

# Barn Croft Primary School

2 Brunel Road, Walthamstow, London E17 8SB

## Inspection dates

15–16 October 2015

## Overall effectiveness

## Requires improvement

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Early years provision requires improvement because children, especially boys, are not making enough progress in communication, language and literacy.
- Not all members of staff in the early years provision have good subject knowledge on how to teach phonics (the sounds letters make) or how to help children to improve their writing.
- Teaching, learning and assessment require improvement because teachers in Years 1 to 4 do not consistently have high enough expectations for pupils in reading and mathematics.
- Teachers do not always provide pupils with enough guidance on how to improve in mathematics or explain clearly about what pupils are to learn.
- Phonics is not consistently taught well and pupils do not always make good use of what they have learned when writing.
- Outcomes require improvement because attainment is below average and pupils do not consistently make good enough progress in reading or in mathematics between Years 1 and 4.

### The school has the following strengths

- Leadership and management are good. Leaders have managed the many changes in staffing and pupils well and have established a good climate for learning.
- Leaders and governors are having an increasingly positive impact on teaching and pupils' outcomes, especially in Years 5 and 6 and in writing. They have improved pupils' behaviour so that it is now good.
- Leaders are clear about what the school needs to do to become good, and their work is ensuring that the school is improving more quickly than in the past.
- Personal development, behaviour and welfare is good. Pupils behave well and feel safe across the school. They take pride in their work and are helpful and considerate.

## Full report

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

- Improve teaching and children's progress in the early years provision, especially in communication, language and literacy, by:
  - ensuring that all members of staff have good knowledge of how to teach phonics
  - providing activities that motivate boys to develop their speaking and writing skills
  - improving guidance for children on mark making and on forming letters correctly.
- Ensure that pupils, including the most able, make consistently good progress in reading across the school, by:
  - providing books that are sufficiently challenging for pupils to read
  - improving the teaching of phonics, so that all groups learn and apply their knowledge quickly.
- Improve teaching, learning and assessment in mathematics in Years 1 to 4, by:
  - making sure that pupils always understand what they are to learn
  - providing clearer guidance on how pupils can improve their work
  - changing activities when it is clear that pupils need either easier or more difficult work.

## Inspection judgements

### Effectiveness of leadership and management is good

- Senior leaders are driving the school forward and other members of staff are embracing their vision. The supportive and friendly atmosphere in school helps all pupils, including newcomers, to feel welcomed and valued.
- Self-evaluation is accurate and leaders are clear about what needs to be done to make the school good. Actions taken since the previous inspection have improved several aspects of the school's work. For example, pupils' behaviour has become good and pupils' progress is now being checked more effectively. Any dips in learning are being tackled more quickly than in the past and leaders are ensuring that pupils currently at the school are making better progress.
- Leaders have high aspirations for teaching and pupils' progress, and these are shared with the rest of the staff. The checking up on teaching and learning is now robust. As a result, teaching is improving, despite the many changes in staffing over the last two years. The focus on training and improving teaching of writing has been successful, leading to pupils making good progress in this subject. Teachers are keen to develop and take on board advice and training willingly. Newly qualified teachers are positive about the support they have received from their mentors.
- The curriculum is broad and balanced and has been reviewed so that it provides a good level of support for teachers' planning. Leaders are working on making sure that teachers are providing greater opportunities to challenge pupils across subjects. There are good opportunities to prepare pupils for life in modern Britain. For example, pupils learn about the impact of people such as Nelson Mandela and Rosa Parks on world politics. Extra-curricular activities contribute well to pupils' breadth of learning and enjoyment of school.
- The local authority has provided effective support for the school since its previous inspection. Leaders are positive about the guidance and training made available, helping the school to raise expectations and move pupils' learning forward.
- The special funding to help improve sports and pupils' fitness is having a positive impact. Pupils across year groups are learning to swim and physical education lessons enable pupils to raise their heart rates and learn to enjoy exercise. For example, in Year 1, pupils were able to sustain activity during their enthusiastic warm-up session.
- The additional funding to help disadvantaged pupils to do better is being used well to provide specific support as needed. The progress of these pupils is now being checked closely to ensure that additional help is having enough impact.
- Spiritual, moral, social and cultural development is supported well. Pupils have a clear understanding of the importance of respecting cultural differences and, as a result, diversity is greatly valued. There is a clear sense of belonging to the school community and pupils soon learn the importance of being considerate. For example, in one assembly pupils discussed the merit of working together to achieve success. In Year 2, pupils learning about the Good Samaritan could explain the difference between right and wrong.
- Parents are very positive about all aspects of the school's work and how it is improving. They typically make comments such as, 'Concerns are listened to and resolved' and 'I like the sense of community. The school is getting stronger.'
- **The governance of the school**
  - The governing body has changed since the previous inspection and has benefited from an external audit. Governors know the school's strengths and next steps, and are fully involved in checking up on how well teachers and pupils are doing. They provide the right balance of support and challenge and are proactive in helping to move the school forward. Their thorough knowledge of the school enables them to contribute towards planning for the future and checking school effectiveness.
- The arrangements for safeguarding are effective. Checks are made to ensure that those working with pupils are appropriate adults. Training is provided to help staff to care for pupils well. Leaders keep detailed records showing that any concerns raised are followed up and pupils, including the more vulnerable, are protected. Health and safety are considered well in lessons. For example, in Year 3 science, pupils were reminded to take care when using knives. Leaders work closely with parents to provide the right level of support to keep pupils safe.

