

Barton Primary School and Early Years Centre

Green Street, Newport, PO30 2AN

Inspection dates 19–20 May 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The senior leaders have successfully overcome the school's previous weaknesses and improved the quality of teaching and raised pupils' achievement.
- The headteacher's strong leadership has been instrumental in supporting the school's development. He is ably supported by a strong leadership team.
- Teaching is good across the school. Teachers and learning support assistants work together very well to support pupils' development.
- Teachers are innovative in planning exciting learning experiences that capture pupils' interest and encourage an enjoyment of learning.
- Pupils develop a good appreciation of British values through well planned activities that relate to current events.
- Pupils achieve well and make good progress from their starting points.
- Pupils' early reading skills are enhanced by the high quality teaching of phonics (the sounds that letters make).
- Pupils' behaviour in and around the school is good and they feel safe. In lessons, pupils display good attitudes to learning and work together well. The school council provides pupils with significant opportunities to influence change.
- The school successfully promotes pupils' spiritual, moral, social and cultural development, including developing pupils' leadership responsibilities.
- Leadership of the Early Years Foundation Stage is good. Children are well supported and enabled to make good progress.
- The interim executive board (IEB) provides excellent challenge and support to the school. Members of the IEB share the leadership's determination to improve the school. They have a very clear understanding of the school's work and its impact on overcoming the challenges faced.

It is not yet an outstanding school because

- A legacy of previous poor quality teaching means that some pupils struggle to make good progress.
- Attendance has fallen slightly and is below the national average. Leaders have not reduced the number of pupils arriving late.
- Procedures to monitor pupils' progress and attainment are not used consistently, which limit their effectiveness.

Information about this inspection

- The inspectors visited 11 lessons some of which were observed jointly with senior leaders. Inspectors also observed an assembly and several small-group activities led by teachers and learning support assistants.
- Inspectors reviewed a wide range of documents provided by the school, including the school's improvement plan, numerous policies, information about pupils' progress, records of IEB meetings and logbooks of pupils' behaviour, safety and welfare. Inspectors also looked at pupils' books to assess their progress.
- The inspectors met with the headteacher and other members of staff, two members of the IEB, including the Chair, and a representative from the local authority.
- Inspectors also met with groups of pupils, heard some of them read and talked informally to pupils in the playground and around the school.
- The views of parents were considered through reviewing the 28 responses to Ofsted's online survey, Parent View. Inspectors also spoke informally to parents before and after school. Questionnaires completed by 27 members of staff were also considered.

Inspection team

Ken Buxton, Lead inspector

Her Majesty's Inspector

Jen Southall

Her Majesty's Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- The school is an average-sized primary school. There is a Nursery class and a Reception class in the Early Years Foundation Stage. Children attending the Nursery do so on a part-time basis. Early years provision in the Reception class is full time. There are six other classes, each catering for a different year group.
- The proportion of disadvantaged pupils supported by the pupil premium is higher than the national average. This additional funding is for pupils who are known to be eligible for free school meals or those who are looked after by the local authority.
- Most pupils are of White British heritage. A very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is higher than the national average.
- The school meets the government's current floor standards, which are the minimum standard set for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school provides a pre-school breakfast club and an after-school club for pupils.
- The school is currently governed by an interim executive board (IEB).
- In May 2015, the school was awarded a national Primary Science Quality Mark.

What does the school need to do to improve further?

- Provide well targeted support to ensure that pupils overcome gaps in their learning and make good progress.
- Improve attendance and reduce the number of pupils who arrive late for school.
- Ensure that procedures to monitor pupils' progress and attainment are consistent, so that the performance of different groups can be analysed to identify where improvement is required.

