

# Dorothy Barley Infants' School

## Inspection report

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|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 101188               |
| <b>Local Authority</b>         | Barking and Dagenham |
| <b>Inspection number</b>       | 276463               |
| <b>Inspection dates</b>        | 7–8 December 2005    |
| <b>Reporting inspector</b>     | Mary Summers         |

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

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|---|---------------------------------------|
| <b>Type of school</b>                     | Infant                                |
| <b>School category</b>                    | Community                             |
| <b>Age range of pupils</b>                | 3–7                                   |
| <b>Gender of pupils</b>                   | Mixed                                 |
| <b>Number on roll</b>                     |                                       |
| School                                    |                                       |
| <b>Appropriate authority</b>              | The governing body                    |
| <b>Chair</b>                              | Mr M London<br>Miss S Evans           |
| <b>Date of previous school inspection</b> | Not previously inspected              |
| <b>School address</b>                     | Davington Road<br>Dagenham<br>RM8 2LL |
| <b>Telephone number</b>                   | 020 8270 4655                         |
| <b>Fax number</b>                         | 0208 270 4654                         |

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|--------------------------|-------------------|
| <b>Age group</b>         | 3–7               |
| <b>Inspection dates</b>  | 7–8 December 2005 |
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school caters for 386 children aged from three to seven years. Most come from white British backgrounds although there is a significant and growing number of Black African children. Many other minority ethnic groups are represented in smaller numbers. There are more pupils learning English as an additional language than in most schools and this number is increasing. Most children come from the very large housing estates surrounding the school. The number entitled to free school meals is higher than in most schools. There is an average number with learning difficulties and disabilities. The school has a high turnover of teachers. Many teachers come from overseas and return to their home countries after one or two years in the UK. The school is preparing to recruit a new deputy headteacher to replace the previous post holder who left earlier this term.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

Grade:

### What the school should do to improve further

\* Develop more systematic processes to find out how well the school is doing and plan more clearly to address weaknesses\* Analyse data more effectively to assess the progress of different groups of children and act quickly to address any underachievement\* Ensure that all staff are used effectively to support children with learning difficulties and disabilities.

## Achievement and standards

Grade:

### Personal development and well-being

Grade:

### Quality of provision

### Teaching and learning

Grade:

Children's good achievement over the last few years shows that the quality of teaching is good. In lessons observed during the inspection however, it was satisfactory. Senior staff work closely with new teachers every year to extend their professional skills and improve the levels of teaching they provide for the children. Generally, teachers demonstrate good subject knowledge and manage children well. They ensure that children know what is expected of them. The focus of the lesson is made clear and is referred to as the lesson progresses and this helps children concentrate on the task in hand. Classrooms are stimulating and children's work is attractively displayed. This makes them feel proud of their achievements and keen to succeed in the future. Children are especially well-motivated when supported individually by a specialist reading teacher. They make remarkable progress because of the carefully organised teaching, meticulous ongoing assessment and supportive relationships which increase their confidence. In a few classes, the activities are not always appropriate to the needs of lower attaining children and this means they do not make as much progress as others in the class. Senior managers are aware of this and are working successfully to address this. Teaching assistants are not always used well enough to support children with learning difficulties and disabilities and those for whom English is an additional language.

### Curriculum and other activities

Grade:

The curriculum for children in the Foundation Stage and in Years 1 and 2 is satisfactory. This matches the school's judgement. The curriculum meets all requirements and the imbalances reported at the last inspection have been rectified. Basic skills in literacy and numeracy are emphasised but other subjects are also covered appropriately. Often pupils have good opportunities to practice their literacy skills in other subjects. This prepares them well for the future. Health and personal welfare issues are covered well. The school has a comprehensive programme to teach pupils how to keep safe. A good range of visits to places of interest help to make work relevant and enjoyable. The curriculum for pupils with learning difficulties and disabilities is satisfactory. Individual learning programmes are well planned but the support

that pupils get to help them achieve their learning goals is inconsistent across the school. Support for children with English as an additional language is satisfactory and the school knows that it needs to develop this further to meet the growing numbers of these children.

### **Care, guidance and support**

#### **Grade:**

Inspectors agree with the school's assessment that these aspects are good. Pastoral support is particularly good. Parents are overwhelmingly supportive and speak highly of the care given to their children. One parent noted, 'Staff go the extra mile to put our children first'. The school forms good relationships with parents and helps them support their children at home. Children with learning difficulties and disabilities are quickly identified and useful plans with clear targets for improvement are shared with parents. Children are well supervised in the playground and there are good arrangements for first aid. Child protection procedures are secure. Assessment is satisfactory overall. Recent work on tracking progress in reading and writing has been helpful in identifying individual pupils in need of extra support. Targets are set for pupils to achieve in these subjects and this makes them more involved in their learning and keen to succeed. Pupils' progress in other subjects is not being monitored as efficiently however. The progress of different groups, for example those with learning difficulties and disabilities, is not monitored carefully enough to check that they are making enough progress.

### **Leadership and management**

#### **Grade:**

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**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school last week and thank you especially to those children who spent time talking with us, and telling us their views and ideas. We really enjoyed having Christmas lunch with you.

We are happy about many things in your school. We are pleased that most of you are attending school regularly and that you enjoy your lessons and work hard. Your behaviour in class and around the school is good - well done! You all work and play together very nicely. Your teachers work hard to make the school a bright and interesting place so that you enjoy your lessons and are keen to learn. They make sure you are safe and teach you how to remain fit and healthy.

We know that your teachers want to improve some things in school so you can do even better. We have asked them to check your progress carefully to see if they need to change some of the ways in which they organise the lessons. We also want them to plan a little more carefully so that the school continues to improve. Your teachers and assistants in lessons will be trying to make sure you all get enough help when you find the work difficult. I know that you will continue to work hard and do your best.