

Barley Lane Primary School

Inspection report

Unique Reference Number	102840
Local Authority	Redbridge
Inspection number	355269
Inspection dates	13–14 January 2011
Reporting inspector	John Horwood

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	628
Appropriate authority	The governing body
Chair	Colin Edwards
Headteacher	Lesley Lewis
Date of previous school inspection	29 April 2008
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Introduction

This inspection was carried out by four additional inspectors. They observed 23 lessons and saw 22 teachers. Meetings were held with groups of staff, governors and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of staff and governors' meetings, the school development plan, progress monitoring records and school policies. The responses to 152 questionnaires from parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The data available in school to support the published data of continuing improvement.
- The effectiveness of actions taken to improve pupils' writing skills and the progress they make in science at Key Stage 1.
- The support provided for pupils who speak English as an additional language and those with special educational needs and/or disabilities.

Information about the school

Barley Lane Primary School is a larger than average primary school with an increasing number of pupils on roll. Over 54% of pupils are boys. A very large majority of pupils are from minority ethnic groups and the number who speak English as an additional language is much higher than in most schools. The largest groups are pupils of Indian, Bangladeshi and Pakistani heritage. The proportion of pupils known to be eligible for free school meals is lower than in most schools. The school has an average proportion of pupils who have special educational needs and/or disabilities which cover a broad spectrum. Since the last inspection the number of pupils who join or leave the school part way through their school careers has reduced significantly and is now similar to other schools. Within the Early Years Foundation Stage, a fourth Reception class has been added this year at the request of the local authority. The school has been awarded Healthy School Status and the Activemark.

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

Barley Lane Primary School provides pupils with a good education. Pupils say they feel extremely safe and this is mainly because of the harmonious environment, very good relationships and outstanding behaviour. A quotation from a group of Year 6 pupils was, 'Our school is a safe, friendly learning environment where teachers and pupils bond to make it easier to gain respect for one another.' Pupils' attendance is average and although the school works hard with parents, carers and pupils to bring about improvements, the rate of improvement is slow. This is partly due to some families choosing to take holidays during term time and some religious holidays occurring during term time.

While teaching overall is good there are variations across the school with examples of both satisfactory and outstanding teaching seen during the inspection. Leaders and managers use assessment systems very well to monitor performance, but within the classroom the use of assessment data to plan appropriate activities is variable although improving. As a result, in some lessons the work is not sufficiently challenging for all pupils, particularly the more able. The marking of pupils' work does not always ensure that pupils know how to improve. The good curriculum supports all aspects of pupils' learning. Pupils with special educational needs and/or disabilities, and those who are at the early stages of speaking English, get good additional support. This enables these groups to make good progress. The role of support assistants within lessons, however, is not being sufficiently planned so that they can support other groups while giving the least able pupils opportunities to develop their independent skills.

The headteacher's vision for the school is shared by a strong leadership team that is fully involved in all aspects of school improvement. Senior leaders work extremely well to ensure improvement in their 'phases', and enthusiastic and able middle leaders provide strong support across the school. Leaders' self-evaluation is extremely accurate and identifies the strengths and areas for development in the school. Actions taken following the previous inspection to improve the use of pupil tracking data, to improve teaching and to improve the quality of the school development plan have all been carried out successfully. Successful action has also been taken to successfully improve the quality of writing and to raise attainment in science in Key Stage 1. All of this demonstrates the good capacity the school has for sustained improvement.

The school is a very harmonious environment where excellent links have been developed with the local community. Pupils are very involved with community events and the school is well used by the community. The approach to community cohesion is based on a secure initial evaluation followed by regular monitoring and evaluation. Links have been established with a wide range of schools and communities to give pupils the opportunities to share the experiences of others from different backgrounds. The curriculum

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opportunities and a wide range of visitors and visits have also contributed to the outstanding community cohesion within the school and the wider community.

What does the school need to do to improve further?

- Raise attainment and progress by:
 - ensuring support assistants are used more effectively throughout all lessons to support all groups of pupils
 - making consistent use of assessment systems within the classroom to ensure sufficient challenge for all pupils and, particularly, the most able
 - developing the marking of pupils' work and the feedback they are given to ensure they understand the next steps to improve their learning.
- Work with parents and carers to improve pupils' attendance by reducing the number of family holidays taken during term time.

