



Barton Primary School and Early Years Centre

Inspection Report

Unique Reference Number 118163
Local Authority Isle of Wight
Inspection number 291037
Inspection date 21 February 2007
Reporting inspector Michael Pye

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

Type of school	First	School address	Green Street
School category	Community		Newport
Age range of pupils	0-9		PO30 2AN
Gender of pupils	Mixed	Telephone number	01983 522469
Number on roll (school)	177	Fax number	01983 522469
Appropriate authority	The governing body	Chair	Mrs D Edwards
		Headteacher	Mrs K Wales
Date of previous school inspection	21 January 2002		

Age group 0-9	Inspection date 21 February 2007	Inspection number 291037
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This average sized school is situated in an economically deprived area of the county town. The numbers of pupils entitled to free school meals is above that expected nationally. The proportion of pupils with learning difficulties and disabilities varies, but is currently above that expected nationally. Pupils are predominantly of White British heritage and very few speak English as an additional language. The school has a 'Children's Centre' on site, consisting of a nursery and a Day Care Centre as well as a range of other extended services. It has qualified for a number of national awards such as the Healthy School Award, Arts Gold Mark and the Active Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with many strengths. Under the guidance of a very effective headteacher the school has a record of improving pupils' attainment. In addition, it has successfully embraced the opportunities afforded by its extended school status. This contributes to outstanding levels of care, support and guidance for pupils and their families. It also ensures that from early morning to the evening, and during school holidays, the school successfully provides a wide range of activities for pupils and the local community.

The good Reception area provides children with a positive start to their education. The children enter with skills and knowledge well below those expected of their age; they make good progress, but on entry to Year 1 weaknesses in communication and writing remain. Good teaching contributes to the good achievement of the majority of pupils. By the end of Year 2 they reach standards that are broadly average in writing, reading and mathematics. By the time they leave school at the end of Year 4 they mostly meet the expectation for pupils of their age. However boys are outperformed by girls, particularly in writing.

Pupils thrive in a positive learning environment which benefits from displays of some very good artwork, such as Egyptian style paintings. The personal development and well being of pupils is good with some outstanding aspects. Pupils are extremely happy with their school, and make an outstanding contribution to the community; successfully participating in national events, in local carnivals, and designing 'healthy-snack' logos for a local shop. Their knowledge of healthy lifestyles is excellent, and extends to the area of re-cycling. The gardening club very effectively develops this knowledge, but also results in the attractive flower boxes that brighten the school environment. Pupils feel safe and secure, knowing that adults know their needs and care for them. To help support learners the school has developed an outstanding range of contacts with outside partners and agencies.

As a consequence of some outstanding monitoring and evaluation procedures the effective leadership and management team have identified a clear direction for the school. There is an obvious commitment to values which a parent recognised when writing that, 'the school has a warm atmosphere where all are included and valued. The children enjoy themselves'. The curriculum has been developed well. More opportunities are needed for pupils to solve problems, to raise questions and use more analytical thinking skills in their work.

Much improved monitoring, and teachers' planning are examples of the good improvements made since the last inspection. There is a good capacity to further improve.

What the school should do to improve further

- Raise the writing standards of boys.

- Extend the opportunities pupils have to solve problems and use their analytical skills.

Achievement and standards

Grade: 2

Pupils enter Reception with particularly low skills in communication and language. They make good progress. Partly as a consequence of a curriculum that encourages the children to make choices, their personal development is advanced rapidly. Children enter Year 1 with below the expected standards for their age, particularly in writing and reading. As a result of consistently good teaching, the pupils achieve well and reach average standards in writing, reading and mathematics in the end of Year 2. By the time they leave at the end of Year 4 they are mostly matching expectations in English and mathematics, and are above in science. The small numbers of pupils for whom English is an additional language make good progress. Partly as a consequence of some good support from teaching assistants, pupils with learning difficulties and disabilities make good progress towards their personal targets.

There are more boys than girls in the school, and whilst the more able do well, overall the girls outperform them in writing particularly.

Personal development and well-being

Grade: 2

Pupils have an exceptional understanding about healthy life-choices, partly because such messages are reinforced in subjects such as science. They rightly have pride in their school, particularly wanting to show off the attractive school grounds. Pupils talk of enjoying lessons as well as the wide range of other opportunities within school. Their attendance is above average and reflects these positive attitudes to school. A few parents expressed concerns about behaviour but during the inspection pupils' behaviour was good.

