

Barnehurst Junior (Foundation) School

Inspection report

Unique reference number	101474
Local authority	Bexley
Inspection number	376570
Inspection dates	29–30 May 2012
Lead inspector	Madeleine Gerard

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

Type of school	Primary
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair	William Harwood
Headteacher	Justin Smith (Executive headteacher)
Date of previous school inspection	10 February 2010
School address	Barnehurst Close Northumberland Heath Erith DA8 3NL
Telephone number	01322 334214
Fax number	01322 334929
Email address	office@barnehurst-jun.bexley.sch.uk

Age group	7–11
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Introduction

Inspection team

Madeleine Gerard

Additional Inspector

Kanwaljit Singh

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 22 lessons or parts of lessons taught by nine teachers and held meetings with groups of pupils, staff, and members of the governing body. They observed the school's work, looked at work in pupils' books, and tracking data showing pupils' attainment and progress. The school's development plans and records related to safeguarding pupils were also seen. The inspectors considered responses to questionnaires received from staff, pupils, and from 94 parents and carers.

Information about the school

This is an average-sized primary school. The proportion of disabled pupils and those who have special educational needs supported by school action plus, or with a statement of special educational needs, is lower than average. The proportion of pupils known to be eligible for free school meals is below average. Most pupils come from White British backgrounds. The proportions of pupils with minority ethnic heritage or who speak English as an additional language are below average. None of these pupils is at an early stage of learning English. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. There have been several staff changes since the previous inspection, including to the senior leadership team. The school is federated with Barnehurst Infant School, which was inspected in January 2011. The two schools are situated on the same site and share an executive headteacher and a governing body. Each school has a separate head of school and senior leadership team. The breakfast and after-school clubs were not part of this inspection because they are not managed by the school's governing body.

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. There have been many improvements since the previous inspection. It is not yet outstanding because a few inconsistencies in the quality of teaching result in variations in the pace of pupils' progress across classes.
- All pupils, including disabled pupils and those who have special educational needs, those who are known to be eligible for free school meals, and those who speak English as an additional language, progress well from their starting points in Year 3. As a result, attainment at the end of Year 6 is improving strongly, with increasing numbers of pupils attaining above average standards. Pupils' achievement over time is good.
- The school tracks the progress pupils make carefully and teachers use the information well to set suitably challenging work. Sometimes, tasks are not matched as consistently well to all pupils' needs during whole-class teaching. Well-trained additional adults, generally, play a good part in supporting learning in lessons. Occasionally, teachers' planning does not make clear what additional adults should do to help pupils make even faster gains in their learning.
- Pupils have positive attitudes to learning and behave well. They listen attentively in lessons and set to work enthusiastically. Teamwork skills are strong and pupils work well together in pairs and small groups to complete the challenging tasks they are given.
- The federation plays a key part in driving improvement at the school. The executive headteacher, governing body, head of school, and senior leadership team have successfully raised expectations of what pupils can achieve. Through rigorous monitoring of performance and additional training for staff, they have managed the development process well. Good leadership has successfully secured lasting improvements to teaching and raised pupils' academic outcomes, despite changes in teaching staff.

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

What does the school need to do to improve further?

- By January 2013, increase the consistency of teaching and the pace of pupils' learning and progress throughout the school by:
 - ensuring work is always matched sharply to the full range of pupils' abilities during whole-class teaching
 - planning in detail how additional adults will contribute to pupils' learning and progress in all lessons.

Main report**Achievement of pupils**

All groups of pupils, including disabled pupils and those who have special educational needs, pupils speaking English as an additional language, and those known to be eligible for free school meals, achieve well. Despite broadly average scores in Key Stage 1, the school's rigorous assessments show that many pupils enter Year 3 with below-average skills in key subjects. From those starting points, almost all make at least expected gains and many exceed national expectations for progress in Years 3 to 6. Consequently, standards are securely within the average range overall in reading, writing, and mathematics. As a result of accelerating rates of progress, increasing numbers of pupils are now attaining above average standards by the end of Year 6. Throughout the school, more and more pupils are firmly on track to exceed age-related expectations. Pupils at risk of underachieving do well because they receive individualised additional help tailored to their needs. For example, they read aloud to adults regularly. Additional sessions in small groups help those pupils to make good progress in their literacy and numeracy skills. By the time they leave the school, the gaps are narrowing between those pupils and all pupils nationally. In the Ofsted survey, most parents and carers who responded are confident that their children are making good progress. Inspection findings support that view.

Pupils are keen to learn and, typically, respond enthusiastically to teachers' high expectations. For example, pupils practising calculating in their heads worked quickly to complete addition sums within the short time they were given. Skilfully guided by the adults, lower-attaining pupils made good progress. They used additional strategies they knew to calculate the answers swiftly. Higher-attaining pupils enjoyed the challenge of adding three-digit numbers. In another lesson, pupils concentrated hard to meet the success criteria that the teacher had set by writing their own poems about a candle. They used rich vocabulary to express experiences and feelings clearly. Self-confidence grew as pupils read their poems proudly to the rest of the class.

