

Barnby Road Primary and Nursery School

Inspection report

Unique Reference Number	122725
Local Authority	Nottinghamshire
Inspection number	354323
Inspection dates	13–14 July 2010
Reporting inspector	Mary Davis

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	The governing body
Chair	Des Whicher
Headteacher	Kevin Eveleigh
Date of previous school inspection	22 November 2006
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Introduction

This inspection was carried out by three additional inspectors. They observed 26 lessons and all 14 teachers, and held meetings with groups of pupils, representatives of the governing body and members of staff. Inspectors observed the school's work and looked at policies and development planning; the analysis of assessment and test results; data relating to the tracking of pupils' progress; senior leaders' monitoring of teaching and learning; safeguarding documents; minutes of the meetings of the governing body; and pupils' work. They also analysed 193 questionnaires from parents and carers, together with those from pupils and staff.

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

- assessment data to establish current patterns of progress and the progress made in lessons
- how well assessment is used to support pupils' learning and pupils' understanding of how to improve their work
- how well the school promotes community cohesion and the level of pupils' understanding of life in a multi-cultural society.

Information about the school

Barnby Road is a larger than average school of its type. It moved into new buildings in 2007, since when numbers on roll have risen, resulting in further building. The proportion of pupils known to be eligible for free school meals is approximately half the national average. The large majority of pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is well below the national average and the proportion of pupils who speak English as an additional language is also low, although there are an increasing number of pupils of Eastern European ethnic origin who arrive at the early stages of learning English. The school has National Healthy Schools gold status, Activemark gold and Artsmark awards. The school became an Extended School in 2009 and provides a breakfast club every morning.

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?

1

The school's capacity for sustained improvement

1

Main findings

Barnby Road Primary and Nursery school is an outstanding school. The education it provides enables its pupils to achieve consistently high standards of attainment, make outstanding progress and develop as confident, articulate and caring young people who aim to follow the school motto to 'achieve your best'. Parents express delight at how much their children enjoy school and the sense of community, both within the school and the wider locality. 'I particularly like the feeling of community created by the school events parents can join in with,' and, 'My child has enjoyed every single moment from Nursery to Year 6,' are typical of the comments made. Pupils are extremely proud of their school. They say that they love the school because, 'Everyone wants to be your friend.' Their attendance is high, they feel safe and secure and feel they have a real voice in the running of the school. They take on many responsible roles, from those on the pupil council, to looking after the school's pets and hens. They talk with pride and empathy about their partner school in the Gambia and the support and resources they have provided.

Pupils make outstanding progress in lessons as a result of teaching which consistently enables them not only to learn about the topic in hand but also to have a real understanding of how to develop their learning skills. As a result, they display a high level of independence, working in partnership with their teachers to move forward. They are provided with many opportunities to work together, showing pride in each other's achievement and helping and supporting each other in their learning. For example, when one pupil told her friends she didn't understand something, they quickly gathered round to help, making sure she could continue before returning to their own task. This is typical of the care shown by pupils for each other.

The quality of teaching seen during the inspection was exceptionally high, with the majority being outstanding and all being good or better. Teachers have extremely high expectations of their pupils and, as a result, pupils develop skills, knowledge and understanding far above those expected at their age. For example, some Year 2 pupils prepared multi-media presentations, including editing photographs, of their trip to a wildlife centre and Year 6 debated, with understanding, the current political dilemma regarding building new schools, arguing from both political standpoints. Teaching assistants have an integral role in lessons, not only providing support for those with special educational needs and/or disabilities and enabling these pupils to develop independence, but also working closely with the class teacher to promote good learning skills throughout the class. Pupils who speak English as an additional language are well included in all activities. Assessment is good overall. The quality of marking enables pupils to understand how to further develop their work and success criteria are made

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explicit in lessons, so that pupils know what is expected. They have a clear understanding of their targets and are able to assess for themselves when steps towards them have been achieved. A few teachers, however, do not sufficiently monitor and evaluate the learning of all groups of pupils within their lessons: as a result, they do not consistently adapt their teaching to meet individual needs and to ensure that all are engaged.

The traditional curriculum is enriched with a wide variety of visits and exciting activities that bring learning to life. Older pupils, for example, learning about the Second World War, prepared a musical production for parents including Churchill's key speeches and songs from the era. They also grew potatoes and other vegetables in a wartime garden, enabling them to have a deeper understanding of life at the time. The school now plans to increase opportunities for creativity and developing the imagination by introducing a curriculum that focuses more on cross-curricular links. The school's caring ethos is evident from the warm relationships seen throughout the school. The school's light and bright atmosphere and the art displays seen everywhere provide a positive learning environment. Pupils for whom circumstances make them vulnerable are extremely well supported and this extends to their families, focusing on enabling all to achieve and develop independence.