Inspection judgements

The leadership and management are good

- Leadership and management are good because senior leaders have worked together successfully to improve the quality of teaching and raise pupils' achievement. Leadership and management are not yet outstanding because pupils' achievement and personal development are not outstanding.
- The innovative headteacher is at the heart of the school's determination to improve. He demonstrates the resilience needed to overcome the challenges faced. He is tenacious in pursuing excellence and working to ensure that pupils' outcomes are central to the school's work. He is supported well by a strong IEB and by an able senior team.
- Senior leaders have focused relentlessly on resolving the weaknesses identified during the previous inspection. The detailed improvement plans set out a clear strategy for strengthening the quality of education. The plans have been implemented successfully and brought about the changes needed. As a result, the school has demonstrated a good capacity to improve still further.
- The headteacher's high expectations have held firm over the last two years and are now being replicated throughout the school. His leadership has created a united team who works together successfully to deliver a good quality education.
- Teachers with leadership responsibilities make a significant contribution leading aspects of the improvement work. They have introduced policies that ensure teachers work consistently and thereby help pupils to make good progress.
- Senior leaders' priority has been to improve the quality of teaching. As a result of their success, teachers are being asked to take on additional external responsibilities, including mentoring newly qualified teachers in other schools.
- Leaders track pupils' achievement to ensure that pupils are making good progress and also to monitor teachers' effectiveness. Although the tracking systems are not consistent and different approaches are used to monitor pupils' progress, leaders use their analysis of pupils' performance to hold teachers to account for the quality of their work. This, in turn, identifies the focus for further staff training and professional development.
- Leaders are making good progress in implementing the new National Curriculum with the development of literacy and numeracy skills being central to the school's work. Senior leaders use specialist staff to support and enhance the quality of teaching across the school, thereby increasing pupils' enjoyment and achievement.
- Teachers are skilfully using current events to build pupils' understanding of life in modern Britain. The recent General Election was one such opportunity. Teachers used the event to promote pupils' understanding about the importance of democracy, thereby enhancing their knowledge of fundamental British values.
- There is a strong emphasis on encouraging pupils' spiritual, moral, social and cultural development. Through studying a wide range of subjects, pupils develop a good knowledge and understanding of different cultures and faiths.
- Across the school, there is a strong sense of community that promotes tolerance and respect. Relationships are strong and there is an atmosphere of trust and a strong focus on equal opportunities.
- Support for pupils with special educational needs is led and managed well. The senior teacher responsible for this aspect of the school's work knows the individual pupils very well. She monitors their progress and attainment very carefully to evaluate the impact of each intervention strategy.
- The school makes good use of the additional sport funding to promote pupils' engagement and enjoyment of physical activity. The employment of specialist staff to lead aspects of the physical education programme is particularly successful. As a result, increasing numbers of pupils participate in a wider range of competitive sports than previously.
- The funding for disadvantaged pupils is used well. As a result of the school's work, including very targeted support and encouraging attendance at the breakfast club and after-school club, most disadvantaged pupils make good progress.
- The local authority has supported the school to enhance the quality of education. As the school's leadership has strengthened, the local authority has started to withdraw so that the school takes increasing responsibility for its development.
- Safeguarding is taken very seriously as pupils' safety is paramount to the school's work. As a consequence, all the safeguarding procedures comply with the statutory requirements.

■ The governance of the school:

- The IEB is integral to the school's work. The IEB members are highly knowledgeable about the school and the challenges faced. They are very well informed about the progress that has been made to date and what still remains to be achieved. They are relentless in holding the school's senior leaders to account. The senior staff provide exceptionally detailed reports to the IEB about the impact of the school's work. As a result, the IEB is very well informed about the improving quality of teaching and its impact on pupils' achievement. To strengthen the quality of teaching, the IEB members ensure that decisions about teachers' salary progression are based on merit. They also work closely with the headteacher when decisions are needed to resolve weaknesses in teaching.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In school, pupils are polite and respectful. Most parents and almost all of the staff who responded to questionnaires consider that pupils' behaviour is good.
- Pupils cooperate and work well together; this creates a positive working atmosphere in the classrooms. Pupils are very responsive to teachers' directions, quickly paying attention and listening to instructions.
- Most pupils are motivated to learn and willingly apply themselves to the task in hand. Work in books is often neatly presented as pupils are encouraged to take pride in what they produce.
- Pupils appointed as playground buddies help to ensure that breaktimes are enjoyable for all. Pupils make good use of the playground equipment and enjoy playing together.
- The school council provides pupils with excellent opportunities to improve the school. Pupil councillors met recently to review the current school uniform and, after much debate, decided it needed improvement. After visiting local suppliers to research their ideas, they led a very successful assembly during which they modelled and launched their proposals to the rest of the school.
- Pupils enjoy school, but attendance has dipped slightly this year and remains slightly lower than the national average. Staff monitor pupils' attendance closely and meet with families when concerns are identified. The poor punctuality of some pupils is also an ongoing challenge as it impedes their development. For these reasons, pupils' behaviour is not outstanding.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are confident that they are looked after well and that they can talk to any member of staff.
- Pupils are knowledgeable about the different types of bullying. Pupils appointed as anti-bullying ambassadors make a good contribution to the safe and positive atmosphere at the school. The anti-bullying ambassadors help to ensure that there are very few incidents of inappropriate behaviour. Pupils confirm that bullying incidents are very rare.
- Staff take pupils' safety very seriously. They are knowledgeable about the signs and symptoms that may be an indicator of abuse. All staff regularly attend child protection training and, as a result, are fully aware of their responsibilities for ensuring pupils' safety. All the responses on the staff questionnaire indicate that pupils are safe at the school. This is confirmed by a very large majority of parents who responded to the online website questionnaire, Parent View.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection as inadequate teaching has been eliminated. Teaching in literacy, mathematics and reading across the school is good, which ensures that most pupils do well and make good progress. Teaching is not outstanding because these recent improvements have not been embedded to secure the improving trends in raising pupils' attainment.
- The strong emphasis on teaching phonics is raising standards and providing pupils with successful strategies with which to approach and sound out unfamiliar words with confidence.
- The Barton Book Club, which involves teachers and support staff reading with groups of pupils on a daily basis, is a successful strategy. In groups, pupils read from a wide range of books, which broadens their awareness of new authors and introduces them to different genres of writing. Importantly, this initiative has helped to raise pupils' attainment in reading.
- Senior leaders have successfully promoted a culture for learning. Lessons are innovative and enable pupils to be creative and develop new skills through exciting activities. For example, the successful use of technology is helping pupils to develop their literacy skills whilst also raising their self-esteem.

