

Inspection of a good school: Barham Primary School

Danethorpe Road, Wembley HA0 4RQ

Inspection dates:

26–27 November 2019

Outcome

Barham Primary School continues to be a good school.

What is it like to attend this school?

Barham Primary School is a friendly and calm place. Pupils enjoy going to school and are safe. Even though the school is bigger than most others, leaders have made sure that it has a family feel. Everyone gets along with each other very well. Pupils and staff show each other respect through what they say and do. Pupils' behaviour is very good. Staff deal with any incidents, including bullying, very effectively.

The school is well organised because leaders know that this will help everyone focus on learning. All pupils are expected to do their very best. Staff make sure that everyone is involved in all activities, including pupils with special educational needs and/or disabilities (SEND), and those who speak English as an additional language. Parents and carers told us how impressed they are with the support their children receive and the difference it makes.

A significant number of pupils join the school mid-year. Many of them are at the early stages of learning to speak English, and some have not attended school in their home countries. Teachers make sure that these pupils learn the basics first and that they get the attention they need.

The headteacher is passionate that pupils will have the best start to their education. She encourages pupils to aim high when thinking about the rest of their school days and their future employment.

What does the school do well and what does it need to do better?

Leaders have thought carefully about the school's curriculum. They have made sure it includes the most important things that pupils need to learn. For example, it helps pupils to learn about the part they can play in society. Leaders have ensured that pupils are aware of global issues such as climate change and that they know how they can help to look after the world.

Reading is taught well. It has a high priority because staff understand that pupils need to be able to read fluently to learn in other subjects. From early years onwards, pupils learn to match sounds to letters from the time they start at the school. Learning assistants and teachers work together closely so that pupils all receive high-quality phonics teaching. Staff frequently check that pupils are making the progress they expect. Staff help them to catch up quickly if they see that they are struggling.

Teachers think carefully about the lessons they teach and try to predict what pupils may have difficulty with. For example, they know that some pupils may not recognise some of the vocabulary which will be included later in the lesson. They deal with this at the start of the lesson so that pupils do not have to think about too many things at the same time. Teachers have high expectations of the way pupils speak and write. They challenge pupils to use standard English.

Leaders have worked hard to develop the plans teachers refer to when devising lessons. However, some plans are not precise enough. This means that the learning for some lessons is too broad and not as clear as it could be.

Leaders have created a strong culture of teamwork among staff. Leaders operate an open-door policy. They listen to any concerns staff may have and work together to address them. For example, leaders have reduced the number of occasions on which teachers are required to record assessments about pupils' attainment. They know that the assessments teachers make during each lesson keep them informed about how well pupils are doing.

Leaders have established a positive environment in which learning is the focus. Pupils behave very well during lessons, on the playground and while moving through the school. Pupils cooperate willingly with each other and staff. They know that staff are there to help them sort out any problems that arise, but say they hardly ever have to. Pupils know what bullying is but say that it is not a problem in the school.

Activities to enhance the academic curriculum are chosen carefully. These include visits to the theatre, for example to see 'War Horse', and to the Emirates Stadium. Visitors to the school have included representatives from Barclays Bank, who taught older pupils about the importance of budgeting and managing money.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that checks on staff are carried out and recorded properly. Safeguarding is a top priority for governors. They know that it is important for pupils to have adults to share concerns with so that they can be dealt with quickly.

Pupils understand how to keep themselves safe when they are at school, out and about, and when they use the internet. Older pupils are taught about how to prepare for going to secondary school, for example how to use public transport safely and how to make friends quickly at their new school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although leaders ensure that the curriculum is well sequenced, the planning in some subjects does not contain the detail that teachers need. This means that these subjects are not implemented consistently well. Leaders should refine subject planning so that it supports teachers to implement the curriculum with confidence. They should provide teachers with training and support, including sharing the good practice that exists within the school, to ensure that the whole curriculum is implemented well.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Barham Primary School to be good in March 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101515
Local authority	Brent
Inspection number	10110427
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	930
Appropriate authority	The governing body
Chair of governing body	Daksha Thanki
Headteacher	Karen Giles
Website	www.barhamprimary.co.uk/
Date of previous inspection	10–11 March 2016

Information about this school

- Since the previous inspection, the school has continued to expand. There are now four classes in each year group. The school is much larger than the average-sized primary school.

Information about this inspection

- We did deep dives in these subjects: reading, mathematics, science and history. In each of these subjects, we visited lessons, reviewed pupils' work, spoke with members of staff and held discussions with curriculum leaders. We observed pupils reading with school staff and spoke with staff about pupils' reading skills. We also made short visits to lessons in other subjects, jointly with senior leaders.
- We met with five governors including the chair of the governing body, and a representative of the local authority.
- We reviewed the school's safeguarding records. This included checking the single central record of recruitment checks, and records of concerns about pupils. We met with the school's safeguarding leader and inclusion leader, and spoke with a group of staff about safeguarding.
- We took into account the 132 responses to Ofsted Parent View, including written

responses. We also met with parents at the start of the school day and considered the content of two letters received from parents.

- We considered 43 responses to Ofsted’s staff survey and 26 responses to the pupil survey.

Inspection team

Jeremy Loukes, lead inspector

Ofsted Inspector

Helen Rai

Ofsted Inspector

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