

Keyham Barton Catholic Primary School

Inspection report

Unique reference number	113488
Local authority	Plymouth
Inspection number	378718
Inspection dates	16–17 January 2012
Lead inspector	Martyn Groucutt

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Andrew Fowkes
Headteacher	Kevin Norris (Executive Headteacher)
Date of previous school inspection	29 June 2009
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Age group	4–11
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Introduction

Inspection team

Martyn Groucutt

Additional inspector

Anne Wright

Additional inspector

This inspection was carried out with two days' notice. A total of 14 lessons were observed, accounting for seven hours of inspection time. Meetings were held with the Chair of the Governing Body, members of the school leadership team, the school council and other representative pupils. Inspectors took account of responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation on the pupils' performance and progress. They also looked at a range of policies and procedures, including those relating to safeguarding. A total of 82 questionnaires returned by parents and carers were scrutinised. The views expressed in staff and pupils' questionnaires were also taken into account.

Information about the school

Keyham Barton is smaller than the average sized primary school. The proportion of pupils known to be eligible for free school meals is above the national average. Most pupils are of White British heritage and very few speak English as an additional language. The proportions of disabled pupils and those with special educational needs are below average, while the proportion of pupils with statements of special educational needs is broadly in line with the national situation. The school makes specially resourced provision for up to five pupils between the ages of 4–11 with special educational needs who have autistic spectrum disorders.

The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. Since the last inspection, an executive headteacher, who is also headteacher at another Catholic primary school, has been appointed, firstly on an interim basis in October 2009 and full-time from January 2011. The post of deputy headteacher has also been created. The school holds the International School Award and has Healthy School status.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It has made significant improvements since its last inspection and continues to improve rapidly.
- Pupils' attainment is broadly average, but achievement is good when progress from their individual starting points is taken into account. The school is determined to raise achievement further by ensuring that teaching is of high quality and always fully challenges pupils to learn.
- Behaviour is good and the care and respect that pupils show to each other are a strength of the school, reflecting good spiritual, moral, social and cultural provision. Pupils, parents and carers believe the school is a safe place.
- The school's accurate monitoring and inspection evidence show that, overall, teaching is good; some is outstanding. Pupils say they enjoy their learning. Pupils have clear learning targets and know what they have to do to meet them. Marking and assessment of their work support them well in making good progress. Occasionally, the teaching does not fully challenge all pupils.
- The special provision made for pupils with autistic spectrum disorders is very effective. Helpful personal support and the school's inclusive practice enable these pupils to join mainstream classes and make good progress.
- Systems for tracking and monitoring pupils' progress give the school a very clear picture of the good progress being made by individuals, groups and the school as a whole. However, the use of the actual tracking software is currently done only by school leaders, which detracts from teachers' ability to use it regularly, such as for lesson planning.
- The executive headteacher has introduced effective changes to the curriculum and teaching. The quality of leadership and management, including governance, has risen. All leaders have a clear vision for the school's further improvement and pursue this relentlessly. Pupils and parents are positive about the direction being taken by the school. Staff show total commitment to the school and its pupils.

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What does the school need to do to improve further?

- Raise pupils' attainment and achievement by ensuring that teaching becomes consistently outstanding by:
 - ensuring that all teaching fully challenges pupils of all abilities to learn in every lesson
 - enabling teachers to contribute more directly to the tracking of pupils' learning so that work can always be fully adapted to meet all learning needs.
- Ensure the consistent application of the use of the software for tracking pupil progress through the involvement of all teachers and ensure that all teachers are trained in its use.

Main report

Achievement of pupils

Starting from attainment on entry that is below what is usually expected, pupils make good progress and achieve well, including children in the Early Years Foundation Stage. Differences in the effectiveness of provision between the key stages that were noted in the last inspection no longer exist. Pupils' attainment in Year 6 national test results is broadly average. The school's assessment information is detailed and rigorous and demonstrates that disabled pupils and those with special educational needs are very well supported and their progress is good.