Pupils have a good understanding about how to stay safe, but on occasions have to be reminded about potential hazards such as running inside school. Pupils make an outstanding contribution to the community. They work on behalf of charities, help younger pupils, sing for senior citizens and take part in effective decision making as elected members of the 'Bright Ideas' club. They also participate in a wide range of valuable re-cycling work. A unique achievement was their success in 'Global Rock' competition, where pupils showed their understanding of the Tsunami disaster in a moving and skilled dance. This also reflects the very good spiritual, moral, social and cultural education of pupils. Strong links with the nursery and a local middle school helps prepare pupils very well for their next stage of education. More classroom computers have contributed to improved standards in information and communication technology, which together with sound basic skills contribute well to pupils' preparation for later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, and contributes well to the academic progress of pupils. High quality monitoring by senior leaders helps to ensure that teachers get valuable feedback and that good levels are maintained. Pupils' personal development benefits well from teachers providing good role models. Teachers adopt a consistent approach to managing pupils' behaviour. Consequently pupils remain on task during lessons and time is well used. Further strengths include the use of assessment and tracking to set work that challenges pupils of different abilities. Teachers plan well for pupils' different learning styles and interactive whiteboards are increasingly being used to motivate pupils. However, opportunities are missed to promote the deeper thinking skills of pupils through questions that consistently require pupils to analyse and think more deeply about their answers.

Curriculum and other activities

Grade: 2

The curriculum is good. The school has responded well to the need to involve boys more in reading and writing. More appropriate books have been purchased and topics carefully chosen to motivate boys. Pupils speak enthusiastically about learning through problem-solving and using investigations. Consequently pupils do well in science. The school acknowledges there is still more to do to ensure that all subjects contribute to this creative approach to enhance pupils' enjoyment and analytical skills.

Pupils benefit from strong enhancement of the curriculum through, for example, participation in theme weeks. They react well to the more practical and varied approaches provided during Book Week and Firework Maths. Parents are appreciative of the prior information they receive about such events. They are able to support their children and many take the opportunity to go into school to see the final outcomes. Pupils talk excitedly about the many clubs on offer. In particular they are very well motivated by such opportunities as dancing, helping others or designing balloon shapes during 'Golden Time'. Pupils' emotional needs are met well by the good circle time and personal, health, social and citizenship programme which the school provides. These also help to effectively reinforce messages about how to stay safe, keep healthy and establish good relationships.

Care, guidance and support

Grade: 1

These are outstanding, and result from three main factors. The school knows its pupils, their families and the needs of the local area extremely well. Secondly, it has a number of very effective systems in place to track the academic and pastoral progress of pupils, which ensure that their needs are quickly identified and met. Finally, the school is very

open and uses an exceptional range of external agencies to support pupils and their families.

The extended school arrangements also make a very effective contribution. For example, knowledge about pupils and their families often grows from initial nursery contacts. The thriving breakfast club and after-school care helps to ensure that pupils' varied needs are also met. Close contact with external health and counselling agencies are maintained and are effective in ensuring that pupils' welfare is monitored. The family support worker and day care managers contribute well to maintaining links with families, and courses are run that help meet parenting needs. Unsurprisingly pupils say they feel safe, and in such a secure environment are able to concentrate on their work.

The school has effective systems for providing creative academic support, for instance, when pupils are given the opportunity before school to participate in physical 'motor-skill' exercises that help their writing. Pupils have targets and generally know them and how to use them to further improve their work.

Leadership and management

Grade: 2

Overall these are good, and the leadership of the experienced headteacher is outstanding. A clear vision has been established which provides the framework in which effective development planning takes place. High quality monitoring and self-evaluation takes place and this provides excellent guidance as to how the school can improve. Senior management, including the able deputy head, have been effective in establishing systems that clearly track pupils' progress. The system is used very well to identify pupils' needs at an early stage, and review the impact of school actions. This contributes to the good progress of pupils, and is increasingly having an effect on the performance of boys. Subject and other managers are fully involved in developing action plans for their areas of responsibility. Good performance management procedures help to identify appropriate targets, and necessary training, all of which add to the impact of development planning. Teaching assistants, for example, have been trained in behaviour management and have made an effective contribution to the current record of no exclusions. The governing body gives good support to the school. Governors are increasingly able to question the school because of the introduction of a more formal programme of visiting the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

You will remember my recent visit to your school. I listened carefully to what you had to say about your school and agree with you that it is a good school.

It also does some things very well indeed. You recognised this when you told me how well the adults care for you, that you find it a friendly school and that you really enjoy what the school provides for you. One Year 4 pupil told me, 'I will miss everything about this school'. Many of you learn well when you act as detectives to solve problems in science and mathematics. I have asked the school to give you even more chance to do this in other subjects.

I was impressed by the way which you know about how to stay healthy through eating well and exercising. I am glad that so many of you walk to school. The school provides you with excellent chances to get involved in the life of the school and wider community. I was very impressed by the Tsunami dance and congratulations on winning the 'Global Rock' competition. Well done, and I hope you are successful this year!

Many of you are working hard and learning fast because you are taught well. You told me you enjoy lessons. I have asked your teachers to get you to think harder. You could help your teachers by telling them when you feel the work is too easy. As you said, they do listen to you.

One of the reasons you learn so well is the good way in which the school is led. The school keeps a close eye on your progress and gives many of you good support. It uses many people from outside the school to help you to learn and keep well.

I wish you well for the future.

Yours sincerely,

Michael Pye