

# Barrington Primary School

## Inspection report

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<b>Unique Reference Number</b>	101449
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	354999
<b>Inspection dates</b>	5–6 May 2011
<b>Reporting inspector</b>	David Shepherd

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Orsborne
<b>Headteacher</b>	Jacquie Keelan
<b>Date of previous school inspection</b>	25 June 2008
<b>School address</b>	Barrington Road Bexleyheath DA7 4UN
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## Introduction

This inspection was carried out by three additional inspectors who observed 13 lessons led by nine different teachers. Meetings were held with the senior staff, a group of pupils and the Chair of the Governing Body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 99 parents and carers, 15 staff and 122 pupils were received and analysed.

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

- Why do boys appear not to perform as well as girls in reading, writing and mathematics in Years 2 and 6?
- Why are pupils with special educational needs and/or disabilities making satisfactory progress when other pupils are judged by the school to be making good progress?
- How consistent are teaching and assessment throughout the school?
- What is the impact on progress and attainment of the monitoring carried out by senior and middle leaders?

## Information about the school

This school is not as large as most primary schools, and draws its pupils from the local area. Most pupils are from a White British background, with a very small minority from an Indian background. Very few pupils come from Turkish, Chinese, African and any other White backgrounds. The proportion of pupils from minority ethnic backgrounds is below average as is the proportion speaking English as an additional language. An average proportion of pupils have special educational needs and/or disabilities. Their main needs are moderate learning difficulties, specific learning difficulties and speech, language and communication needs. The proportion of pupils who have a statement of special educational needs is below average. Lower than average proportions of pupils are known to be eligible for free school meals. The numbers of pupils leaving or joining the school during the year is below average. The Early Years Foundation Stage consists of one Reception class. The school has gained the Investors in Pupils award. Privately run before- and after-school clubs are based at the school.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Barrington Primary School provides its pupils with a satisfactory education. Pupils make satisfactory progress because teaching is satisfactory overall. However, there are some outstanding features in the school's work and, in particular, excellent care, guidance and support mean that pupils enjoy school, feel extremely safe, get on well together, lead very healthy lifestyles, behave well and play a major part in enabling the school to run smoothly.

Pupils' attainment at the end of Year 6 is above expected levels in English and mathematics. The school has succeeded in raising boys' attainment, and now the attainment of boys and girls is similar throughout the school. This is because teachers have provided good opportunities for pupils to read and write in different subjects and this has engaged boys in particular. Inspectors found that pupils, including those with special educational needs and/or disabilities, make satisfactory progress. The school's evaluation that pupils make good progress was judged too positive given the evidence available. ♦

A notable feature of lessons is the consistently good relationships between pupils and adults. As a result, pupils try hard to please staff. Teachers ask probing questions that encourage pupils to think carefully and develop independence in their learning. The purpose of lessons is included in planning, but what pupils at different levels of ability are expected to learn is not. The result of this is that pupils, especially the most and least able, are not being set challenges appropriate to their abilities. Marking is encouraging but does not always provide enough guidance for pupils, and where next steps are indicated, pupils are not always given enough time to respond to suggestions made. This means that marking is not leading to improvement effectively enough. The quality of teaching and learning is not consistent throughout the school, and this means that pupils are making inconsistent progress in a small minority of classes. The curriculum is enriched by a wide variety of visitors to the school and visits to places of interest.

The headteacher has a clear vision for the school, which is shared by the deputy headteacher and senior staff. Senior staff and middle leaders are developing the skills necessary to carry out their roles but have not yet had sufficient opportunities to monitor progress and attainment in their areas of responsibility. The impact of this is that they have not yet had a strong enough impact on learning. Links with parents and carers are good. The governing body is keen and supportive. Self-evaluation is broadly accurate and appropriate priorities for development are identified. This, along with the positive relationships throughout the school and the school's success in raising boys' attainment, demonstrates the school's satisfactory capacity for sustained ♦ improvement. ♦

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## What does the school need to do to improve further?

