

Barnham Primary School

Inspection report

Unique Reference Number	125892
Local Authority	West Sussex
Inspection number	340864
Inspection dates	5–6 November 2009
Reporting inspector	Wendy Forbes

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	298
Appropriate authority	The governing body
Chair	Patricia Dingemans
Headteacher	Julie Hodgson
Date of previous school inspection	6 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff and a group of pupils. They observed the school's work and looked at a wide range of documentation, including 128 responses to parental questionnaires.

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

- the progress made and standards achieved by pupils in writing and mathematics
- how effectively teaching and the curriculum meet the needs of all learners, in particular, more-able pupils
- the quality of support for the more vulnerable pupils, particularly those with physical disabilities
- the effectiveness of assessment strategies, marking and pupil tracking systems in raising achievement across the whole school
- the effectiveness of leaders and managers in driving improvements and raising achievement.

Information about the school

This is an average-sized, over-subscribed school. With the exception of the Early Years Foundation Stage, where one single-age group class operates within two bases, all other year groups are organised into three mixed-age group classes. Almost all pupils are from White British backgrounds. The current proportion of pupils with special educational needs and/or disabilities is well above average, and the on-site special unit for pupils with physical disabilities, known as The Orchard, means that there is a much higher proportion of pupils with a statement of special educational needs than is found in most schools. The school has received a number of awards including Healthy School, Sportsmark (Gold), Artsmark (Gold), Travel Plan, Eco-Schools Green Flag, Early Years Kitemark, Dyslexia Friendly and Investors in Children.

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, where parents and carers particularly value the outstanding level of care, guidance and support provided for their children. Questionnaires confirm parents' very positive views of the school. As one parent said, 'Our child's experience is rich, varied, fulfilling and fun ... and the school's very inclusive approach promotes awareness, understanding and respect of others.' At the heart of this good school is the drive and determination of the dynamic headteacher, who is well supported by staff and governors. It is a happy school, where everyone works hard to provide the best possible education for every child. This it does effectively. Everyone, pupils and adults, matters in this school. Well-motivated pupils strive to achieve the best they can. As one pupil said, 'There is nothing I would change here, it's just perfect ... it's awesome!'

Good teaching and a well-planned curriculum, enhanced by an excellent, creative range of enrichment activities, are significant factors in ensuring pupils make good progress throughout the school. By the time Year 6 pupils leave school, standards are above average in English and mathematics, and high in reading and science. However, the attainment of more-able pupils, particularly in writing and mathematics, is not as high as it could be. This is because teachers do not always put their good lesson planning into practice, to ensure that pupils of all ability groups are consistently challenged to do well in lesson activities. Standards in many other subjects, including music, art, and information and communication technology (ICT), are above national expectations. Pupils particularly enjoy high-quality music teaching, as seen in one outstanding Year 3/4 lesson, where pupils were observed learning rhythmic and vocal techniques with great enthusiasm, in order to produce high-quality musical performance.

The school provides excellent support for pupils with special educational needs and/or disabilities, with the result that they make good, and sometimes outstanding, progress. Teachers work closely with teaching assistants to provide high-quality individual support programmes, as well as ensuring that these pupils play a full part in all lessons. The progress of all pupils is tracked well by the school, ensuring that appropriate support is put in place for those who are identified as in danger of falling behind. Pupils know their targets, and the steps required to reach the next level in their own performance, as a result of effective marking and good-quality oral feedback from teachers. Pupils' outstanding behaviour and excellent relationships promote extremely positive attitudes to learning throughout the whole school community, and support excellent awareness of health and safety. Pupils' good attendance and punctuality reflect their desire to be at school. While pupils have a thorough understanding of their local and international community, their understanding of the ethnic diversity of other schools and communities in the United Kingdom is underdeveloped.

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School self-evaluation is honest and accurate and, as a result, leaders set appropriately challenging whole-school targets. Information about progress towards targets is used well to monitor and improve standards. Governors work in very close partnership with the headteacher and staff, providing a good balance of support and challenge. The shared commitment and desire to succeed reflect the school's continuing good capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment in mathematics and writing by ensuring that all pupils, and in particular the more-able pupils, are consistently provided with tasks that are challenging and closely matched to their level of ability.
- Raise pupils' awareness and understanding of the cultural diversity of the United Kingdom through developing links with other schools and institutions that have greater ethnic diversity.

