

Barrow Island Community Primary School

Inspection report

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| Unique Reference Number | 112236 |
| Local Authority | Cumbria |
| Inspection number | 342867 |
| Inspection dates | 16–17 September 2010 |
| Reporting inspector | David Law |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 177 |
| Appropriate authority | The governing body |
| Chair | Mr Mark Roberts |
| Headteacher | Mrs Janet Dixon |
| Date of previous school inspection | 21 March 2006 |
| School address | Trinity Street Barrow-in-Furness Cumbria LA14 2SJ |
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching and learning in 15 lessons and seven teachers were seen teaching. They held meetings with groups of pupils, members of the governing body, staff and the local authority. They observed the school's work, and looked at the improvement plan, school policies, safeguarding documents and evidence from the school's self-evaluation. Account was taken of teachers' curriculum planning and their assessment of pupils' progress. Samples of pupils' books were also reviewed. Inspectors evaluated the views of parents/carers and of pupils by analysing questionnaires from 43 parents and carers and 100 pupils. Thirteen staff questionnaires were also evaluated.

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

- The current achievement of pupils to see if past underachievement is being overcome, and how well this is being done, so improvement could be brisk and sustained.
- The ability of senior leaders to set a clear vision for improvement, to raise expectations and to manage improvement robustly to ensure standards rise quickly.
- The consistency and effectiveness of practice throughout the school, particularly in teaching, in addressing and removing low attainment.

Information about the school

This is a smaller-than-average school. The percentage of pupils known to be eligible for a free school meal is above average. The percentages of pupils with special educational needs and/or disabilities and with a statement of special educational needs are above average. There are few pupils from minority ethnic groups or who speak English as an additional language. The school achieved Healthy Schools Status in 2008. A new headteacher took up post in September 2008. At its last inspection, the school received a Notice to Improve because there were serious weaknesses in relation to pupils' achievement.

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

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Barrow Island Community Primary provides a satisfactory education for its pupils. School leaders and managers have put effective strategies in place to turn around inadequate achievement. As a result there has been rapid improvement. Achievement is now satisfactory and pupils are making the progress expected. This includes those with special educational needs and/or disabilities. Most pupils leaving Year 6 this July reached average levels in reading and mathematics.

The school has a welcoming ethos; pupils are happy and behave well. There is good care, guidance and support. Robust steps taken to ensure pupils come to school regularly have resulted in above average attendance. Pupils feel safe and procedures for keeping them safe are good. In lessons, pupils' attitudes to learning are positive: they are eager to do their best. They acquire a sound range of literacy and numeracy skills and enjoy using computers. Pupils present their written work neatly and punctuate well but many find it difficult to write longer pieces of work. Some struggle to solve mathematical problems when they cannot quickly recall the number facts needed. Teaching is satisfactory and in one third of lessons seen it was good. Well organised classrooms, brisk pace and clear explanations are strengths. However, assessment information is not always used to match tasks to pupils' individual needs. In particular, the more-able pupils are not challenged enough and too few reach higher levels. A satisfactory curriculum promotes personal development, for example, by helping pupils to have a good understanding of healthy living. Pupils are keen to take responsibility and help each other.

All leaders show a relentless drive and ambition to improve pupils' outcomes. The strong commitment to develop staff involves them in working together to improve learning. The headteacher provides clear direction and subject leaders are enthusiastic. A well-informed governing body provides support and challenge. Since the last inspection, achievement has risen and overall effectiveness has improved from inadequate to satisfactory. Careful improvement planning includes challenging targets and relevant actions. Monitoring and evaluation are robust and accurate. The school knows itself well and weaknesses are tackled tenaciously. Performance management effectively holds teachers to account. This shows the capacity to sustain improvement is good. The school makes a satisfactory contribution to promoting community cohesion. Good relations with parents and carers underpin their strong support.

What does the school need to do to improve further?

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

- Raise achievement in writing by:
 - providing opportunities for pupils to use their skills across the curriculum
 - helping pupils to write at increasing length and in a sustained way, particularly at Key Stage 2.
- Raise achievement in mathematics by:
 - developing pupils' strategies for the quick mental recall of key number facts
 - enabling pupils to use their skills and knowledge to solve problems.
- Improve the use of assessment by:
 - matching objectives for learning more precisely to the needs of individuals and groups of pupils, taking account of any gaps in their prior experience
 - ensuring challenge for the more-able so they reach higher levels.
- About 40% of the 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**

Pupils are eager to learn and this, together with their good behaviour, helps them to make satisfactory progress in their lessons. They work well together in small groups and often show good levels of enjoyment. For example, in Year 4 pupils showed good concentration and confidence in explaining what they had found out from the internet about Ancient Egypt. For some time, attainment has been well below average in the national tests for Year 6. In the past two years, the school has implemented strategies to address this and inspectors found evidence of sustained improvement. From their below average attainment on entry to Reception, all groups of pupils, including those with special educational needs and/or disabilities, are now making satisfactory progress. More pupils are reaching average levels in reading and mathematics but few reach above expected levels. An emphasis on pupils acquiring knowledge of letters and sounds and practising handwriting is enabling them to acquire an appropriate repertoire of literacy skills. Despite this, many pupils find it difficult to write at length, and for different purposes, although the effective teaching of writing skills, particularly in Years 5 and 6, is now addressing this well. They are tolerant and treat each other respectfully and their spiritual, moral, social and cultural development is satisfactory. Pupils' satisfactory achievement, good behaviour and positive attitudes provide a sound platform for the next stage of their education.

These are the grades for pupils' outcomes

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' 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 | 3 |
| 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 | 3 |

How effective is the provision?