- By April 2012, ensure pupils in all classes make good progress in reading, writing and mathematics.
- By April 2012, improve the quality and consistency of teaching and assessment so that at least 80% of lessons are judged good by:
  - identifying what pupils of different abilities are to learn in lessons
  - matching tasks at the appropriate levels for pupils' abilities, especially the most and least able
  - ensuring that marking indicates the next steps in learning and providing pupils with opportunities to correct their mistakes.
- Ensure that monitoring and evaluation by senior and middle leaders lead to accelerating progress and rising attainment across the curriculum by:
  - training staff in the skills of monitoring and evaluation
  - providing opportunities for senior and middle leaders to monitor and evaluate progress and attainment in their areas of responsibility.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils' achievement is satisfactory, given that they start in Year 1 with skills that are above nationally expected levels and make progress to the point where results as well as standards seen in lessons and books by inspectors are similarly above expected levels. Pupils settle down quickly to their work. For example, in Year 6, pupils were fully engaged in writing a report about an imaginary animal that gave detailed information and guidance to the reader. They worked enthusiastically in trying to achieve their own personal learning targets as well as the one set for the whole class. In Year 2, pupils worked industriously making notes about the life of Florence Nightingale. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make satisfactory progress because they have appropriate support to help them succeed.

Pupils have considerable knowledge and understanding about healthy eating and the importance of exercise. They enjoy physical activities in lessons and there is a high take-up of after-school clubs which help promote further pupils' very healthy lifestyles. Pupils feel extremely safe in school. They behaved well in the lessons seen, and sometimes their behaviour was exemplary. However, a few pupils indicated in their questionnaires that this is not always the case. Pupils make an excellent contribution to the school and local communities. For example, some pupils act as activity leaders and playground friends to ensure playtimes are happy occasions. Peer mentors talk to any pupil who may be experiencing difficulties with friendships or other issues. They have raised money for a wide range of charities at home and abroad. Elected pupils represent their peers on the school council. Pupils reflect thoughtfully upon some of the broader issues in life, such as their social responsibilities. They learn about aspects of a range of cultures including those represented by their classmates. Attendance is high and reflects pupils' enjoyment of their education. Pupils are well prepared for their future education because of their above average attainment and good personal development.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Teachers' planning and classroom organisation are effective in enabling lessons to flow smoothly and the purpose of each lesson is generally made clear to pupils. Pupils are encouraged to review their work, and sometimes that of their classmates as well, but this is not as effective as it might be because too little guidance is given about what pupils should be looking for in judging the success of their work. Teachers and teaching assistants provide good guidance and support for pupils in their groups during lessons. They support pupils with special educational needs and/or disabilities and those who speak English as an additional language satisfactorily on an individual and/or group basis and this helps pupils in their understanding of particular aspects of their work. This additional teaching helps pupils to make satisfactory progress. The content of lessons is often very interesting and this encourages pupils to work hard, although their work is sometimes untidy. ♦

Provision to promote pupils' personal development is included effectively throughout the curriculum. The impact of the Investors in Pupils award is evident in this provision. Enrichment activities are varied and visits to places of interest, including residential stays, and visitors to the school are popular with pupils. Information and communication technology is used effectively to support learning. Pupils' reading and writing skills are reinforced regularly in learning across the curriculum in subjects such as science, history,

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geography and religious education, and this helps boys in particular to improve their literacy skills.

Excellent arrangements for pupils joining the school ensure that they settle quickly. In replies to their questionnaires, most pupils responded that they were looked after very well by staff. Pupils with special educational needs and/or disabilities are identified swiftly and suitable provision is allocated to meet their needs. The school enlists the support of all appropriate agencies and works extremely well with parents and carers to meet pupils' special social and emotional needs. As one parent and carer wrote, 'The school is a happy and caring environment. Staff encourage children to give their best effort at all times.' Procedures for promoting attendance are excellent. Transition arrangements are outstanding from the Reception class into Year 1 and from Year 6 to secondary school. As one parent and carer wrote, 'The school is excellent at preparing Year 6 for transfer to secondary school. Children settle in quickly.' ♦

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Morale is high because staff feel that their contributions are valued by the headteacher and senior leaders. There is a strong sense of teamwork where everyone is pulling together to achieve goals because the headteacher and senior leaders have soundly instilled a sense of ambition and drive to further improve the work of the school. The school identifies appropriately the strengths and weaknesses of teaching and learning and incorporates the areas for development into plans of action. However, plans are too detailed and do not focus enough on pupil outcomes. This makes it difficult to identify their impact on pupils' learning, and so limits their effectiveness. ♦

The school has good relationships with parents and carers overall. As one parent and carer wrote, 'It is an extremely well led school with a headteacher who has such integrity and passion for all aspects in school life for the children.' Initiatives such as the parents' forum, the parents' support worker and the use of questionnaires all help to promote this positive relationship. Parents and carers are invited into school on a number of occasions, such as for consultation evenings and school productions.