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

Standards are above average, as shown in the school's results in the 2009 National Curriculum tests and assessments and pupils' current work. Lessons observed showed that pupils continue to develop good learning habits and attitudes as they move through the school from Key Stages 1 to 2. Pupils value learning, are eager to do well and collaborate willingly. As pupils remarked, 'Every day there is something fun to do ... teachers make sure we try our best.' In the majority of lessons, pupils listen attentively, respond keenly to teachers' questions and participate in discussions, and many express their points of view clearly and with confidence. However, in just a few mathematics and English lessons seen, the pace and challenge, particularly for the more-able, were not as good. Consequently, these pupils did not achieve as much as they could have done. However, the school's data and inspectors' observations of pupils' work showed that a number of initiatives are helping to accelerate pupils' progress, such as setting in English and mathematics. Intensive personalised support ensures that pupils with special educational needs and/or disabilities make consistently good progress. Good outcomes in English and mathematics, pupils' very positive attitudes to learning and the good progress they make all help to ensure that pupils are well prepared for their secondary education and later life.

Pupils' good spiritual, moral, social and cultural development is seen in their friendships and sensitive support for each other. Behaviour is outstanding throughout the school and is characterised by general helpfulness, courtesy and good manners. Pupils say that bullying is a rare occurrence.

Pupils have an excellent understanding of healthy lifestyles. The school's 'Grow It, Cook It' project is at the heart of much of its work in this area. Many say how much they enjoy the activities provided to help them keep and stay fit. Pupils say they feel very safe in school and know that teachers will help and support them with any worries they may have. The work of the Eco and school councils is valued by everyone and Year 6

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pupils enjoy the opportunities to help others by taking on roles as house captains and/or playground buddies. Pupils enjoy opportunities to forge links in the wider community and spoke enthusiastically about the school's successful campaign to save Barnham's Victorian signal box.

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	2
The extent to which pupils feel safe	1
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	2
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 good in The Orchard as well as in the main school. Outstanding support is seamless, regardless of whether pupils are being taught in the resource base or in mainstream lessons, and carefully drafted individual plans for pupils with special educational needs and/or disabilities enable them to make good, and sometimes outstanding, progress.

Pupils have individual learning targets and most are involved in the assessment of their own learning. Pupils' work is marked diligently and pupils say that this is helpful because it tells them how they can improve their work. Regular assessments are used effectively to identify any potential underachievement by individuals or groups, so that support can be put into place swiftly.

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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Although teachers' good subject knowledge and their understanding of pupils' needs ensures that they plan well for different ability groups, not all teaching consistently challenges pupils in practice, particularly the more-able in writing and mathematics. Teachers are skilled in their use of ICT, both in preparing their lessons and in the use of interactive whiteboards as a tool for introducing new learning and demonstrating skills and techniques.

The good curriculum is enriched by well-planned cross-curricular links; specialist teaching in French, art, sport and music; an excellent range of enrichment activities; and a good range of well-attended extra-curricular clubs. The school's good personal, social and health education is a strength of the curriculum and has a positive impact on the good outcomes for pupils, particularly the promotion of courtesy, good manners, respect and good citizenship which is clear throughout the school.

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	1

How effective are leadership and management?

The headteacher's vision has been instrumental in creating an ambitious staff team, whose members are united in driving school improvement. The headteacher is imaginative and creative, and has ensured that resources are used well to provide a vibrant environment in which to learn. The financial commitment to teach pupils in separate groups at times during the week has had a significant impact in accelerating progress and raising standards in English and mathematics, particularly in Year 6. Exceptionally well-developed support systems within the school are complemented by an excellent range of partnerships with outside specialists to support the needs of vulnerable pupils, including those with special educational needs and/or disabilities. Prudent financial management and astute targeting of resources have ensured that the school gives good value for money.

Effective systems are in place to monitor and evaluate the work of the school and there is an effective plan for further development to which all contribute. Good use of pupil assessment data and monitoring information to set challenging targets has brought about improvements in English and mathematics over time. However, this has not ensured that all pupils, particularly the more-able, reach their full potential, especially in writing and mathematics. The school has made good progress towards identifying and establishing improvements, to ensure that all pupils have equal opportunities to do as well as they can.

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Governors are hard working and very supportive of the school's work. They take their monitoring roles very seriously and provide constructive feedback following visits to the school. They challenge the school and are aware of areas of relative underperformance. The school has developed satisfactory provision for global and cultural development within its community cohesion policy. Links with the local and international communities, for example in Nepal, are well developed. Pupils' understanding of schools and communities in the United Kingdom is less well developed, but the school already has plans to rectify this. Measures for safeguarding pupils are good and all statutory requirements relating to child protection are met.

