



Barn Croft Primary School

Inspection Report

Unique Reference Number 131057
LEA Waltham Forest LEA
Inspection number 282167
Inspection dates 25 April 2006 to 26 April 2006
Reporting inspector Barbara Atcheson AI

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

Type of school	Primary	School address	2 Brunel Road
School category	Community		Walthamstow
Age range of pupils	3 to 11		London E17 8SB
Gender of pupils	Mixed	Telephone number	02085211145
Number on roll	211	Fax number	02085204306
Appropriate authority	The governing body	Chair of governors	Father David Waller
Date of previous inspection	25 November 2002	Headteacher	Martin Lubich

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Smaller than most, this school has an ethnically diverse intake, mainly White British, Pakistani and African-Caribbean. The school opened in 1997 and expanded in successive years so that in 2004 pupils entered Year 6 for the first time. Most pupils come from the immediate area, which is socially and economically disadvantaged. Many are housed on a temporary basis. High proportions speak English as an additional language and just over a third are eligible for free school meals. Above average proportions of pupils have learning difficulties or disabilities. In 2004 the school was removed from special measures. The headteacher and assistant headteachers have been in post for less than one year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The inspection judged overall effectiveness of the school and value for money to be satisfactory. Although the school's view was more generous than this, steady improvement has been made recently. The headteacher and senior managers have already identified the correct course of action to move the school forward, but recognise that much remains to be achieved. Well-considered plans and the thorough response to the issues raised by the last inspection show that the school has good capacity to improve.

Overall, the school provides a satisfactory quality of education and satisfactory value for money. Pupils are well cared for. One new parent commented 'the school have done their utmost to make my daughter feel part of the school. She is very happy and settled'. Effective arrangements are in place to support pupils' personal development and well-being and this is having a positive impact on their learning. However, attendance, especially authorised absence, is below average.

Taken overall, pupils achieve satisfactorily. For the past two years pupils in Year 6 have made significant progress. Their national test results show good improvement when compared with their performance in Year 2. The decline in standards at Year 2 has been halted. However, the progress of pupils in the Foundation Stage is slower because provision is currently inadequate.

Teaching is satisfactory. There are pockets of good teaching where pupils are enthused and make good progress. However, this is not yet firmly embedded across the school. There is inconsistent use of the setting of individual targets which will help pupils move on to the next level in their learning.

What the school should do to improve further

* Strengthen curriculum and planning in the Foundation Stage in order to accelerate the children's progress * Use target setting to ensure that pupils understand what they have to do to progress to the next level in learning* Investigate reasons for the above average levels of authorised absence in order to develop strategies to improve attendance

Achievement and standards

Grade: 3

Achievement is satisfactory. This is because older pupils receive good teaching and make up lost ground which results from a slow start and poor provision in the Foundation Stage.

Attainment on entry is very low. Progress through the Foundation Stage is slow. By the end of reception few attain the goals expected of five-year-olds in any of the six areas of learning.

Standards were well below average at the end of Year 2 in 2005, reflecting the high number of pupils with learning difficulties. Recent initiatives and improved teaching are beginning to halt the decline in reading and writing at the end of Year 2. Pupils are on course to meet the challenging targets set.

Whilst standards at the end of Year 6 in 2005 were still well below average in English and science, standards in mathematics were above average. Over the two years that there has been a Year 6, standards have risen and a significantly higher-than-average rate of progress sustained. Pupils are achieving soundly in English and science, but particularly well in mathematics as a result of good teaching and well-planned programmes of support. Effectively targeted support enables pupils who speak English as an additional language to achieve in line with others. Pupils with learning difficulties and disabilities are also effectively provided for and achieve satisfactorily.

Personal development and well-being

Grade: 2

Pupils develop good social skills and behave well. The school's 'buddy' and 'carer' systems encourage pupils to care for each other. Inappropriate behaviour is dealt with effectively. Bullying is rare. Pupils' spiritual, moral, social and cultural development is good. They enjoy school saying, 'I like the learning styles' and 'I like science because we do experiments'.

