

Barwell Infant School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 119930 |
| Local Authority | Leicestershire |
| Inspection number | 339559 |
| Inspection dates | 23–24 June 2010 |
| Reporting inspector | Marion Thompson |

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 | 4–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 179 |
| Appropriate authority | The governing body |
| Chair | Rosemary Strange |
| Headteacher | Jane Sanchez |
| Date of previous school inspection | 23 January 2007 |
| School address | Townend Road Barwell Leicester |
| Telephone number | 01455 842310 |
| Fax number | 01455 845806 |
| Email address | admin@barwell-infant.leics.sch.uk |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

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

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Twenty lessons and parts of lessons were seen and nine teachers were observed at least once. Informal

- discussions were held with a sample of parents and carers who brought their children
- to school. Meetings took place with the Chair of the Governing Body, staff and groups of pupils. The inspection team observed the school's work, and looked at documentation, including that related to safeguarding, school improvement plans, assessment information, curricular planning, samples of pupils' work and an audit undertaken by the school. Inspectors analysed the results of the 62 Ofsted questionnaires completed by parents and carers and took account of the views expressed in staff and pupil questionnaires.

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

- the progress made by boys, especially in reading and writing
- the progress made by pupils with special educational needs and/or disabilities
- the impact of school self-evaluation on pupils' progress.

Information about the school

This school is a smaller than average school, with two Reception classes. The vast majority of pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is broadly average and their difficulties span a wide range of needs, including medical conditions. The proportion of pupils known to be eligible for free school meals is below average although the school is in an area of some social and economic disadvantage. The school has achieved Healthy Schools status and received the Sports Mark award.

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

The school provides a good education. Attainment is broadly average, representing good progress from pupils' below expected starting points. Boys and girls, including those with special educational needs and/or disabilities achieve well. Care, support and guidance are outstanding, helping pupils to overcome barriers to learning. The vision for the school has been driven by the headteacher, supported well by staff and governors. Perceptive self-evaluation and planning have led to:

- skilful coaching of staff which has ensured that most teaching is engaging
- careful tracking of pupils' progress so that work is well matched to pupils' needs
- a varied and stimulating curriculum that motivates pupils to learn
- very effective systems which have raised attendance significantly to the national average
- improved provision in Reception where children now make good progress.

These improvements clearly show that the school has good capacity for further improvement. However, progress throughout the school is uneven and is most rapid in the Reception classes and Year 2. In a small minority of satisfactory lessons, especially in Year 1, the most able boys and girls do not make quite as much progress as they should, particularly in writing. This is often when lessons lack pace and challenge or the teacher's subject knowledge is not fully developed.

Pupils work hard and take a confident part in discussions. Behaviour is excellent and pupils treat each other with real respect, prompting each other to behave even better. They are reflective and considerate. They pay good attention to staying safe, for example taking responsibility for putting on hats to protect them from the sun. They have an excellent awareness of the need for a balanced diet and exercise and show this through the healthy food choices they make and their high level of involvement in extra curricular sports.

What does the school need to do to improve further?

- By July 2011, improve pupils' progress and attainment, particularly in writing and especially of the highest attaining pupils, by ensuring that:
 - lessons consistently provide pupils' with a good level of challenge, especially in Year 1
 - lessons are conducted at a brisk pace
 - teachers' subject knowledge is enhanced where necessary.

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

Outcomes for individuals and groups of pupils

2

Pupils achieve well in reading and above average proportions reach high levels. By the time they leave most pupils read simple texts confidently and with understanding. The development of reading skills has been supported well by encouraging pupils to use the public library - in some classes this is a 100%. Speaking and listening skills develop well, especially in Year 2, where skilful questioning and the careful introduction of new vocabulary enable children to extend their language. Number skills develop well, although problem solving, whilst improving rapidly, is not quite as well established. Attainment in writing is broadly average, but occasionally progress is slower than it should be for the most able pupils so fewer reach the higher levels they achieve in reading. Whilst improving, spelling and sentence level work are not consistently secure. Pupils with special educational needs and/or disabilities make good progress, both in class and in the nurture group, because their programme is carefully tailored to match their needs. Pupils have positive attitudes which support their learning well. They work hard, concentrate well and take a full, lively and confident part in class and group discussion.

Pupils enjoy their learning, particularly rousing singing which they take part in with great gusto. Peer massage sessions help to create the calm atmosphere that permeates the school and help pupils to feel ready to learn. Children take on responsibilities, for example, for a child in Africa by raising funds to provide long term financial support. Older pupils take pride in helping younger pupils with reading and computer work. Pupils' sound skills in literacy and numeracy and average attendance form a satisfactory basis for their future learning. Their spiritual, moral, social and cultural development is excellent. In this largely mono-cultural school they engage very well with the range of faiths and cultures represented by community groups within the local area and well beyond.

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 | 3 |
| 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 | 2 |
| The extent to which pupils feel safe | 2 |

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

| 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 | |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| 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 Taking into account: Pupils' attendance ¹ | 3 |
| | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

Relationships between teachers and pupils are respectful, motivating pupils to learn. Assessment information is used well to match activities to the range of pupils' abilities and to identify when they need further support. Most lessons proceed at a brisk pace and present pupils with a good level of challenge. For example pupils in a Year 2 class produced well written nonsense poems because of lively teaching and skilful questioning and demonstrated an understanding of literary devices, like alliteration. In the small minority of satisfactory lessons, especially in Year 1, the pace is rather slow and subject knowledge is occasionally patchy, especially in relation to writing.

