the governors, headteacher and teachers to help you to improve. We want you to improve your writing because this is an important skill for the future. We would also like the teachers who lead various subjects to find out more about how well the school is doing and to use the information to make things even better. Finally, we want to see the teaching improve from being satisfactory to good so you will learn even more.

I hope you will play your part in bringing about these improvements by continuing to work hard to achieve your targets. Best wishes for the future.

Yours faithfully

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