Despite the school's best efforts attendance is below average principally because a small number of families take holidays during term. The school council enables pupils to develop responsible attitudes. They take pride in the fact that they successfully prioritised and managed a budget of £2,000 for playground equipment. Notices such as 'please be polite at all times' reflect the school's positive ethos. Pupils make good progress in learning about keeping safe and healthy and understand the need for a balanced diet. They work with parents for the benefit of the school and community. Pupils' economic well-being is enhanced by the good progress they make in mathematics although literacy skills remain less well developed.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory with some good features. Where teaching is good, well matched, challenging work brings relevance and enjoyment to learning. In the Foundation Stage teaching is not organised as well as it should be. Planning does not take into account the needs of the children sufficiently well and this results in a slow pace of learning. For older pupils work sometimes lacks interest and challenge. For instance, one pupil said 'history is boring because we just listen'. At other times work is more exciting. The excited chatter of Year 5 pupils investigating number sequences was a good indicator that as a result of good teaching pupils were making significant progress because they were enthused. Teaching assistants promote

learning effectively particularly when working with pupils with learning difficulties. Strategies such as the use of visual cues support pupils with English as an additional language well.

All teachers use assessment to check progress. However, the use of individual target setting for pupils is inconsistent and so many are not clear how they might improve their work.

Curriculum and other activities

Grade: 3

The newly-developed curriculum is satisfactory; it is being monitored but has not yet been in place long enough to prove its effectiveness. Although curriculum planning has recently been carefully tailored to meet the needs of pupils, it is still in the process of being fully implemented. It takes account of the changing seasons especially in science when pupils learn about growing seeds and plants in the spring term. Science and physical education make a significant contribution towards the development of healthy lifestyles. Several visitors contribute well to pupils' enjoyment and achievement.

Lunchtime clubs and after-school activities are very popular and often over subscribed; these include arts and crafts, needlework, netball and football. Effective extra support is given to those pupils from minority ethnic groups for whom English is an additional language.

Care, guidance and support

Grade: 2

Care guidance and support for all pupils are good. All staff work well to promote the health and safety of pupils within the school. The school carries out regular health and safety checks and risk assessments. Child protection procedures are securely in place.

Good support is provided for pupils with emotional and behavioural needs and those with learning difficulties because all are well known to staff. Care is effectively tailored to their needs. Pupils know where to seek help if they have a problem. The strongest links with parents are formed with those who work with the learning mentor.

Appropriate targets are set at annual reviews for pupils with learning difficulties and disabilities and are incorporated into individual education plans. However, not all teachers set the individual targets that will help pupils progress to the next level in their learning.

Leadership and management

Grade: 3

Taken overall, leadership and management are satisfactory. The creative and purposeful leadership of the new headteacher is successfully building a staff team committed to accelerating pupil progress and lifting standards. In a short space of time they have

established a school where there is a positive ethos and equal opportunities are promoted effectively. Newly-defined roles for subject managers means that all have a clear view of their duties, but most are at an early stage in developing this aspect of their work. They have yet to improve the quality and consistency of teaching across the school particularly in the Foundation Stage. The new leadership team is quickly forming an accurate view of the school. Weaknesses such as reading and writing have already been identified effectively and are being tackled systematically. The school improvement plan is a useful document and reflects a full analysis of pupil performance and a series of well defined priorities for action. This business-like approach and the full response to the issues raised by the last inspection indicate that the school has good capacity to move forward briskly. Financial management is good and resources are used well. New members of the governing body lack experience in their roles and responsibilities however those who are established do hold the school to account and are fully involved in school planning.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	4	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you very much for making us so welcome when we visited your school, especially those of you who told us what sort of a school you go to and what you liked or did not like about it. We thought you would like to know what we liked about your school and how we thought it could get even better.

* Your school is a very happy caring school.* Your teachers and teaching assistants work very hard to care for you, and everyone is valued.* You behave well and know your class rules and how to keep safe and stay healthy.

These are the things that will make your school even better.* Nursery and reception could be much better and we have asked the staff to find ways to plan more interesting work.* You should attend school regularly.* Teachers should set targets to help you understand what you have to do to make even better progress.Thank you once again for looking after us so well on our visit. Mr Whitehead joins me in sending our very best wishes for your future.

Yours sincerely

Barbara Atcheson

(Additional Inspector)