

# Barling Magna Community Primary School

Little Wakering Road, Southend-on-Sea, SS3 0LN

## Inspection dates

23–24 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- In 2013, standards at the end of Year 6 in reading, mathematics and writing were below average and pupils did not make the expected amount of progress.
- Teaching has not been consistently good enough to help all groups of pupils make good progress in all subjects during their time in the school.
- Pupils do not know the next steps they need to take in their learning, particularly in mathematics.
- Improvement planning at all levels is not focused tightly enough on priorities and does not take sufficient account of information about pupils' achievement.
- Additional adults are not always guided well by teachers and, as a consequence, they are not able to contribute well to pupils' progress.
- Accurate information has not always been provided to governors to enable them to successfully hold leaders to account for pupil achievement.

### The school has the following strengths

- Pupils behave well and feel safe. There is a calm respectful atmosphere in the school.
- Children are taught well in Reception, where they make good progress.
- Pupils in Year 6 take on roles of responsibility in the school which prepare them for the next stage in their education and for life in their community.

## Information about this inspection

- The inspectors observed parts of 15 lessons, two of which were seen jointly with a senior teacher.
- Pupils were observed before school, in breakfast club, assembly, during break and at lunch time.
- Discussions were held with staff, members of the strategic intervention board and a representative of the local authority.
- The inspectors met formally with a group of pupils and talked informally with others.
- Inspectors listened to pupils read in Key Stages 1 and 2.
- The views of 54 parents who responded to the online survey, Parent View, and those who communicated with inspectors were considered. This represents a third of the school's population.
- A range of documentation was checked, particularly that relating to pupils' progress and keeping them safe, the school's evaluation of its own effectiveness and its plans for improvement.
- Questionnaires from 18 members of staff were considered as were their views during informal conversations and formal meetings.
- The headteacher was not at school during the inspection and one of the two senior teachers worked closely with the inspectors.

## Inspection team

Ruth Brock, Lead inspector

Additional Inspector

Graham Gossage

Additional Inspector

# Full report

## Information about this school

- This village school is smaller than the average-sized primary school. It has six classes which are in mixed-aged ranges in Key Stage 2.
- The vast majority of pupils are White British and none currently speaks English as an additional language.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is extra government funding to support the education of pupils who are looked after by the local authority, have a parent in the armed forces, or are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion supported at school action plus or through a statement of special educational needs is in line with the national average.
- The school cares for pupils before the beginning of the school day in a breakfast club.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- A strategic intervention board has been put in place by the local authority and the governing body has had its delegated powers removed.

