

Barley Fields Primary

Lamb Lane, Ingleby Barwick, Stockton-on-Tees, County Durham, TS17 0QP

Inspection dates 24–25 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children enter the Early Years Foundation Stage with skills that are typical for their age. They make good and sometimes outstanding progress across the school, with standards that are above and sometimes well above the national average by the time they leave in Year 6.
- Teaching over time is consistently good and sometimes outstanding. Teachers' questioning skills ensure that pupils make at least good progress in lessons. They engage pupils in learning through very effective use of partner and group work so that excellent speaking and listening skills are developed.
- The school's rich curriculum provides a broad range of stimulating opportunities to learn from. A positive strength of the school is its commitment to music and art. Pupils also have a wide range of opportunities to participate in activities before and after school to extend their learning.
- Pupils' behaviour is exemplary both in and out of the classroom. They are well mannered and courteous and are very keen to learn. They have an excellent understanding of how to keep themselves safe. They are knowledgeable about different forms of bullying and say that it rarely happens in school.
- The headteacher's excellent leadership is very well supported in partnership by an excellent and very talented deputy headteacher. They have skilfully led the school and sustained improvement as it has significantly grown in size since the last inspection. A good senior leadership team and a cohesive staff have contributed well to the school's continuing improvements.
- Governors have supported and challenged the school well during its growth. Consequently, standards are rising and teaching is continuing to improve as the school moves into its next phase of development.

It is not yet an outstanding school because

- Teaching is not yet consistently outstanding because teachers do not always ensure pupils know how to reach higher levels in their work through marking or by ensuring they know how to be successful in lessons.
- The standards reached by the more able pupils need to improve further. Pupils are not always set sufficiently challenging work or problems to solve that extend their thinking and allow them to be more independent in their learning.

Information about this inspection

- Inspectors observed 35 lessons or parts of lessons of which two were carried out jointly with the headteacher. In addition, they listened to pupils read and observed teaching assistants working with pupils both in and out of lessons.
- Inspectors talked to the school council and a range of pupils about the school, during lessons, playtimes and lunchtimes.
- They met with four members of the governing body as well as teaching staff, including senior and middle leaders. They also met with a local authority representative to discuss support from the local authority.
- Inspectors took account of 76 responses to the online questionnaire (Parent View) in planning the inspection. They also looked at the school's parent and pupil questionnaires and considered a letter received from one parent.
- They observed the overall work of the school, including its school improvement plans and school action plans. They studied documents relating to safeguarding, behaviour and attendance.
- Inspectors also looked at a wide range of other evidence, including pupils' current work in books across the whole school and evidence on its school website, representing the school's wider achievements.

Inspection team

David Shearsmith, Lead inspector	Additional Inspector
Kathleen Mullen	Additional Inspector
Debra Wylie	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- A below-average proportion of pupils are eligible for the pupil premium (additional government funding provided for children in local authority care, those from service families and those known to be eligible for free school meals).
- An average proportion of pupils are supported at school action. A below-average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- Most pupils are of White British heritage.
- The school has achieved the Sports Active Mark, Bronze Arts Mark and Investors in People Awards.
- The school meets the current government floor standards, which sets the minimum expectations for schools in terms of standards and progress in English and mathematics.
- The school has out-of-school provision that is not managed by the governing body and is subject to a separate inspection by Ofsted. The report will be available on the Ofsted website.
- The school has grown significantly in size since its previous inspection. It continues to expand, with a recent increase in September 2012 to its admission numbers in Reception of an additional 30 pupils.

What does the school need to do to improve further?

- Improve teaching so that it is consistently outstanding by:
 - using existing outstanding practice to coach teachers so they are all outstanding
 - making certain that all marking consistently gives clear points for improvement and that pupils are given time to respond
 - ensuring pupils know how to be successful in lessons so that they know how to reach higher levels in their work.
- Further improve the standards reached by more-able pupils by:
 - ensuring work in lessons is sufficiently difficult to challenge these pupils and meet their needs
 - giving more opportunities for pupils to be involved in investigations and problem solving and so become more independent in their learning
 - providing more thought-provoking tasks for pupils to extend their understanding and think critically for themselves.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well because the school is ambitious for its pupils. Teachers track pupils' progress very effectively and set pupils and themselves challenging targets to achieve.
- Children enter the school with skills that are typical for their age overall. They get a good start to school life because the Nursery provides a warm, caring approach which ensures children's personal needs are well met. A parent was particularly complimentary about how well her child, who had specific needs, had settled into the school.
- Children make good progress across the Early Years Foundation Stage as they have good opportunities to develop their skills in reading, writing and mathematics. They continue to make good and sometimes outstanding progress across Key Stage 1, to reach standards that are above and sometimes well above average in reading and writing.
- This progress is maintained across Key Stage 2. These pupils also reach standards that are above and sometimes well above average by the time they leave the school in Year 6, particularly in reading and writing. Progress and standards have been more variable in Key Stage 2. This is due to the number of pupils who leave or join the school at different times and varying differences in groups of pupils as the school has grown in size.
- More-able pupils make good progress across the school. However, they are not always sufficiently challenged in some lessons to reach higher standards in their work. In a writing lesson in Year 6 pupils were reaching much higher levels than would be expected, as the teacher was effectively challenging them to achieve level 6 in their writing.
- Standards in mathematics are catching up with those of reading and writing as the school has had a strong focus on improving the teaching of mathematics. This is bringing about a rise in standards in mathematics. Where pupils are more involved in investigations and problem solving, they become more independent in their learning and reach higher levels.
- Pupils who are disabled or have a special educational need are well supported. Teaching assistants make a very positive contribution and support them well in their learning. As a result, pupils make good progress.
- Pupils entitled to the pupil premium and free school meals also make good progress as the school is good at ensuring they achieve as well as their peers. They reach standards that are above what similar pupils nationally are expected to reach.