The curriculum is broad and balanced and meets the needs of most pupils well, with a strong emphasis on the development of literacy and numeracy skills. It has been enhanced by exciting activities, such as a trip to Brooksby Farm and by visits from members of the community. Occasionally written tasks are not sufficiently challenging for the most able pupils. Cross-curricular work is developing well.

The school provides excellent support to pupils whose circumstances make them vulnerable. The Nurture Group provides excellent support to pupils to overcome significant issues, like behavioural and physical difficulties. Particular pupils benefit from breakfast at school and the availability of favourably priced outgrown uniforms. Links with external agencies are excellent. Parents value the support they receive through, for example, family learning and signposting to other agencies. Transition at all stages is sensitively organised to take careful account of pupils' needs and the school provides a caring, safe environment where pupils thrive. A well organised system, including rewards, has improved attendance substantially to the national average.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching Taking into account: The use of assessment to support learning | 2 |
| | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

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

How effective are leadership and management?

The headteacher's inspirational leadership has driven improvements. Governors provide good support and challenge. Development planning is based on accurate self-evaluation and has led to improvements in all aspects of provision. As a result, behaviour, attendance, achievement in the Reception class and standards in reading, have improved. Robust actions are improving the quality of teaching, although there is further to go to improve attainment. Parents and carers, including the hard to reach, hold the school in high regard. There are good links with other partners, for example firms support the school through donations, such as trees. Equal opportunities are promoted well. Discrimination is tackled robustly and pupils learn to appreciate differences. However, the school is aware that pupils make more rapid progress in some classes than others and occasionally the more able do not make enough progress in writing. Safeguarding is good overall and some aspects, such as the sensitive and very well organised arrangements for child protection, are outstanding. The governing body is actively involved in improving the rigour of arrangements to safeguard pupils. The school makes an excellent contribution to community cohesion. The school is a harmonious community which effectively promotes shared values and meets the needs of the local community very well. Pupils are well aware of global issues, for example poverty and the need for recycling. They have a very good understanding of the diversity in contemporary society.

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 | 1 |
| 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 | 2 |
| The effectiveness with which the school promotes community cohesion | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

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

Children enter the Reception class with levels of skills that are below those expected for their age, and well below in relation to reading and writing. They make rapid progress, but literacy skills are still below average on entry to Year 1. Children settle quickly, because arrangements for transition are well planned. The programme of activities is based on careful observations of children and is well matched to their needs, in class and in the outside area. There is a good balance between teacher-directed activities and those chosen by the children, which help them to develop independence. They learn to take turns, listen attentively and respond confidently to questions. They develop their spoken language well through imaginative play, for example, through sitting in a boat, pretending to be pirates and finding treasure. There are occasionally insufficient attractive opportunities for children to write, especially in the outside area. Leadership and management are effective and well organised and have led to recent improvements.

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 inspection team endorses the positive views held by the vast majority of parents and carers who responded to the questionnaire. They feel that their children enjoy school, are kept safe and are happy with their overall experience. Two parents felt that the school does not deal effectively with unacceptable behaviour. No unacceptable behaviour was seen during the inspection, but children felt that their complaints were taken seriously by staff and dealt with well. There were no other perceptible trends.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barwell Infant 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 179 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 51 | 81 | 11 | 17 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 55 | 87 | 8 | 13 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 36 | 57 | 26 | 41 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 45 | 71 | 17 | 27 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 45 | 71 | 16 | 25 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 43 | 68 | 19 | 30 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 40 | 63 | 22 | 35 | 1 | 2 | 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) | 32 | 51 | 24 | 38 | 1 | 2 | 0 | 0 |
| The school meets my child's particular needs | 39 | 62 | 21 | 33 | 1 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 32 | 51 | 25 | 40 | 2 | 3 | 0 | 0 |
| The school takes account of my suggestions and concerns | 32 | 51 | 25 | 40 | 1 | 2 | 0 | 0 |
| The school is led and managed effectively | 48 | 76 | 15 | 24 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 48 | 76 | 12 | 19 | 1 | 2 | 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

| 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.



25 June 2010

Dear Children

Inspection of Barwell Infant School, Leicester, LE9 8HG

Thank you for the warm welcome you gave us when we visited your school. Your views and those of your parents helped us to decide what we thought of the school, so thank you very much. Your school provides you with a good education and you make good progress. Children get off to a flying start in the Reception classes and settle quickly because staff take really good care of them. Across the school we were impressed with:

- the good progress you are making
- your excellent behaviour and the way you look after each other - keep it up
- your excellent understanding of how to be healthy and the sensible choices you make about what you eat and how often you exercise
- how well you know how to keep safe
- the excellent care the school provides for you when you are unhappy or worried
- the good teaching and interesting activities the school offers you
- the caring headteacher and staff who are working hard to make sure things continue to improve.

We want the school to make certain that work is pitched at the right level for you and makes you think hard, especially if you are a quick learner, by planning activities that provide you with a challenge, especially when you are writing. You enjoy that, don't you? We would also like all lessons to be brisk, so you can get on with your work more quickly.

You can help too by writing regularly at home however old you are. We know lots of you already go to the library and read interesting books - that will help too so keep it up. And also keep up the improved attendance-it makes a difference.

Yours sincerely

Marion Thompson

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.