Achievement is rising for all pupils. Where there are still differences between groups and the achievement of most pupils, such as the small numbers who arrive new to the school and who speak English as an additional language, the gaps are closing rapidly. The provision for pupils with autistic spectrum disorders enables them to achieve well and reflects the commitment to providing an environment in which these pupils can succeed in mainstream classes. This happens in a context in which all pupils really enjoy their work. One parent stated, 'My daughter is making excellent progress and really enjoys school.' An overwhelming majority of parents and carers believe their children are making good progress, and inspection evidence endorses their view. Pupils acquire knowledge quickly and are secure in their understanding of different subjects. Progress is not yet uniform across all classes and, occasionally, pupils are not always fully challenged to learn.

Attainment in reading at the end of Year 2 and Year 6 is broadly average. However, a systematic phonics (letters and sounds) programme is proving effective in accelerating progress. The promotion of reading and writing is seen across the whole curriculum, which encourages pupils' understanding of learning tasks in all subjects. Challenging individual learning targets are being met by confident learners. Sometimes this is reinforced through effective use of computer programs that promote enjoyment in learning, as was observed in a successful Year 5 mathematics lesson. Examples of good learning were seen throughout the school, such as

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Reception children quickly learning reading skills and making good progress. As one child put it, 'Learning to read is magic.' Throughout the school, pupils effectively reinforce their learning through self-assessment and working with partners in peer-assessment of the work they have done. Occasionally, where teaching was not so challenging, pupils tended to go off-task and spend time in general chat rather than focused completion of the work in hand.

Quality of teaching

The quality of teaching is good overall, and some is outstanding. In the best lessons, there is pace and challenge to learn. In those few lessons seen that were not so effective, the learning challenge is not so prominent and pupils are not fully inspired. Teachers' lack of involvement in the progress-tracking system is unhelpful to their refining of work to meet the learning needs of all individuals. Parents and carers overwhelmingly agree that their children are well taught, a view shared by the inspectors.

Pupils say what positive relationships they have with their teachers and they clearly appreciate the efforts that teachers make on their behalf. A parent wrote, 'Both of my children are happy and have made excellent progress because there are some outstanding teachers.' As a consequence, most individuals and groups of pupils, including pupils with disabilities and/or special educational needs, are achieving well over time. Effective provision for those pupils who join the school speaking English as an additional language enables them to make rapid progress. They say they are happy because other pupils make them feel welcome. They enhance their skills in reading, writing, communication and mathematics and teachers set high expectations from the start. For example, in a Year 1 literacy class, pupils were introduced to the word '*adjective*' itself, as well as being told it was a describing word. They then went outside and did some investigative work for which they had to come up with suitable adjectives, which reinforced their understanding in an extremely stimulating way. In a Year 2 lesson, reading skills were reinforced by effective teaching where children were learning strategies for reading hard or tricky words, and the sounds that groups of letters make. The pupils said that they really enjoyed their learning and were excited that they were starting to become effective readers.

Lesson planning is detailed and takes account of the differing needs of pupils. Activities are well planned, time is used well and teaching has pace and challenge. All lessons have clear objectives and anticipated outcomes, and pupils talk confidently about what they are doing in class. The curriculum provides a good base for teachers' planning. Teachers' effective delivery of the curriculum supports very good provision for pupils' spiritual, moral, social and cultural development. Teaching assistants are used effectively and the specialist assistants who support pupils with autistic spectrum disorders are central to the effective support they receive. The children in Reception are able to participate in a wide range of activities initiated by children themselves and those directed by adults because of the excellent teamwork shown by all staff. Throughout the school, information and communication technology (ICT) is used to strengthen learning and pupils enjoy opportunities to use

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computers or the interactive whiteboards in a range of settings.