The inspirational headteacher and his strong team work unstintingly to sustain the outstanding outcomes for pupils that have been consistently achieved since the school's last inspection. The governing body provides a high level of active support and shows great insight about the school's strengths and future actions. The leadership ensures that self-evaluation and the school's processes for tracking and analysing the progress of all groups of pupils enable them to identify areas for development or underachievement and address these effectively. Strong partnerships have been forged with local and international partner schools and other institutions, such as local churches, to the benefit of the pupils and their families, ensuring that the school is an integral part of community life. The school recognises that community cohesion can be further strengthened by promoting greater understanding of life in multicultural Britain. The school has successfully raised attainment even further in 2010 and displays an outstanding capacity to develop and sustain improvement.

What does the school need to do to improve further?

- Embed existing good practice in on-going assessment in lessons, to ensure that all teachers monitor and evaluate the learning of all groups of pupils and consistently plan to meet their individual needs.
- Further develop the curriculum to provide more opportunities for pupils to be creative and to use their imagination.

Outcomes for individuals and groups of pupils**1**

The school's assessments show that children's skills and experiences on entering the Nursery year are generally below age-related expectations. They enter Key Stage 1 with

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attainment levels that are slightly above national expectations. Results of national tests over the last five years show that, by the end of Key Stage 2, pupils' attainment is significantly above that seen nationally. In 2009, reading levels were in the highest 1% of all schools and 2010 results in English, mathematics and science have improved further on 2009 results, with nearly all pupils achieving Level 4 and a significant proportion achieving Level 5. Almost all pupils throughout the school meet or exceed their targets, including those with special educational needs and/or disabilities, those who speak English as an additional language and those from minority ethnic backgrounds. One-to-one tuition to support those identified as underachieving has contributed to this success.

Pupils are confident in the school's ability to keep them safe. They say there is little or no bullying and that there are always adults who will help them. They have an excellent knowledge of factors affecting their physical and emotional well-being, are proud of their sporting achievements and of the vast array of opportunities for physical activity, in which almost all pupils take part. They also value the quality of healthy food prepared on-site and the choices they are offered. Their behaviour is good overall: in most lessons, when pupils are fully engaged in their learning, it is outstanding, but occasionally in group work some pupils lack concentration and are insufficiently involved. Their high levels of basic skills in literacy, numeracy and information and communication technology (ICT), together with their well-developed teamwork and ability to relate confidently to other people, provide excellent preparation for their future economic well-being. They have a good understanding and respect for other cultures and beliefs and are adamant that racism is not acceptable. Inspiring assemblies provide outstanding opportunities for spiritual development and to reflect on and empathise with those living in less fortunate circumstances than their own. Pupils respond by actively seeking ways in which they can help, by raising money to support, for example, their Gambian partners.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1

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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Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1
	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Relationships between teachers and pupils are founded on mutual warmth and respect. Parents talk of the ways in which teachers inspire their pupils to learn. This was evident throughout the inspection as, despite having finished all the formal assessments for the year, pupils showed a thirst for learning and high levels of enjoyment, as a result of tasks that included opportunities for competition and fun. In numeracy lessons, pupils relish the opportunity to display their ability to think mathematically, while teachers ensure that contributions from the least able are equally valued to those from pupils with the greatest skill. Pupils throughout the school are enabled to take responsibility for their own learning, choosing, for example, how they should record results or deciding when they are ready to have their work marked.

The curriculum provides the statutory entitlement for all pupils. Good use is made of outdoor areas. Pupils enjoy growing vegetables which are served in the canteen along with the eggs produced by their hens. The library, expanding as a result of the support of parents, is well used and pupils are encouraged to write letters to people connected with topics they are studying to enrich their understanding. Teaching assistants are well coordinated and work as a team to support the most vulnerable pupils and their families through individually tailored care plans to enable all to be included. Pupils are well prepared for their next steps as they move class or key stage and their parents are fully informed about their progress. The breakfast club is well supported, ensuring a good start to the day and providing the opportunity for physical exercise.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The leadership team are passionate about maintaining and improving on the high standards they have established in all areas of the school's work. Staff express strong support for the school and its leadership and feel well supported. The staff handbook is clear and detailed in every aspect of the school's work and, as a result, the leadership make their high expectations explicit. Teachers take responsibility and are held to account for the progress made in their classes and are fully involved in decisions relating to new developments. Teaching and learning are well-monitored, both by the headteacher and by subject leaders, enabling good practice to be shared and ensuring a high degree of consistency. Newly qualified teachers are valued and well supported to ensure high standards are maintained. The governing body has a wide range of expertise, matched to individual governors' responsibilities. They know the school well and visit regularly. They not only ensure pupils' well-being but also that of the staff. Equal opportunities and tackling discrimination are paramount, and the progress of all groups of pupils is carefully tracked and monitored to enable any underachievement to be swiftly addressed.