## **Quality of teaching, learning and assessment** requires improvement

- Teaching, learning and assessment require improvement because they are not consistently good across the school in reading and mathematics or in the early years provision.
- In reading, teachers do not always expect pupils to read sufficiently challenging books and not all phonics lessons provide accurate teaching or move learning on quickly enough. For example, members of staff do not always check that pupils are being accurate when repeating sounds.
- In mathematics, teachers in Years 1 to 4 do not all check that pupils have understood what they are learning or provide enough guidance on what they are to learn next. There are occasions when they do not adjust work when it is obvious that pupils are either struggling or need to move on to something more difficult.
- Not all teaching assistants are given enough guidance on how to adapt work for the groups of pupils they are supporting in class, including disabled pupils and those who have special educational needs.
- In contrast, teaching is good in writing. Following a whole school focus on this subject, teachers provide pupils with clear information on how to improve their work and pupils respond to this advice enthusiastically.
- Pupils and their parents are pleased with teaching at the school. Teaching is best in Years 5 and 6, where teachers explain what pupils are to learn well and make good use of questioning to help check pupils' knowledge and understanding.
- Across the school, teachers and teaching assistants have good relationships with pupils and manage their behaviour well. Pupils from all ethnic backgrounds are valued and the benefits of diversity are promoted well. Teachers promote new vocabulary effectively, supporting the speech of new pupils who are at the early stages of learning to speak English as an additional language well.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Consequently pupils feel safe and know what to do to stay safe. School records, parents and pupils all agree that instances of bullying or unkind behaviour are very rare and are tackled effectively when they occur. Pupils know about various types of bullying and what to do if they have any concerns.
- Pupils are supported well in learning about healthy living. They grow and eat their own vegetables and consequently have a good awareness of the value of making good choices in their diets.
- Pupils are confident that they will be treated well by others at school. As one pupil said, 'Nobody calls anybody names because of who they are or what they are like.'

### **Behaviour**

- The behaviour of pupils is good. Parents and pupils are positive about behaviour at school and have noticed that it has improved since the previous inspection. School records and observations show that pupils behave well over time and take pride in the way they present their work. Pupils enjoy taking part in all the school has to offer, including additional activities such as sport. Occasionally, pupils lose concentration when work is not adjusted well enough for them or it lacks challenge.
- Pupils work and play together sensibly and are keen to help each other to learn. For example, in Year 5, pupils were very responsible when helping each other to improve their writing. Pupils are proud to be selected as 'playground friends' and take this role in helping others seriously.
- Rates of attendance at the school are below the national average but are rising steadily. Pupils are keen to come to school and know that regular attendance supports their learning. A small number of families choose to take their children on extended term-time holidays against the advice of the school. In addition, attendance figures have been adversely affected by families being rehoused, leaving the area and not notifying the school straightaway.