Behaviour and safety of pupils

Parents, carers and staff report that there are, traditionally, high expectations of good behaviour which have been maintained over time. This is supported by the excellent relationships between pupils and with adults in school, which give it a very positive atmosphere. Attendance is average, although, as a result of the school's hard work, it is showing a rising trend, and the persistent lateness referred to in the last inspection has been eliminated. There is a successful behaviour policy and some parents wrote with appreciation about the school's promotion of positive behaviour. One wrote, 'My child has behaviour problems and I have found the help and support from the school to be very good.' Pupils and a large majority of parents and carers say the school is a safe place where people are very happy. Bullying of all types has been discussed in class and pupils say that when there have been occasional incidents, the school has dealt with these situations effectively. Different types of bullying are covered, such as making pupils aware in lessons of the dangers of cyber bullying through the internet. There have been no racist incidents in recent years. Where the nature of learning difficulties makes a pupil's behaviour challenging, the school has very effective systems to enable such pupils to be supported and kept within a mainstream setting.

Leadership and management

Since the last inspection, there has been a major restructuring of leadership and management, including governance, which underpins the wider improvements that have had such a positive impact. Parents and carers appreciate how this has improved the quality of provision. Governors are now in a much stronger position to provide appropriate support and challenge and have the skills to help shape the direction of the school. They fulfil all their statutory responsibilities, including those for safeguarding, developing community cohesion in and beyond the school's faith community, and promoting equality. Arrangements for safeguarding and child protection, including staff training, are robust.

The governing body was instrumental in overseeing the appointment of an executive headteacher, who is shared with another local school, and in the creation of the post of deputy headteacher. Both posts have been filled by skilled practitioners who, with the two assistant heads and the subject coordinators for English and mathematics, are a very effective leadership team. They constantly show high expectation and ambition for successful learning across the school, which are positively influencing the quality of teaching. Staff benefit from well-directed professional development, but are not yet engaged enough in implementing the pupil progress tracking system. Staff questionnaires reflect the outstanding commitment to the school and its pupils shown at all levels. Self-evaluation is accurate and effective monitoring of teaching informs improvement planning and priorities for maintaining the clear progress seen since the last inspection. The school, therefore, has a strong capacity to sustain improvement into the future.

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The curriculum is well organised and imaginative, stimulating pupils' desire to learn. They told inspectors how much they enjoy their learning. The school's ethos reflects its thorough commitment to equal opportunity and strong determination to combat discrimination. Consequently, all pupils, including those with disabilities and/or special educational needs, learn successfully in a harmonious community. Effective management of provision for pupils with autistic spectrum disorders gives them good opportunity to achieve well.

Wider opportunities for enrichment of learning are pursued vigorously in all year groups, such as the Reception children's visit to the National Marine Aquarium to follow up a topic on sea life. There are a good range of clubs, such as those giving opportunities to participate in sport or the arts. Spiritual, moral, social and cultural provision is promoted effectively and is a particular focus of the school. Enjoyment of the arts is promoted through participation in a local community arts project and trips to galleries, and there are opportunities to learn the guitar. The school has the International School award and links with schools in several countries. Pupils have opportunities to visit religious buildings and meet representatives of different faiths. Similar provision and opportunities are at the heart of the positive ethos that is a hallmark of the school.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



18 January 2011

Dear Pupils

Inspection of Keyham Barton Catholic Primary School, Plymouth PL2 2DE

I am writing to thank you for the wonderful welcome you gave to inspectors during our recent visit. I am pleased to tell you that you go to a good and improving school. You clearly enjoy school very much and get on very well with each other and with staff. Thank you to all those of you who talked to us and filled in questionnaires giving us your views about the school.

We were very impressed by the way you work together in lessons and try your hardest. This means that your progress from your starting points is good. Your teachers and teaching assistants work together very well and are very committed to helping you to achieve your best. They plan interesting lessons and generally set different work to give you the chance to learn to the best of your ability. Mr Norris and the other school leaders work hard to help teachers do their very best to help you to learn.

In order to make things even better, we have asked the school to do two things. The first is to make sure that teachers always give you the best possible challenges so that you are really stretched to do your best in every single lesson so that your standard of work goes up. Secondly, we want all teachers to be fully involved with the senior staff in collecting all the data that show the progress you are making so that they have a very clear picture of how to set you the work that is right for you.

You too can play a positive role in making your school even better. If you continue to be so positive and to participate in school life to the full, you will go a long way to ensure that your school remains such a good place to learn and for you to grow up in.

Yours sincerely

Martyn Groucutt
Lead inspector

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