The quality of teaching is satisfactory and there are also a number of good features. Relationships between teachers and their pupils are positive and lessons are often enjoyable. All classrooms are well organised and welcoming places. Teachers' explanations are helpful to pupils and they are often adept at questioning to find out what pupils understand. In the best lessons, new learning is acquired quickly and the teaching is clear about what pupils are expected to know. Sometimes activities are not well matched to pupils' different needs. For example, when they lack challenge - this slows the rate of progress for the more able. There are good opportunities for pupils to enrich their experience – for example, the mathematics breakfast club. Pupils enjoy school visits such as the camping trip to the Lake District. Good care, guidance and support advances pupils' personal development. The needs of pupils whose circumstances make them most vulnerable are well provided for and they are able to participate in school life. There is well organised support for pupils with special educational needs and/or disabilities and they are able to make the progress expected of them. The school's learning mentor and SERIS worker has developed close links with families and provides good support for pupils with emotional difficulties. There is trouble-free induction into the Reception class and strong links with secondary schools ensure a smooth transfer to the next stage. Measures to deal with pupil absence are very effective in ensuring good attendance.

These are the grades for the quality of provision

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

| | |
|--|----------|
| The quality of teaching Taking into account: The use of assessment to support learning | 3 |
| | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Over the last two years, following a strong lead from the headteacher, improving teaching and learning and raising achievement have rightly been the main priorities. There has been noticeable impact and, as a result, pupils are making better progress and expectations of what they can do have risen. There are good opportunities for the professional development of staff and their performance is managed effectively. The school is rigorous in monitoring the quality of teaching and its impact on pupils' learning. The system for tracking pupils' progress is highly effective and school leaders have a secure grasp of how well individuals and groups of pupils are doing. Having raised attainment towards expected levels, they are now focused on enabling more pupils to reach higher levels. Subject leaders are keen to contribute and improve their skills. All staff work well as a team and with high levels of commitment. Governance is satisfactory and the governing body provides appropriate challenge and support. The chair and vice chair are frequent visitors and know the school well. There are good procedures to ensure pupils are safe including clear policies, which are regularly evaluated, and training for staff, so they are kept up to date. Links with parents and carers are good and they are supportive of the school. There are firm links with a number of external agencies – for example, work with extended services supports the breakfast club. The school's satisfactory promotion of community cohesion is founded on a secure knowledge of the local context. Opportunities to learn about the range of cultures in Britain and elsewhere are satisfactory. All pupils have equal opportunity to learn and there is no discrimination. The school has shown good improvement since the last inspection and value for money is now satisfactory.

These are the grades for leadership and management

| | |
|---|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning | 3 |
| | 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 | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |

| 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 | |
|---|----------|
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| 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 | 3 |

Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage is satisfactory. In most years, children enter Reception with skills below those expected at this age and a large minority are below in key areas such as language. All children make at least satisfactory progress in their learning and enjoy what they do. They develop their independence and learn how to manage daily routines well. Behaviour is good and children learn how to share, cooperate and play well with others. Adults have a secure knowledge of the development of young children and teaching is satisfactory. There is thorough assessment through observing children learning and this informs planning for what they should learn next. Relationships between adults and children are warm and positive. Appropriate strategies are in place to involve parents. Induction systems are good and include home visits. Adults work together as a team and there are sound opportunities for professional development. Priorities for developing provision are appropriately included in the main school improvement plan. Routines are efficient and the class runs smoothly day-to-day.

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

Parents and carers feel their children enjoy school, make enough progress and are well prepared for the future. A very large majority take the view that the school is well led and managed. A few think the school does not deal appropriately with unacceptable behaviour. Inspectors observed pupils' behaviour in class, around the school and looked at the school's policy and behavioural records. They found that behaviour during the inspection was good and any difficulties are managed well by the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barrow Island Community 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 30 | 70 | 13 | 30 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 31 | 72 | 12 | 28 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 22 | 51 | 19 | 44 | 2 | 5 | 0 | 0 |
| My child is making enough progress at this school | 22 | 51 | 21 | 49 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 22 | 51 | 20 | 47 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 19 | 44 | 23 | 53 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 18 | 42 | 25 | 58 | 0 | 0 | 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) | 23 | 53 | 18 | 42 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 22 | 51 | 20 | 47 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 20 | 47 | 16 | 37 | 7 | 16 | 0 | 0 |
| The school takes account of my suggestions and concerns | 19 | 44 | 21 | 49 | 3 | 7 | 0 | 0 |
| The school is led and managed effectively | 21 | 49 | 19 | 44 | 2 | 5 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 26 | 60 | 16 | 37 | 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



20 September 2010

Dear Pupils

Inspection of Barrow Island Community Primary School, Barrow-in-Furness, LA14 2SJ

The other inspectors and I enjoyed our visit to your school. Thank you for making us welcome. You contributed well to the inspection by being eager to talk to us. We found that your school is providing you with a satisfactory education. We saw that you enjoy being at school and these are some of the things we think you do well.

- You are keen to come to school and your attendance is good.
- You are helpful to each other and your behaviour is good.
- Adults take good care of you and you say you feel safe in school.
- you have a good understanding of how to live a healthy life – for example, by taking exercise and eating fruit and vegetables

We have three recommendations to help you improve further.

- Your handwriting is neat but we think you could achieve even more in your writing – for example, by using your skills in other curriculum subjects.
- We would like to see you get better at solving problems in mathematics and in being able to quickly remember key number facts such as times tables.
- We think teachers could improve the use of assessment data to make sure the work they give you really meets your needs – this includes sometimes providing harder work to challenge you!

I hope you will work hard to bring about these improvements.

Yours sincerely

Mr David Law

Lead inspector

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