## Outcomes for pupils

## require improvement

- While attainment is rising steadily within the school, it remains below average by the end of Year 6 in reading and mathematics.
- Progress is improving for pupils from all ethnic backgrounds, but it is not consistently good enough across all subjects and classes. Pupils do not all do well enough in phonics, and consequently their attainment is below average in the Year 1 phonics screening check.
- Pupils do not all make fast enough progress across the school in reading and mathematics because they do not always understand what they have learned or apply their knowledge.
- They make good progress in Years 5 and 6 and across year groups in writing. Pupils make increasing use of a wide range of vocabulary to write interesting accounts and descriptions.
- The gaps in attainment between disadvantaged pupils and others are closing. In most classes these pupils are now making at least as much, if not more, progress than the other pupils.
- The progress of disabled pupils and those who have special educational needs requires improvement. Leaders identify and plan for the next steps for these pupils well, but pupils are not always given work that matches their needs in lessons, especially in mathematics. Some recent specific support is starting to have a positive impact on the learning of these pupils.
- Pupils who are at the early stages of learning to speak English as an additional language, including pupils who have joined the school after the early years provision, are supported well in learning to speak English. Like other pupils at the school, their progress in reading and mathematics requires improvement.
- The most-able pupils do not consistently make enough progress in reading and mathematics, where expectations are not high enough. They make good progress in developing their writing.
- Pupils are not well prepared for the next stage of their education in reading and mathematics, but are well prepared in writing and social development.

## Early years provision

## requires improvement

- The majority of children enter the early years provision working below the levels expected for their age. They do not make enough progress, including those who are disadvantaged and consequently do not catch up with other children nationally by the time they join Year 1. Progress is weakest in communication, language and literacy, especially in boys' speaking and writing.
- Teachers and teaching assistants do not consistently provide the right activities to motivate the boys to improve their speech and writing skills. For example, during the inspection, mostly girls chose to work with writing materials, made marks with chalk or paints or talked about their work.
- Children are not given clear enough guidance on how to hold a pencil or how to write letters correctly, and are not always given sufficient time to extend their learning when interested in a task.
- Children make best progress in developing their behaviour and attitudes towards learning and these are good. Members of staff create a calm and peaceful setting for the children that enables them to feel safe and to stay safe. As a result, children soon become confident and independent and concentrate well on their activities. Members of staff use praise well to encourage children to try hard.
- The new leaders have a clear understanding of how teaching and children's progress can be developed, and new arrangements for providing greater challenge for children in the Reception Year are already starting to have a positive impact on their learning. It is too soon to be able to demonstrate sustained improvement, particularly in boys' progress. The school has established a strong partnership with parents and is developing more opportunities for parents to become involved in their children's education.

## School details

<b>Unique reference number</b>	131057
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	10005769

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Whitehead
<b>Headteacher</b>	Tracey Griffiths
<b>Telephone number</b>	020 8521 1145
<b>Website</b>	<a href="http://www.barncroftprimaryschool.org">www.barncroftprimaryschool.org</a>
<b>Email address</b>	<a href="mailto:school@barncroft.waltham.sch.uk">school@barncroft.waltham.sch.uk</a>
<b>Date of previous inspection</b>	26–27 June 2013

## Information about this school

- Barn Croft is a broadly average-sized primary school.
- Pupils come from a wide range of ethnic backgrounds, with most being of either White or Asian heritage. There is a well above average proportion of pupils who are learning to speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is above average. This is additional funding for disadvantaged pupils known to be eligible for free school meals, and children who are looked after.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- There is high mobility in the area with many pupils joining or leaving the school part-way through their education.
- There have been many changes in the teaching staff, including among senior staff, since the previous inspection. Three quarters of the teachers have joined the school since that time. The headteacher became the substantive headteacher in January 2015.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

## Information about this inspection

- The inspection team observed teaching and learning in 17 lessons, five jointly with the headteacher or deputy headteacher.
- Meetings were held with leaders, teachers, pupils, members of the local authority and members of the governing body.
- The inspection team took into account the 46 responses to the online survey, Parent View and held informal discussions with a number of parents.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents and checks on the quality of teaching. Inspectors also looked at the school development plan, and records relating to behaviour, attendance and safeguarding procedures.

## Inspection team

Alison Cartlidge, lead inspector

Ofsted Inspector

Hilary Ryan

Ofsted Inspector

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