

Barrington Primary School

Barrington Road, Bexleyheath, Kent, DA7 4UN

Inspection dates 11–12 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils, including those disabled, those with special educational needs and those who attract extra funding to meet their needs, make good progress and achieve well in all subjects. Pupils' attainment at the end of Year 6 is consistently above the national average.
- Children in Reception make good progress from their starting points and move into Year 1 with skills and understanding above those levels expected for their age, across all areas of learning.
- Good, improving teaching enables pupils to make good progress. Improvements in the marking of pupils' work ensure most clearly understand what they need to do to improve further, although this practice is not yet fully applied in all year groups. In some classes, pupils are not challenged sufficiently to enable them to achieve their full potential.
- Reading is taught well and outstanding teaching in intervention groups ensures that those pupils who fall behind quickly catch up.
- Pupils behave well and enjoy coming to school. Attendance is high.
- All leaders have a clear and determined vision for the school, reflected in senior leaders' rigour in driving up the quality of teaching and learning, leading to better progress for all pupils. They are supported by a good, and improved, governing body.

It is not yet an outstanding school because

- There is not enough outstanding teaching across the school. Excellent practice is not shared consistently across all classes which means some pupils are not challenged sufficiently to achieve more highly.
- Leadership skills, especially of middle leaders, are still developing and are yet to have a full impact on improving pupils' achievement.

Information about this inspection

- Inspectors observed 10 lessons or part lessons, including interventions, totalling over six hours of direct observation.
- All teachers, some teaching assistants and a specialist external coach were observed teaching.
- Meetings were held with pupils, the headteacher, deputy headteacher, members of the leadership team, a representative from the local authority and the Chair of the Governing Body.
- Inspectors took account of the 43 responses to Parent View and to the results of the survey undertaken by the governing body in July 2012. They also met informally with parents at the start of the day.
- Inspectors looked at: pupils' books; the school's records on progress and attainment for all pupils; the school's records on monitoring and improving the quality of teaching, including information on the performance management of teachers; the local authority's review of the school's work; minutes of governing body meetings; and the school's development planning.
- Detailed scrutiny was undertaken into how the school teaches reading, writing and mathematics.
- Inspectors heard pupils read and looked at reading records and planning for the teaching of reading.

Inspection team

Penny Spencer, Lead inspector

Additional inspector

Desmond Dunne

Additional inspector

Full report

Information about this school

- Barrington Primary is similar in size to most primary schools, but it has recently increased its intake in the Reception classes to two forms of entry.
- It opened a specially resourced provision for 12 pupils with physical disabilities in April 2012, in an alliance with several other local schools in the borough. The resource is not yet operating at full capacity and, currently, has minimal numbers of pupils on roll.
- The proportions of pupils supported at school action, school action plus or with a statement of special educational needs are below average.
- Most pupils are White British. Others have a wide variety heritages, including Indian, Black Caribbean, Chinese and other White heritages.
- The proportion of pupils supported by the pupil premium is well below average.
- The school meets the government's current floor standards, which set the minimum standards for pupils' attainment and progress.
- The headteacher provides training for other schools within the borough and is supporting another school in making accurate self-evaluation judgements.
- There is a nursery, breakfast and after-school club on site which is not managed by the governing body and is reported on separately.
- Since the last inspection there have been a number of changes to the teaching staff. In September 2012 the school had a full complement of permanent staff, including two newly qualified teachers.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by September 2013 to raise pupils' achievement further, by:
 - ensuring all teachers regularly monitor pupils' progress during lessons so they can quickly intervene and adapt their teaching to meet the needs of all pupils
 - ensuring that all pupils are always challenged sufficiently
 - sharing the highly effective marking practices in Years 5 and 6 across all year groups.
- Enhance the skills and expertise of all staff, particularly those of middle leaders, through:
 - effective coaching and mentoring by senior leaders to take teaching and achievement further forward
 - continued development of existing partnerships with outstanding schools in sharing best practice.

Inspection judgements

The achievement of pupils is good

- Children make good progress in the Early Years Foundation Stage from largely typical starting points. Most children move into Year 1 with above-average skills and understanding. The stimulating and exciting environment both inside and out supports their learning and contributes to the good progress they make.
- Good progress in Key Stage 1 means pupils' attainment at the end of Year 2 has consistently been above average for all groups in all subjects. Boys' progress, which was historically less good than girls, especially in English, has improved considerably and is now consistently good.
- Attainment at the end of Key Stage 2 has been above the national average in all subjects for many years, although progress was often only satisfactory, especially for higher-ability pupils. Improvements in the quality of teaching have steadily increased the rate of progress over time and the proportion of pupils now making better than expected progress compares favourably with national expectations.
- There is very little difference in achievement between groups of pupils – from all ethnic heritages and from backgrounds of differing social and economic advantage. Pupils who are supported by the pupil premium make good progress and achieve as well as their peers.
- Disabled pupils and all who have special educational needs do well and make good progress. This is because support is tailored carefully to their needs and interventions are matched closely to ensure they have impact. This was observed during a literacy session where a small group of less-able pupils successfully learnt some new sounds and confidently moved forward with their reading because the work was pitched at exactly the right level.
- Pupils read across a wide range of fiction and non-fiction books and many say they read for pleasure outside school.
- The newly opened resourced provision for pupils with a physical disability provides good support and recently arrived pupils are making good progress settling in.
- Most parents who responded both to Parent View and to the school's own survey think their children are achieving well. This view was borne out by inspectors during the inspection.