Outcomes for individuals and groups of pupils

2

Achievement is good. Children join the Nursery or Reception classes with lower than expected skills for their age, but by the end of Year 6 attainment is above average in English and mathematics. All pupils make good progress. The monitoring systems in school confirm that both attainment and progress are continuing to improve. Pupils say they enjoy their learning and this was abundantly evident in a Year 6 English lesson where the use of drama really enthused pupils while learning about punctuation. The needs of all pupils are met with appropriate support. Improving writing is a focus throughout the school and activities such as role play and talk partners are used very effectively to especially help Pakistani and pupils who speak English as an additional language. Pupils with special educational needs and/or disabilities enjoy learning because they are set appropriate work.

Pupils are well prepared for their future well-being because of their good knowledge in all literacy, numeracy and information and communication technology supported by good personal skills. They gain additional awareness for later life through such opportunities as managing the 'Munchies' club which prepares and sells healthy snacks at break time. Most pupils eat healthy food but some packed lunches contain unhealthy options. Pupils enjoy activities and sport and make good use of the school's excellent facilities; these outcomes have contributed to the school being awarded the Activemark and Healthy School Status. Pupils make a very good contribution to the school community including being school council members, supporting younger pupils and helping with general organisational aspects. They interact well with the local community through sport and music activities, such as the recent performance by the school choir at the O2 arena. Pupils' spiritual, moral, social and cultural development is good. The rich range of cultural diversity in the school helps pupils to learn about different faiths and cultures. This is enhanced by the curriculum and many links with other schools and communities. A wide range of visitors from different faiths who lead assemblies as well as each class leading an assembly help pupils' spiritual development.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils benefit from good teaching supported by a good curriculum within a safe and caring environment. Teachers are enthusiastic and have excellent relationships with the pupils. The use of assessment data to ensure work matches pupils' abilities is good overall but does not always ensure that the more able pupils are sufficiently challenged. Teachers have good subject knowledge and provide a good variety of activities to engage pupils. In an outstanding Year 3 mathematics lesson, the teacher made excellent use of information and communication technology resources and gave very informative comments when marking the work. Across the school the use of success criteria is not consistent and pupils do not always have the opportunity to consider how well they are doing. The deployment of support assistants is not always effective throughout the whole lesson.

The curriculum is well organised and provides pupils with many varied and interesting learning experiences while developing their personal skills including behaviour and cultural awareness. It is well adjusted to meet the needs of different groups and the range of pupils in the school, although in some lessons work set is too easy for the more able. Linking subjects across the curriculum is good. There are very good enrichment opportunities including well-attended clubs. Pupils really enjoy the Year 6 residential trip to an adventure centre in Dorset. Those who do not join the residential trip are provided with a similar memorable opportunity within the school. The provision for pupils who speak English as an additional language as well as those who have special educational needs

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and/or disabilities is very well planned and effective through support in the classroom and by small group activities.

Pastoral care in the school is good, with all staff strongly committed to the principle of Every Child Matters. Effective procedures are in place to encourage outstanding behaviour. Many initiatives are in place to improve attendance but have had limited impact. Transition arrangements with the secondary schools effectively support those pupils making this move. All requirements of health and safety are met. First aid provision is good and a comprehensive system of recording and reporting all accidents is in place. The support and provision for pupils and their families facing challenging circumstances are good. The school is diligent in following up any concerns to ensure the safety and well-being of its pupils.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers at all levels share the same vision and have ensured that the concept of ongoing improvement is fully embedded throughout the school. This is reflected in the impact they have had on improving teaching and learning. The school's work in creating an inclusive community, which promotes equal opportunities and avoids discrimination by providing support to those who need additional help, ensures that overall there is no underachievement by any group of pupils. Nevertheless, because the more able pupils are not always set sufficiently challenging work, equality of opportunity is good rather than outstanding. Governors have good relationships with the school and staff, working well as a team to provide challenge and support for each other. They understand what needs to be done in the school and have an enthusiastic approach to carrying out their role. They ensure that safeguarding procedures are all in place to meet requirements including the vetting of staff. There are good partnerships with support agencies and good child protection procedures are fully adhered to.