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

- Rapidly increase the amount of good or better teaching to improve pupils' achievement by ensuring that:
  - pupils' skills in reading, writing and mathematics are developed consistently well through the school, so that all ability groups make good progress in every year group
  - teachers use questioning well to assess where pupils are in their learning and to reshape tasks to challenge pupils
  - in all subjects, pupils know how well they are doing, what they need to do next to improve and the steps they need to take to get there
  - teachers' high expectations of written work are consistently conveyed to pupils.
- Increase the impact that leaders have on consistently raising achievement by:
  - sharpening the plans for improvement to focus more on raising achievement and improving teaching
  - developing learning support assistants so that they better understand the role they play in helping pupils to make good progress
  - involving the school's parent community in strategies and activities which can improve their levels of confidence in the management of behaviour
  - providing accurate information to governors through rigorous monitoring and evaluation, so that they are able to successfully hold leaders to account for pupils' achievement
  - relating teachers' performance management targets more closely to pupils' progress.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- In 2013, too few pupils attained the government's floor standards at the end of Key Stage 2 in reading, writing and mathematics. Pupils' attainment fell from above average at the end to 2012 to below average in 2013. Year 6 pupils' results in the 2013 tests in spelling, grammar and punctuation were between two and three terms behind pupils in other schools. Although standards were average in reading, pupils were two terms behind the national average in writing and a year behind in mathematics.
- Pupils made significantly less than expected progress in writing and mathematics, resulting in not enough pupils reaching the higher levels in their work. In reading, girls made less than expected progress.
- Attainment of pupils in Key Stage 1 has been broadly in line with the national average in all subjects in the last two years. Results in 2013 were lower than the previous year, because more-able pupils and girls achieved less well than those nationally in reading and mathematics.
- Children in Reception start school with skills and understanding just below those expected at this age. They are taught well and make good progress.
- Phonics (letters and the sounds they make) is being taught effectively in Reception and is helping children to learn to read. As a result, children are well prepared for the phonics reading check at the end of Year 1. They attained broadly in line with the national average in 2013, having been below national in 2012.
- Pupils are keen to read and generally make good use of the time that is planned for them to do so. However, they do not attain as well as other pupils nationally. More-able pupils, in particular, do less well than they should.
- The school's own data confirms inspection findings that pupils' progress in reading, writing and mathematics is now improving across the school, particularly in Key Stage 2. Some pupils still have ground to make up. Where teaching is good, pupils' enthusiasm for learning is helping to drive this improvement.
- The pupil premium funding is being used appropriately to support pupils through a number of one-to-one activities and small-group work. Current data indicate that eligible pupils across the school are making good progress. They also made good progress in 2013. There were no eligible pupils in Year 6 last year, so no recent evidence is available on how these pupils' attainment compares with that of their classmates by the end of their time at the school.
- In Key Stage 2 in 2013, the very small number of disabled pupils and those who have special education needs did not make as much progress as their peers or similar pupils nationally. The school's current data show that this group across the school is now making progress that is expected of them.

### The quality of teaching

### requires improvement

- Some teaching has been and continues to be weak or inconsistent, as seen during the inspection and confirmed by the school's own monitoring of teaching. As a result, in 2013 pupils did not

make good enough progress by the end of either Key Stage 1 or Key Stage 2.

- The marking of pupils' written work is improving in quality, particularly in writing. Pupils' successes are mostly identified and often they are provided with comments to help them improve. However, this approach is not yet consistent across all subjects or year groups and pupils are not always responding to teachers' comments in the daily time allocated for this activity.
- In some classes, pupils are given clear targets to help them improve in reading and writing. However, this practice is not consistent across the school and pupils do not always know the next step in their learning, particularly in mathematics. Across the school, pupils' expectations of how they present their work are not consistently high enough.
- Children in Reception benefit from good teaching leading to good progress. Language and social skills are promoted well. Children make effective use of the outdoor area and enjoy learning through practical tasks and a stimulating environment.
- Where there is good teaching, skilled questioning is used to good effect to challenge pupils and teachers model high expectations. Pupils are actively encouraged to discuss their learning with their peers so that they can identify their next steps to help them improve. However, though these features have proven successful at the school, they are too thinly spread across classes.
- Some teachers are making increasingly good use of the improved assessment and tracking systems to give pupils work that is neither too hard nor too easy and to ensure good progress. However, there is still an over-dependence on the use of tests rather than assessing pupils throughout lessons so that lessons can be adapted where pupils are getting stuck or where they are ready to move on more quickly.
- The school has many additional adults working with its pupils. Where there is effective guidance from teachers, learning support assistants are helping to create a positive climate for learning in lessons and generally pupils are engaged and interested. However, not all learning support staff fully understand their roles.

### **The behaviour and safety of pupils** is good

- This is a school where pupils and adults get on well together. Pupils' behaviour is good. They share and readily cooperate with each other in lessons and in the playground. Parents say their children enjoy coming to school, as can be seen in the school's good attendance figures and the vast majority of responses on Parent View.
- Pupils understand the rewards and sanctions for behaviour and they look forward to 'Golden Time'. The vast majority of pupils behave well in lessons, around the school site, in between classes, on the playground and in the lunch room during meal times.
- Pupils generally have a good attitude to learning. However, during the inspection there was a small minority of pupils whose progress was reduced because they were not as attentive as others. However, this did not distract pupils around them.
- The school's work to keep pupils safe and secure is good. Pupils report that they feel safe in school and talk confidently of their understanding of how to stay safe when using the internet. Parents likewise feel their children are safe.