Governance is satisfactory. The governing body is ambitious for the school to do well, is supportive and shows high levels of commitment to the school. However, it does not provide enough challenge about pupils' progress to enable it to make a significant contribution to improvements. Safeguarding procedures are outstanding. All the parents and carers who responded to the questionnaire feel their children are extremely safe in

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school. All the staff who responded to their questionnaire agree with parents and carers. Staff are rigorously vetted and trained regularly in child protection procedures. Some of the school's safeguarding practices are now used as examples of excellent practice in other local schools. Links with the local authority, medical services and local schools help to promote effectively the personal development and well-being of pupils.

The school soundly promotes equality for the different groups of pupils in the school and tackles any racist behaviour and discrimination effectively. It provides appropriate support for pupils with special educational needs and/or disabilities. However, the needs of the most able pupils are not always met sufficiently. Community cohesion is satisfactory. Pupils have a very extensive knowledge and understanding of their local community but their understanding of wider national and international communities is not comprehensive enough.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children receive a good start to their schooling. They make good progress from their starting points in all areas of their learning. This represents a significant improvement from the last inspection. Children enjoy their learning and work well independently. They are looked after well and are kept safe. They are given good opportunities to chat to adults about what they are doing. They practise the sounds that letters make, read, write, count and play with toys and other equipment. Behaviour is good and children get on well with each other and adults. The learning environment is stimulating and well organised inside and outside. It provides children with an enjoyable range of activities. The balance between adult-led and child-initiated activities is good. Good use is made of outdoor provision to develop understanding and skills in all areas of learning. The Early Years Foundation Stage is well led and staff work well together as a team and have a good

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understanding about early years provision. Children's progress is monitored and recorded systematically on a daily basis. However, records of their achievements, while comprehensively covering all areas of learning, are not always kept in the same systematic way and this sometimes makes it difficult to track children's progress over time. Links with parents and carers are good. Induction procedures are good and children quickly settle into school routines.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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	2

## Views of parents and carers

The response rate from parents and carers to the questionnaire was above average. Their views were largely positive. Approximately one quarter of the questionnaires returned included written comments, about half of which were positive. Parents and carers feel that the school keeps their children extremely safe and they are taught to lead a healthy lifestyle. The school helps parents and carers to support their children's learning at home. One parent and carer wrote, 'I have been pleased with every aspect of the school, the way you go in and see your child in class and can participate. They are very organised and the children are happy.'

A few parents and carers wrote that behaviour is not managed well enough. There were concerns also that some of their children were not making enough progress. Inspectors found that behaviour was managed well during the inspection. They also found that there were differences between classes in the quality of teaching and learning, and this is why some pupils do not always make the progress of which they are capable.

## Responses from parents and carers to Ofsted's questionnaire

The inspection team received 99 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	63	33	33	2	2	0	0
The school keeps my child safe	69	70	30	30	0	0	0	0
My school informs me about my child's progress	50	51	45	45	4	4	0	0
My child is making enough progress at this school	45	45	48	48	4	4	0	0
The teaching is good at this school	49	49	49	49	1	1	0	0
The school helps me to support my child's learning	41	41	56	57	1	1	0	0
The school helps my child to have a healthy lifestyle	56	57	42	42	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)	38	38	48	48	3	3	0	0
The school meets my child's particular needs	41	41	50	51	1	1	0	0
The school deals effectively with unacceptable behaviour	38	38	48	48	10	10	2	2
The school takes account of my suggestions and concerns	32	32	52	53	6	6	2	2
The school is led and managed effectively	44	44	46	46	6	6	1	1
Overall, I am happy with my child's experience at this school	60	61	36	36	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



9 May 2011

Dear Pupils

**Inspection of Barrington Primary School, Bexleyheath DA7 4UN**

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. You go to a satisfactory school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You enjoy school and get on really well with each other. Your attendance is excellent.
- You feel extremely safe and understand very well the importance of eating healthy foods and taking exercise.
- You like your teachers and teaching assistants and try your best to please them.
- You are well behaved and make an excellent contribution to the school.
- Your teachers and teaching assistants look after you very well indeed.

We have asked your headteacher, teachers and the governing body to do three things to make your school better.

- Make sure that all of you make good progress in reading, writing and mathematics.
- Let you know what you are expected to learn by the end of each lesson and how well you have done, and give you time to carry out improvements suggested in marking.
- Check on how well you are learning in all lessons.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd

Lead inspector

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