The quality of teaching is good

- The quality of teaching is good overall; but inspectors observed some that was outstanding and a little that should have had more impact on learning.
- In the best lessons, work is carefully matched to pupils' needs and teachers are quick to alter and adapt tasks to ensure that pupils are fully challenged at all times.
- Where teaching is not good, this is mainly because the level of challenge could be higher and teachers are not as adept at altering tasks to suit individual learners' abilities because they do not monitor progress in lessons enough.
- In the Early Years Foundation Stage the excellent interaction between adults and children means that learning opportunities are not lost, leading to good progress.
- Children were observed excitedly going on a 'bear hunt', dressed in Wellington boots and clutching teddy bears, enacting scenes from the story, including paddling through water and experiencing a 'snow storm'. Excellent questioning from the teacher encouraged them to talk about the story and develop their vocabulary in a meaningful way.
- Teaching assistants are deployed well and make a good contribution to pupils' learning. During a Year 1 mathematics session the teaching assistant worked with the more able group, quickly assessing their understanding of two-digit numbers and challenging them to demonstrate their knowledge with appropriate activities.
- Effective questioning to extend and deepen pupils' understanding and allow pupils to think through a problem is strength of the school.
- A well-developed marking system that integrates skills and understanding with effort and commitment from the pupils is used effectively and consistently in Years 5 and 6. Pupils commented that this, more than anything, helped them improve their work and know what

their targets were.

- Where marking is not used as consistently in other year groups, pupils do not always understand exactly what they need to do to make their work better, which can slow progress.
- The work in pupils' books is well presented and, despite being early in the term, there was plenty of evidence available for scrutiny.
- Well-targeted intervention for individual pupils with a disability or special educational needs and strong support from teaching assistants mean these pupils make good progress in line with their peers. Teaching in the specially resourced provision is equally effective.
- The teaching of reading is good and has improved considerably.
- A very small minority of parents and carers had some concerns last year over the staff changes. However, most parents and carers agree that their children are taught well.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons is generally good and much is exemplary. Pupils are eager to learn, willing to take part and keen to try out new strategies. They are courteous and polite and get along well with each other.
- Older children are keen to take on responsibility and inspectors saw many examples of older pupils supporting the new intake of children, both in the playground and in the dining hall.
- According to the responses on Parent View and to the school's own survey, the vast majority of parents and carers consider that the school is safe and that behaviour is good. Staff also agree overwhelmingly that the school promotes good behaviour.
- There have been no exclusions for many years and staff have a consistent approach to any instances of less than good behaviour.
- Behaviour logs are well kept and show that the very few incidents recorded are followed through rigorously. Pupils say bullying is rare. As one pupil said, 'We fall out and then fall in with each other, and if we can't get back together ourselves someone always helps us sort it out!'
- Pupils are well aware of dangers to themselves and understand how to keep safe. The school is proactive in ensuring pupils, parents and carers are aware of the potential dangers of unsafe internet use and cyber bullying; older pupils showed a mature attitude during discussions.
- Pupils understand how to take risks yet keep safe when playing in the school's woodland area, where they can climb trees and make dens, or when taking responsibility for growing things in the school garden.
- Punctuality is excellent.

The leadership and management are good

- The headteacher and deputy headteacher together provide very strong leadership and have the full support of the teaching staff in moving the school forward.
- They have driven the improvements to teaching through rigorous monitoring of staff performance and, when necessary, taken difficult staffing decisions to ensure high-quality practice is maintained. Self-evaluation is accurate. Analysis of data of pupils' performance in Years 1 and 2, identified slower progress than expected last year, leading to a revision of teaching practice. Impact has been rapid, and pupils are now making accelerated progress.
- Professional development is closely linked to school priorities and the headteacher has developed significant partnerships with local schools to both deliver and receive training for teaching staff. There is scope for further development of this successful partnership.
- As a result of specific training, middle leaders are taking on more responsibility for pupils' outcomes, but their practice is still developing and lacks full impact on achievement.
- Newly qualified teachers, including those trained overseas, benefit from strong support and mentoring which enable them to develop their practice quickly, towards becoming outstanding.
- The school's exciting and interesting creative curriculum contributes significantly to pupils' spiritual, moral, social and cultural development through a strong focus on global issues. Pupils

enjoy many wider learning activities and the school choir has performed at many large venues and events.

- All pupils have equal and full access to what is on offer, including when supported in the specially resourced provision.
- Relationships with parents and carers are good and most are fully supportive of the school. Recent changes to the size of the school and the opening of the new provision for pupils with a physical disability have caused some unrest among a minority of parents and carers, but a calm and measured approach from the headteacher, highlighting the benefits of such changes, has done much to allay any concerns.
- Parents' attendance at consultation meetings and pupils' progress meetings is very high, reflecting their keen involvement in their children's learning.
- Strong initial support and training from the local authority is being withdrawn due to the sustained improvements since the last inspection.
- **The governance of the school:**
 - is good because governors have improved the level of challenge they make to the school
 - is increasingly more knowledgeable about its role, as a result of excellent support, training and guidance from the local authority
 - is proactive in ensuring performance management procedures are robust and in supporting the headteacher when making difficult decisions
 - ensures all safeguarding and child protection policies and practice meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101449
Local authority	Bexley
Inspection number	404758

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Jane Orsborne
Headteacher	Jacque Keelan
Date of previous school inspection	5–6 May 2011
Telephone number	020 8304 0242
Fax number	020 8304 4565
Email address	admin@barrington.bexley.sch.uk

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