Partnerships with parents and carers are extremely strong. They respond positively to the informative and detailed annual reports and all attend parents' evenings. The community room is available every morning for parents and teachers to meet and air concerns. There is a comprehensive awareness of safeguarding issues among the governing body and staff at all levels, and policies and practice related to this and child protection are robust and of the highest quality. Issues related to safety are built into the curriculum so that pupils have a strong understanding of how to keep themselves safe. The school's focus on community cohesion has ensured that pupils' contribution to their school and the local community is exceptional, and the school a hub for community events and extended learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
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	1
The effectiveness of safeguarding procedures	1

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

Early Years Foundation Stage

Children enjoy their first experience of school. One parent commented: 'My son always comes home full of enthusiasm and can't wait to attend school full time.' This enjoyment is reflected in children's learning. Their skills development is outstanding, as is their collaborative and independent learning. For example, one child explained that she was writing a note for her friend, 'Because she can't write her second name yet.' Children develop an understanding of safe and healthy practice, behaviour is positive, and sharing and co-operation are excellent. Parents feel confident in the care provided and are able to confide in a key worker if they have a concern. The tiger's tea party organised by nursery children for their parents exemplifies the school's focus on community. The environment is welcoming, stimulating and word rich, reflecting children's experience. Assessment is a strength, and high quality strategies and processes exist to ensure planning provides for children's next steps to ensure their individual needs are met. The staff are highly skilled, experienced and act as a team to inspire and motivate. Welfare and safeguarding procedures are outstanding. Leaders have high expectations and strive to develop and improve through the strength and involvement of the whole team.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming response of parents and carers who completed questionnaires was positive, with 99% saying that their children enjoy school and that the school keeps their children safe. The comments that they made endorse this strongly. Two parents expressed concern about an aspect of pupils' safety that has been addressed by the school. A very few parents felt that they do not receive sufficient information about their children's progress, but the overwhelming majority commented that communication is good. Inspectors found that the school works well to involve parents and that regular information is provided in a good variety of ways.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barnby Road Primary and Nursery 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 193 completed questionnaires by the end of the on-site inspection. In total, there are 413 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	159	82	33	17	1	1	0	0
The school keeps my child safe	163	84	29	15	1	1	0	0
The school informs me about my child's progress	143	74	44	23	2	1	0	0
My child is making enough progress at this school	156	81	32	17	3	2	0	0
The teaching is good at this school	162	84	29	15	1	1	0	0
The school helps me to support my child's learning	151	78	37	19	4	2	0	0
The school helps my child to have a healthy lifestyle	140	73	51	26	1	1	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)	141	73	44	23	1	1	1	1
The school meets my child's particular needs	151	78	35	18	3	2	0	0
The school deals effectively with unacceptable behaviour	142	74	42	22	2	1	0	0
The school takes account of my suggestions and concerns	135	70	47	24	5	3	0	0
The school is led and managed effectively	167	87	23	12	1	1	0	0
Overall, I am happy with my child's experience at this school	168	87	24	12	1	1	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 pupils' 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.



15 July 2010

Dear Pupils

Inspection of Barnby Road Primary and Nursery School,
Newark, NG24 1RU

Many thanks for the welcome you gave us when we visited the school for its recent inspection. We very much enjoyed talking with you and seeing all that you do. We particularly enjoyed seeing your artwork and visiting all your animals. The school gives you an outstanding quality of education. You make excellent progress and the standards that you reach in English, mathematics and science are high and more of you are reaching the highest levels each year. We were impressed by your good behaviour, the excellent care you show for each other and to new pupils so that they quickly feel part of your community and have friends to support them. You enjoy your lessons and all the activities that are provided for you, including all the sport. You enjoy being creative and we have asked the school to give you more opportunities for this.

Your teachers provide lessons that are fun and care for you very well, so that you feel safe. They help you to be independent and we were impressed that you understand how to be good learners. Teachers ensure that you know your targets and how to reach them. We think though, that sometimes a few of you lose concentration and we have asked teachers to make sure that you all learn well throughout each lesson. You make an outstanding contribution to your school and local community and are developing an excellent understanding and respect for the beliefs and cultures of others, particularly through your Gambian partnership.

The outstanding leaders of the school work hard to make sure you continue to be safe and cared for and that you develop well as young people. We have asked the school to ensure that teachers continually assess how well you are learning in lessons and to develop the curriculum so that you have more opportunities to use your imagination and be creative.

You can all help by continuing to work hard to 'achieve your best'

Yours sincerely

Mary Davis

Lead inspector

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