

Barton Primary School and Early Years Centre

Inspection report

Unique Reference Number	118163
Local Authority	Isle of Wight
Inspection number	339155
Inspection dates	3–4 March 2010
Reporting inspector	Mike Capper

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	0–9
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Diana Edwards
Headteacher	Karin Wales
Date of previous school inspection	21 February 2007
School address	Green Street Newport Isle of Wight PO30 2AN
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Age group	0–9
Inspection dates	3–4 March 2010
Inspection number	339155

**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by three additional inspectors. The majority of time was spent looking at learning; 13 lessons were observed and eight teachers were seen. Meetings were held with governors, staff and groups of pupils. The inspectors observed the school's work and looked at teachers' planning, the school's assessment information and safeguarding policies, and samples of pupils' work. Inspectors analysed questionnaires from staff and pupils, as well as 41 from parents and carers.

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

- the effectiveness of teaching in meeting differing needs
- how well partnerships support pupils' learning and well-being and enrich the curriculum
- the impact of subject leadership on school improvement.
- pupils' enjoyment of school and how well they take responsibility and are prepared for the next stage of their education.

Information about the school

Most pupils come from the local community. A high percentage of pupils are eligible for free school meals. The proportion of pupils identified as having special educational needs and/or disabilities is well above average. Most, but not all, of these pupils have moderate learning difficulties. Virtually all pupils are of White British heritage. The school has just become a primary school and the current Year 4 will stay on for an additional two years.

The school has numerous awards, including Healthy Schools accreditation and a Green Flag for its environmental work.

Childcare provision, which is managed by the governing body, consists of a Breakfast Club, an Out of School Club, a play scheme, First Steps Day Nursery and Barton Nursery.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school is at the heart of its local community and touches the lives of pupils and their parents and carers in an extremely positive way. The headteacher is passionate about giving pupils a good start and Barton is a school where pupils flourish socially and academically.

Children make good progress in the Early Years Foundation Stage. Good progress is maintained in the rest of the school and pupils' attainment improves to broadly average levels by the end of Year 4. It is set to rise further as recently improved attainment at the end of the Reception Year begins to filter through to other year groups. There are many contributory factors to pupils' good achievement. Teaching is mainly good and there is a rich curriculum that makes learning fun. The school engages extremely well with parents and carers and ensures that pupils are given very high quality care. Safeguarding arrangements are exemplary. There is an excellent partnership with outside bodies that has a very positive impact on learning. Outstanding childcare provision including work in the Nurseries supplements this aspect of the school's work extremely positively.

The pupils are great ambassadors for the school. They behave well and take responsibility enthusiastically. The Bright Ideas Club gives pupils a good voice and helps them to make an excellent contribution to the community. Pupils are very clear about how to stay safe and their understanding of the importance of adopting healthy lifestyles is exemplary as can be seen by the sensible selections they make from the school's 'fruit barrow'.

Pupils are prepared soundly for the next stage of their education. They develop satisfactory basic skills. Pupils greatly enjoy school, but leaders have to work hard to ensure that rates of attendance are maintained at broadly average levels. Pupils develop good confidence and self-esteem, but despite some exemplary elements to the school's contribution to community cohesion, they lack awareness of cultures other than their own or of what life is like beyond the island.

The school is successful because leaders value and respect all members of the community. Leaders work ceaselessly to break down barriers to learning and to ensure that all pupils have equality of opportunity. There are effective self-evaluation systems and these are used very sharply to check that all pupils do well enough. Subject leaders are keen and enthusiastic although they do not have enough opportunities to monitor lessons so that they can check on the quality of teaching.

The school has a good capacity for further improvement. Although it is going through a period of transition with its change in status to a primary school, leaders have

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demonstrated in the way that they are raising attainment that they are well placed to realise their ambitions for school development.

What does the school need to do to improve further?

- Give pupils more opportunities to learn about cultures other than their own so that they develop a better understanding of life in other parts of the United Kingdom.
- Give subject leaders more time to visit lessons to monitor the quality of teaching and learning.

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

Pupils thoroughly enjoy school and their achievement is good. They have positive attitudes towards learning and this contributes significantly to the good progress made in most lessons. For example, pupils responded very positively in a good literacy lesson to an activity where they worked to use more exciting vocabulary in their writing. They cooperated well and their skills improved quickly. In a good numeracy lesson, pupils made good progress in understanding simple addition because the work was exciting and focused sharply on developing key skills. On the few occasions where progress in lessons is satisfactory, it is because work is not matched well enough to differing needs. For example, in a lesson about adding four-digit numbers, work was too challenging for some pupils leading to a slower rate of learning for some.

Pupils with special educational needs and/or disabilities learn quickly in lessons. They do particularly well when working with skilled teaching assistants who give them good support.

Pupils are proud of their school and they are very polite and courteous. They take very good care of each other and show good sensitivity for the needs of others by raising funds for charity. They have a very good understanding of how to look after the environment and the recent award of a Green Flag is well deserved. Pupils love taking part in music and dance activities and this supports their cultural development well. However, their knowledge of cultures other than their own is relatively limited and leaders have rightly identified the importance of improving this.

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.

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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	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Excellent attention is given to all aspects of care, guidance and support. Adults place pupils' well-being at the centre of their work and they do all they can to make school a happy and safe place to be. The very well-attended Breakfast Club and After-School clubs give pupils a good start or end to the day and are greatly appreciated by pupils and parents and carers.

Teachers manage pupils' behaviour extremely well and generally meet pupils' differing needs effectively. They assess learning carefully but there are still just a few occasions when work is too hard or too easy for some pupils. Teachers make very good use of modern technology to demonstrate new skills. For example, in Year 2 the teacher made excellent use of a visualiser to show pupils how to recognise the properties of three-dimensional shapes.