The quality of teaching is good

- Teaching is consistently good over time and some is outstanding. Teachers' very effective questioning ensures the pupils make good and sometimes outstanding progress in their lessons.
- In the Early Years Foundation Stage children made good progress in their understanding of different shapes during a mathematics lesson. The teacher effectively questioned them about the number of sides. However, the more able children were not sufficiently challenged to think independently and so extend their understanding. Consequently, they did not reach higher levels in their skills.
- Where teachers have had support to improve their teaching, there has been a positive impact on pupils' learning and progress. This was seen in a Year 5 writing lesson where pupils had a secure understanding of grammar and made good progress. This was due to good support received from an outstanding teacher.
- In lessons where pupils are given opportunities to investigate, they are more independent in their learning and develop their skills to higher levels. In a Year 5 science lesson pupils investigated pollination of flowers. The teacher encouraged them to dissect the flower. Appropriate resources were used and pupils discovered for themselves how flowers are pollinated. Pupils were independent in their learning and had an excellent understanding of the

process by the end of the lesson.

- Reading and writing are taught well across the school. In a reading lesson in Year 2 pupils made good progress because the lesson was well structured and they worked well independently. Pupils were not given enough guidance on how to be successful and, consequently, some more-able pupils were not sufficiently challenged to reach higher levels.
- Pupils' work is marked regularly and diligently by everyone. Marking that gives very clear points for improvement, with time given to put any misconceptions or amendments right, ensures pupils reach higher levels in their work. There is some outstanding marking and pupils' self-marking in Key Stage 2, but this is not consistent across the school.
- Teaching assistants make a good contribution to the school. Pupils with specific needs are very well supported and their requirements are catered for. Where teaching assistants interact with pupils well during direct teaching, pupils with specific needs make outstanding progress.

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well at all times because this is a caring, whole-school community. Everyone is treated equally and as an individual and their personal needs are well met. They enjoy coming to school because of the rich and varying activities that the school provides, which makes learning enjoyable.
- Pupils enjoy their playtimes because there are plenty of activities on offer. Pupils take on responsibility and support other pupils in their play as 'Playground Buddies'.
- Pupils have an excellent understanding of keeping safe, including how to stay safe on the internet and road safety. One pupil said, 'I feel happy, warm and safe in school'.
- Pupils work cooperatively in class, particularly in groups and as talk partners. Relationships across the school are good between pupils and all staff. A pupil commented, 'Everyone makes you feel welcome and people look after each other. It's like a big family'.
- Pupils also stated that they have a good understanding of different types of bullying. They said it was a rare occurrence but, if anything should happen, they were confident that a member of staff would sort it out.
- Attendance is above average as the school rigorously checks on pupils' attendance. Pupils are rewarded for good attendance on a weekly basis. This has had a very positive effect.
- The school's curriculum provides excellent support for pupils' personal development. They are encouraged to celebrate differences and, as a result, pupils' spiritual, moral, social and cultural development is exceptionally good.
- The school council takes an active role in the life of the school and the local community. In this way the school provides opportunities for pupils to develop as citizens. They have helped to plan a local playground and have raised money for a pupil to get a better wheelchair so he could get around the building more easily.

The leadership and management are good

- The headteacher and deputy headteacher work in partnership to provide excellent leadership for all staff. They have been instrumental in supporting and managing the ongoing growth of the school as it has significantly changed in nature and continues to increase in size. They have been successful in improving some teaching to outstanding but are aware that they need to use existing outstanding practice to ensure more teaching is of outstanding quality.
- Senior leaders regularly check on teaching and the progress of pupils. They have an accurate understanding of how successful they are and they use this information to very good effect to ensure that the school continues to improve. Teachers are held accountable for the progress of their pupils and are appropriately rewarded for their endeavours, including any leadership role they may have in the school.

- The school has an exceptionally wide range of partnerships that support the work of the school. A strong partnership has been developed with a local secondary school, 'Conyers', to enable pupils to achieve higher levels in their writing. This has been successful in raising standards.
 - The school engages exceptionally well with parents through its website, regular meetings and texting. Relationships are very good and, as a result, parents value the school's work and are very positive about it.
 - The school provides a rich and extensive curriculum that inspires pupils to learn. It supports pupils' spiritual, moral, social and cultural development exceptionally well. An assembly during the inspection reflected the school's commitment to music. Pupils sang tunefully in three parts. A strong moral message was also delivered in the assembly. Extra-curricular activities are many and varied and enrich the life of the school.
 - Safeguarding meets government requirements because the school gives it due regard. Everyone is appropriately trained and good systems are in place.
 - The local authority has provided good support for this rapidly improving school as it moves into the next chapter of its development.
 - **The governance of the school:**
 - Governors provide good support and challenge to the school. They attend relevant training and have a very good understanding of the school's data and the quality of teaching. Visits to the school take place regularly and governors record their findings regarding what they have seen. They routinely check on the headteacher's performance and are ambitious for the school. They ensure that staff are appropriately rewarded for their performance as teachers and leaders. Governors have a good understanding of the school's financial position. They use the pupil premium funding well and know that it is helping those pupils who are entitled to it to make the same good progress as their peers. Governors ensure all pupils have an equal opportunity to achieve as well as everyone else.
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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	134708
Local authority	Stockton-on-Tees
Inspection number	403662

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	484
Appropriate authority	The governing body
Chair	Glynis Pattison
Headteacher	Graeme Leck
Date of previous school inspection	27 September 2007
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