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	1
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children generally start school with skills that are broadly as expected for their age, although they are relatively weak in speech and language. As a result of the good provision, they settle quickly and happily into the day-to-day routines of school life. Good leadership and management and a strong partnership with parents and carers ensure that individual children's needs are quickly identified and appropriate support provided to help them achieve their potential. As a result of outstanding pastoral care and welfare, children make outstanding progress in their personal, social and emotional development. Because of the welcoming and purposeful learning environment provided by staff, children are happy and confident learners. Happy, giggling children could be seen enjoying an input by a teacher as the 'firework fairy', whose magic helped stimulate children's interest in a Bonfire Night topic. Children enjoy a good balance of adult-directed activities and those they choose for themselves. The good range of indoor

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activities is complemented by the very purposeful outdoor learning environment. Teaching is good, especially the teaching of letters and sounds, problem solving, reasoning and numeracy. As a result of this good teaching, which is enhanced by a good curriculum and organisation, by the time they enter Year 1, children have made good progress in all areas of learning except writing, which remains a relative weakness. The school has appropriate plans to raise standards in writing, but these are too recent to have had any impact on standards as yet. Day-to-day assessment of children's achievements is rigorous, with planning adapted to meet the needs of children as a result of tracking and monitoring progress.

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 vast majority of parents and carers are supportive of the school, particularly in their praise of the headteacher and staff, the excellent pastoral care and support provided for pupils, especially those with special needs and/or disabilities, and the way excellent behaviour is promoted. Parents or carers who returned questionnaires or spoke to the inspection team were overwhelmingly positive about the school and its impact on their children's learning and well-being. Many wrote positively about the school and its work. One typical example is: 'I think Barnham is a wonderful school where my child has never been happier ...' Overall, parents' and carers' views reflect the inspection findings. A very small number expressed individual concerns about aspects of the school, but there was no pattern or trend. Inspectors found no evidence to substantiate any individual concerns, although these were summarised and reported to the school without identifying any individual.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barnham 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 128 completed questionnaires by the end of the on-site inspection. In total, there are 298 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	77	29	23	1	1	0	0
The school keeps my child safe	97	76	31	24	0	0	0	0
The school informs me about my child's progress	91	71	33	26	3	2	0	0
My child is making enough progress at this school	87	68	32	25	7	5	0	0
The teaching is good at this school	98	77	28	22	1	1	0	0
The school helps me to support my child's learning	95	74	31	24	2	2	0	0
The school helps my child to have a healthy lifestyle	87	68	34	27	4	3	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)	83	65	38	30	3	2	0	0
The school meets my child's particular needs	88	69	32	25	8	6	0	0
The school deals effectively with unacceptable behaviour	80	63	36	28	4	3	2	2
The school takes account of my suggestions and concerns	81	63	36	28	6	5	1	1
The school is led and managed effectively	99	77	28	22	1	1	0	0
Overall, I am happy with my child's experience at this school	101	79	27	21	0	0	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.



9 November 2009

Dear Pupils

Inspection of Barnham Primary School, Bognor Regis, PO22 0HW

Thank you for making us feel so welcome when we visited your school recently. We were delighted to meet so many of you, including Key Stage 2 pupils and the many other pupils who gave up their break-time to speak to us. We were very impressed by your politeness and excellent behaviour and particularly delighted to hear your lovely singing in assembly. I am pleased to tell you that you go to a good school. There are many things that are great about your school. These are some of the things that really stood out:

- your excellent behaviour and the positive way you all work so well together
- your enormous enthusiasm for the school's 'Grow It, Cook It' project
- the high standards you reach in reading and science
- your enjoyment of your learning and the fun activities your teachers plan for you
- your help in supporting children less fortunate than yourselves in other countries, such as the child you support in Nepal
- your enjoyment of the extra clubs the school organises for you
- the way your headteacher and all other teachers, teaching assistants, staff and governors are determined to give you the best education possible.

While your school is good, there are some things that it could do better:

- It can find ways to make sure those of you who sometimes find parts of mathematics and writing lessons a bit too easy are challenged to reach even higher standards.
- It can help you to find out more about different lifestyles in the United Kingdom.

We really enjoyed being in your school and hope that you will continue to work hard and enjoy everything it offers.

Yours sincerely

Wendy Forbes

Lead inspector

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