- The recent improvements in the quality of science teaching are supporting pupils to develop the skills needed to work scientifically. The greater opportunities for practical investigations help to promote pupils' enjoyment of the subject.
- Teachers have high expectations of their pupils and plan work that is matched carefully to their interests and ability. Classroom displays are used well to provide pupils with examples of high quality of work for them to emulate. Consequently, work in pupils' books is of a good standard.
- Learning support assistants make a strong contribution to the improving quality of teaching. They too have high expectations of pupils and are challenging pupils to develop self-reliance. When working with pupils who need extra help, learning support assistants enable them to make good progress.
- Teachers mark pupils' work well which helps pupils improve their work.
- The improving quality of teaching has increased pupils' enjoyment of learning. This positive picture is also recognised by a very large majority of parents who completed the online Parent View survey.

The achievement of pupils is good

- The strong focus on teaching phonics is one of the school's strengths. The impact of the school's efforts to promote the teaching of phonics has helped pupils to make rapid progress this year and achieve much higher standards than previously.
- Pupils' attainment at the end of Year 2 last year was significantly below the national average for reading, writing and mathematics. In 2014, Year 6 pupils' attainment was significantly below average in mathematics, writing and English grammar, punctuation and spelling. However, as a result of the school's successful work improving the quality of teaching, pupils' attainment this year has improved dramatically and is now close to the national average. At the end of Key Stage 2, there is now a three-year trend of rising attainment.
- Pupils are also achieving well in other subjects. For example, the increased focus on sport is encouraging more pupils to participate successfully in a growing range of sports and do well in competitions.
- Reading is taught very well. The focused reading activities help pupils to make good progress developing their reading skills.
- Most pupils make consistently good progress as they move through the school. Importantly, greater numbers of more able pupils are reaching the higher levels. However, the legacy of previous underperformance causes some pupils to struggle to make good progress.
- Disadvantaged pupils achieve well. Most make good progress and, as a result, their attainment is improving. A few are demonstrating excellent progress as they are attaining very high standards. However in 2014 the attainment of disadvantaged pupils was below that of other pupils nationally. They were about three terms behind in mathematics, reading and writing. Compared to their peers in school they were less than a term behind in mathematics and about a term behind in reading and writing. The improving quality of teaching has started to reduce the attainment gap between disadvantaged pupils and other pupils nationally.
- The vast majority of pupils with special educational needs make good progress and achieve their goals. Work is matched carefully to their abilities, which helps these pupils to experience success. Teachers and learning support workers are skilled in the level of support that they provide. As a result, pupils with special educational needs perform well.

The early years provision is good

- When children join the school in the Nursery and Reception classes they do so with lower levels of skills and understanding than is typical for their age. This is particularly evident in their language development. However, as a result of well organised high quality teaching, children quickly settle and begin to make rapid progress. As a consequence, they do well and are well prepared for their move into Year 1.
- Provision across the Nursery and Reception classes is good. The quality of teaching is good in both classes.
- The early years provision is well led. Leaders have suitably high expectations of children's development. The improvement plans focus precisely on those aspects that need strengthening so as to improve the quality of provision further. The leader is also working to strengthen the relationships with families. The home visits provide good opportunities for staff to begin this work and to plan for children joining the unit.
- When children join their new class, the staff assess their capabilities so that they can prepare work matched to the child's individual needs.

- Teachers monitor children’s development carefully to check on their development. Staff maintain very detailed records of children’s achievement, which they share readily with parents and carers. Children are also encouraged to contribute to their learning records as a strategy to help them understand how well they are learning.
- The carefully planned activities help children to develop academically, physically and socially. Children are cared for and kept safe. As a consequence, children’s behaviour is good and the children quickly learn to follow the school’s well established routines.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118163
Local authority	Isle of Wight
Inspection number	462640

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	245
Appropriate authority	Interim executive board
Chair	Ursula Hutchinson
Headteacher	Mark Snow
Date of previous school inspection	21–22 May 2013
Telephone number	01983522469
Fax number	01983522469
Email address	info@bartonprimary.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 and 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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