- Pupils report that bullying is rare and they are confident that effective action is taken when it occurs. They are supported by Year 6 play leaders, who are proud of their role. Parents say that the school deals effectively with bullying.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. It does this by providing frequently planned experiences and visits for pupils to enjoy. During an inspiring assembly about 'Everyone Is Special', a young boy passionately described why his teddy bear was special to him and how he would feel if he lost it. Year 6 pupils are encouraged to hold responsible positions; for example, as Eco-warriors or reading buddies.
- Through Parent View and staff questionnaires, a minority of parents and some support staff raised some concerns about pupils' behaviour and the way it is managed in the school. However, inspectors found pupils' behaviour to be good and the management of it effective.

### **The leadership and management**

### **requires improvement**

- Leadership and management require improvement because there is still too much teaching which is not yet consistently good. Improvement planning at all levels is not focused tightly enough and does not take sufficient account of the range of information about pupils' achievement.
- Success in addressing the areas of improvement since the last inspection has been hampered by several changes in staffing. Leaders have not been proactive enough in limiting the impact on pupils' achievement where teaching has previously been weak. As a result, some year groups have had or continue to have teaching that is not good enough to help them achieve well.
- Leaders monitor the quality of teaching and learning regularly and have sought support from the local authority to do so. Although they acknowledge that, in 2013, they were unable to positively influence the quality of teaching, they now know what teachers need to do to improve and are beginning to have an impact on weaker teaching.
- The leadership of Reception and in upper Key Stage 2 is good. Information on what children understand and can do is used well to identify and provide the right support. As a result, children make good progress and, in 2013, entered Year 1 with standards above those expected for their age. The school's own data is showing that progress and current attainment of pupils in Years 5 and 6 is improving at a faster rate than in Years 3 and 4.
- The range of learning experiences offered to pupils is engaging where teaching is good and supplemented by a range of visits and experiences that pupils enjoy. There is a clear plan to check that pupils make progress in developing their skills in all subjects throughout the school.
- Although achievement is referenced in teachers' and leaders' performance management targets, it is not yet linked closely enough to outcomes for individual or groups of pupils. This has meant that there is not a strong link between staff performance and salary progression.
- The school is beginning to work more in partnership with other schools locally to look at the quality of pupils' work. As a result, senior teachers now have a better understanding of how to identify the next steps for pupils in their work and are sharing their expertise with others in the school. The programmes of continued professional development and staff meetings correctly identify some priority areas for further development.
- Pupils participate in many sports activities. The school has used its additional sports funding to

provide a range of opportunities for pupils, provide professional development for staff and develop the resources for physical education.

■ **The governance of the school:**

- The governing body is currently being supported by a local authority strategic intervention board in order to develop governors' skills in challenging and holding the leadership of the school to account. Governors recognise the challenges that lie ahead and the impact that previous decisions had on pupil outcomes in 2013. Governors are not yet involved in the process of school self-evaluation and but some are beginning to monitor the school's priorities more closely. They do not yet have a clear understanding of the link between the quality of teaching and pay, or the targets being set by leaders to improve teaching. Governors understand the importance of using the pupil premium and sports funding effectively and are monitoring its use. Governors carry out their statutory responsibilities, ensuring that safeguarding meets all current national 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

<b>Unique reference number</b>	114830
<b>Local authority</b>	Essex
<b>Inspection number</b>	430743

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	155
<b>Appropriate authority</b>	The strategic intervention board
<b>Chair</b>	Sean Tobin
<b>Headteacher</b>	Marion Still
<b>Date of previous school inspection</b>	8 May 2012
<b>Telephone number</b>	01702 218961
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