The effectiveness with which leaders promote community cohesion is outstanding. They know the community very well and much has been done to successfully promote good relationships with parents and the local community. The school community is extremely harmonious, with outstanding relationships clearly apparent. Links with all groups in the local community are extremely good and this has enabled visitors from different faith groups to visit and support the school. There are many links with more distant communities including schools beyond the local community within the United Kingdom and global communities. The school actively shares in the open learning community activities centred around and arising from community cohesion for other institutions.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage provides a good start for children. Children are seen as individuals because adults have a good understanding of their background and specific needs including their social and language limitations. Attainment on entry to the Early Years Foundation Stage is generally below the level that is typically expected for children starting in the Nursery or Reception. Children make good progress but most are still below the goals expected of children at the end of the Reception year. They play and learn well together. Behaviour is good.

The learning environment is stimulating with vibrant classrooms and a very spacious outdoor area. The 'free flow' opportunities in which children move between indoor and outdoor areas of learning are very good and benefit both the Nursery and the Reception children who learn to work together. Children have a good range of activities to choose from although there is further scope for adults to encourage them to move from their comfort zone to experience different activities. They have a good understanding of keeping safe and of hygiene because of effective adult guidance. Children are well cared for and adults have good relationships with them. All welfare requirements are met and there is good support for children's well-being. Teachers use a good range of teaching methods and resources. Parents and carers are all very happy and satisfied with the support for their children and the communication between them and the school. Children with special educational needs and/or disabilities are well supported in all aspects of their learning.

Leaders have a clear understanding of strengths and areas for development. Teaching and learning are well monitored and ensure good teaching throughout. There are extensive records of children's entry and exit data which are used to monitor individual progress.

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While this is ensuring children make good progress it is not yet sufficiently used to ensure the more able children achieve the higher point scores.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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	2

Views of parents and carers

About a quarter of parents and carers completed inspection questionnaires. The vast majority of these are satisfied with the school. The level of agreement for all questions was higher than in most schools except about preparation for the future where a higher than average number of parents and carers did not comment. There was exceptionally high agreement that children enjoy school, the school keeps them safe, teaching is good and they are helped to have a healthy lifestyle. A very small minority of the responses indicated that parents and carers would like more information about progress and that their children do not make enough progress. The general feeling from written comments is that the children love school with a typical comment being: 'The ethos is wonderful and my child enjoys being at school. Also, learning in a happy environment with good encouraging teachers, a superb headteacher and nurturing staff.' A small minority had individual concerns which were considered as part of the inspection process, but were not substantiated by evidence available during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barley Lane Primary 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 152 completed questionnaires by the end of the on-site inspection. In total, there are 628 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	58	61	40	2	1	0	0
The school keeps my child safe	89	58	63	41	0	0	0	0
My school informs me about my child's progress	59	39	73	48	20	13	0	0
My child is making enough progress at this school	53	35	82	54	15	10	1	1
The teaching is good at this school	59	39	87	57	4	3	0	0
The school helps me to support my child's learning	51	33	81	53	14	9	0	0
The school helps my child to have a healthy lifestyle	63	41	87	57	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)	44	29	82	54	10	7	0	0
The school meets my child's particular needs	45	29	89	58	11	7	1	1
The school deals effectively with unacceptable behaviour	43	28	89	58	9	6	3	2
The school takes account of my suggestions and concerns	41	27	95	62	10	7	0	0
The school is led and managed effectively	59	39	86	56	2	1	1	1
Overall, I am happy with my child's experience at this school	76	50	73	48	3	2	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



17 January 2011

Dear Pupils

Inspection of Barley Lane Primary School, Romford RM6 4RJ

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you in your school and seeing you learning and playing so well together. Your school is giving you a good education.

There are many things we admire about your school and these are a few of them.

- Your school community is a happy one where you all get on well together.
- You make a good contribution to the school community by taking on responsibilities such as helping the younger children, running the 'Munchies' club at break time and being members of the school council.
- You do really good work in the community to help improve the local area and to represent your school in musical and other events. Well done to the choir who sang so well at the O2 arena!
- The school makes sure that you gain an excellent understanding of how other people live in different parts of the world.
- Good teaching ensures that you achieve well and enjoy your learning.
- Your behaviour is outstanding and ensures the school, where you say you feel extremely safe, is a very harmonious place in which to learn.

These are things we have asked the school to do to make it even better

- give you more advice on how to improve your work
- provide more help for all groups of you from all adults in the classroom
- make sure all of you have the right work to help you make as much progress as you should
- improve your attendance by encouraging parents and carers to not take holidays during term time.

You can help by continuing to work hard.

Yours sincerely

John Horwood
Lead inspector

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