Quality of teaching

Teachers plan motivating work and, generally, set tasks that are appropriately challenging for the range of abilities in classes. For instance, pupils enjoyed calculating how much money they would need to purchase small toys to fill party

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bags for the school's Jubilee celebration. The teacher ensured the work was matched to pupils' needs well by increasing the number of party bags that were needed and including the use of calculators to work out some of the largest quantities. However, in a few lessons, the pace of learning is reduced when all groups of pupils are expected to do similar work during whole-class teaching. At such times, work is either too difficult or too easy to ensure that pupils across the ability range make the best possible progress. The school has established good systems to check the progress pupils make. The information is analysed carefully and used to plan the next steps in pupils' learning. Teachers' marking in pupil's books is good, because feedback and additional tasks make clear to pupils how they can improve their work. Pupils review each other's work regularly. That helps them to develop good skills in evaluating and improving the quality of their own work. Most pupils know their personal targets to improve their literacy and numeracy skills. Reading is taught well and is promoted through daily reading sessions, themed literary weeks, and visits from authors. Together with opportunities to use hand-held electronic books, that encourages pupils' enjoyment of reading. Writing at length each week is helping to raise pupils' achievement in writing. Disabled pupils and those who have special educational needs are well supported. In most lessons, additional adults and teachers work well together to ensure all groups of pupils are fully included in learning. Extra sessions with specialist teachers and therapists ensure pupils' individual needs are met well. In a few lessons, teachers' planning does not identify specifically what additional adults should do to improve pupils' progress further and, at such times, their impact on pupils' learning is diminished.

The curriculum provides a good range of interesting themes based on pupils' suggestions. Social skills are fostered strongly, for example through collaborative work in lessons, as well as additional sessions for selected pupils at lunchtime to boost their social skills. Charity fundraising and sponsoring a child in Africa help pupils develop caring attitudes. Through celebrations of a wide variety of festivals and events, such as Black History Month, pupils gain valuable insights into cultural diversity beyond the school. Pupils in Year 4 develop their wider creative skills by learning to play the violin or the trumpet. In the inspection survey, almost all the parents and carers are rightly confident that the school meets their children's needs and inspection findings confirm parents', carers', and pupils' belief that teaching is good.

Behaviour and safety of pupils

Pupils' good behaviour and attitudes make a positive contribution to their learning and to the cheerful atmosphere around the school. They are keen to meet teachers' high expectations of them and concentrate hard to complete tasks within the time limits teachers set. Pupils show respect and kindness to one another and to adults. For example, pupils were observed encouraging each another to use their phonics skills (knowledge of the sounds letters make) to read unfamiliar vocabulary. Almost all the parents and carers in the survey were confident that their children feel safe in school. Most confirm that there is a good standard of behaviour, although a few felt

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that lessons are occasionally disrupted by bad behaviour. The inspection found behaviour in lessons and around the school to be good. Pupils respond promptly to reminders about the behaviour that is expected. Most parents and carers who expressed an opinion felt that bullying is dealt with well, although a few did not agree. Pupils know that bullying can take many forms. Pupils say there is occasional name-calling by some, which is usually dealt with quickly by staff, as records reflect. Discussions with pupils and their responses to the questionnaires indicate that they feel safe and valued in school. They develop a good awareness of unsafe situations. For example, cycling proficiency workshops and guidance for pupils and their parents and carers on precautions to take when using new technology promote a culture of safe practice in the school and wider community. Attendance rates are improving and are currently above average.

Leadership and management

Federation with infant school has strengthened the leadership and management of the whole school. The executive headteacher, head of school, and the governing body have worked with determination to secure improvements since the previous inspection. Staffing and performance issues have been dealt with effectively. Successful recruitment has strengthened the leadership and teaching teams and improved the overall quality of teaching. Supported by well-targeted training and professional development, staff are working together with a shared vision to enhance provision and raise pupils' academic achievement further. The appointment of subject leaders is already having a beneficial impact. Working closely with the whole staff, they have enhanced the curriculum for writing and involved pupils well in the selection of topic themes that motivate and engage them. Pupils develop their literacy skills regularly across a range of curriculum subjects. However, similar opportunities for pupils to practise numeracy skills across all subjects are not consistently as well planned. Outings to local places of interest are linked to topic themes and bring the curriculum to life. Year 6 pupils enjoy a residential trip to an activity centre. Spiritual, moral, social, and cultural development is promoted successfully. Good behaviour has been maintained since the previous inspection and attendance rates have risen. The school tackles discrimination and promotes equality well. Pupils are known well as individuals and rates of learning and progress are equally good for all groups of pupils. Improvements to the school's environment have been made with the active support of parents and carers. Partnership with the infant school is strong. Transition arrangements when pupils start Year 3 are well organised and ensure pupils settle quickly. Pupils at both schools enjoyed a themed science week recently and benefitted from joint activities that inspired their interest. All those gains reflect the school's strong capacity to improve. Arrangements for safeguarding pupils meet statutory requirements. The school site is well maintained and staff have a good knowledge of procedures to safeguard pupils' welfare and safety.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



31 May 2012

Dear Pupils

Inspection of Barnehurst Junior (Foundation) School, Erith, DA8 3NL

Thank you for your friendly welcome and for helping the inspectors when we visited your school recently. We enjoyed talking to you all and listening to what you had to say. This letter tells you about the judgements that we reached during our visit.

Barnehurst Junior is a good school. You attend regularly and behave well. You know how to keep yourselves safe and most of you who completed the inspection survey told us that you feel safe at school. You are taught well and make good progress. Standards are rising. By the time you leave at the end of Year 6, more of you are reaching above average levels in English and mathematics than in many other similar schools. Those of you who need additional help, for whatever reason, are supported effectively by the adults, so that you make good progress too.

To help you do even better, we have asked that the teachers plan work that is the right level of difficulty for you always during whole class teaching. We would also like teachers' planning to make even more clear how all the adults in lessons can help you make even faster progress. All of you can help by continuing to work hard and attending school every day.

Finally, we would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard
Lead inspector (on behalf of the inspection team)

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