The school provides pupils with many memorable experiences. There is a very strong focus on creativity. Art and dance work is of the highest quality. Pupils get many opportunities to work outdoors through the forest school, visits and clubs, helping to promote healthy lifestyles and to make work enjoyable. The school's excellent work in this area is reflected in its Healthy Schools award.

There are very few ways in which the already outstanding curriculum can be improved. Leaders are rightly now focusing on giving pupils more opportunities to find out about life in other parts of the United Kingdom to build on the excellent practice in activities, such as the current China Week, that help pupils learn about other parts of the world. The excellent partnership with outside groups enriches learning.

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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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

This is a school that continues to be driven forward by the headteacher and other senior leaders. Together, they are determined to get the best for the pupils, and their excellent ambitions and drive for improvement are firmly embedded across the whole school. There is a very good understanding of priorities, although subject leaders do not get enough opportunities to monitor teaching so that they can check on the quality of pupils' learning. Governors challenge the school and provide good support.

The school promotes equality and tackles discrimination extremely effectively. The school works very successfully to tackle any unevenness in progress between different groups and to break down barriers to learning.

The school's contribution to community cohesion is good. Leaders are extremely responsive to local needs and the school is at the hub of the local community through its childcare provision and other facilities. Family learning projects are well attended and are helping to raise the aspirations of parents and carers. Pupils have many opportunities to learn about life in other parts of the world but their understanding of life in other parts of the United Kingdom is less strong and leaders are now working to tackle this.

The school has excellent safeguarding procedures. Pupils' safety is given the highest priority and this is reflected in every aspect of school life.

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	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	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When they join the school, nearly all the children are working at levels well below those typically expected for their age. They make good progress from these low starting points, and attainment is only slightly below average by the end of the Reception Year. Attainment has been rising due to strenuous efforts by leaders to tackle weaker areas of children's development. For example, children are responding well to a very structured approach to the teaching of letter sounds and spelling and this is having a very positive effect on reading and writing skills. Throughout the Early Years Foundation Stage, activities are well organised by staff in exciting, bright and stimulating environments. Children's learning is enriched by excellent use of themes, such as China when they enjoy preparing Chinese food and have great fun in perfecting their Chinese lion dances. In the Reception classes, teachers use questioning well to extend learning, although just occasionally opportunities are missed to move learning on when children are working independently.

Childcare provision, including that for under-threes, is outstanding and it fully complies with its conditions of registration. In both nurseries, teaching is outstanding and children's needs are met exceptionally well. Adults in these settings have an excellent understanding of how young children learn and they place their safety and well-being at the centre of everything. Under-threes are given excellent support throughout the day and, consequently, they are very happy and make excellent progress. Partnerships with parents and carers are exemplary. They are fully involved in their children's learning from the moment they start school.

Leaders manage the Early Years Foundation Stage, including childcare provision, very effectively. There is a strong drive for improvement based on a very clear understanding of areas for development. For example, leaders have identified that some outdoors areas are in need of refurbishment.

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	1

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Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

Parents and carers were extremely positive in their questionnaires. They feel that their children are very well cared for, are kept very safe and enjoy coming to school. Parents' and carers' views are typically summed up in comments such as, 'I am very happy to have chosen Barton for my child' and 'The out of school care is fantastic.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils Barton Primary School and Early Years Centre 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school and in child-care provision.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	83	7	17	0	0	0	0
The school keeps my child safe	33	80	8	20	0	0	0	0
The school informs me about my child's progress	31	76	9	22	1	2	0	0
My child is making enough progress at this school	31	76	10	24	0	0	0	0
The teaching is good at this school	33	80	8	20	0	0	0	0
The school helps me to support my child's learning	31	76	10	24	0	0	0	0
The school helps my child to have a healthy lifestyle	32	78	8	20	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)	27	66	12	29	1	2	0	0
The school meets my child's particular needs	33	80	8	20	0	0	0	0
The school deals effectively with unacceptable behaviour	28	68	32	0	0	0	0	0
The school takes account of my suggestions and concerns	26	63	15	37	0	0	0	0
The school is led and managed effectively	33	80	8	20	0	0	0	0
Overall, I am happy with my child's experience at this school	35	85	6	15	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.



10 February 2010

Dear Children

Inspection of Barton Primary School and Early Years Centre, Newport PO30 2AN

Thank you for welcoming us to your school. You were very polite and friendly and we enjoyed talking to you. We agree with you that your school is good and that you learn new things quickly.

Here are some of the things we found out about your school.

- Children in the nurseries and the Reception classes work together well and they make good progress.
- In Years 1 to 4, you are taught well and this means that you make good progress.
- You really enjoy school and you work hard in lessons. There are lots of fun things to do outside lessons. Your dance for the 'Global Rock' competition was amazing!
- You are kept very safe and you take on responsibilities well. We love the way that you grow your own food and are so keen to keep healthy.
- All of the adults in the school are very kind and they look after you extremely well. They give you good help when you are struggling with your work.
- The school is very well led and managed, and all the adults are working very hard to make the school even better.
- Your parents and carers are very pleased that you come to this school.

This is what we have asked your school to do now.

- Make sure that you get more opportunities to learn about cultures other than your own and about life in other parts of the United Kingdom.
- Give teachers who are in charge of subjects more time to check on how well you are learning in lessons.

We thoroughly enjoyed watching you learn. You can help your teachers by continuing to work hard and making sure that you attend regularly.

Yours sincerely

Mike Capper

Lead inspector

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