

Prospects Learning Services Ltd
132-138 High Street
Bromley
Kent
BR1 1EZ

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 020 8313 7760
Direct F 020 8464 3393



11 July 2007

Mr Martin Lubich
The Headteacher
Barn Croft Primary School
2 Brunel Road
Walthamstow, London
E17 8SB

Dear Mr Lubich

Ofsted Monitoring of Grade 3 Schools

Thank you for the help which you and your staff gave when I inspected your school on 3 July 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass my thanks to the governors, staff and pupils who spoke with me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in April 2006, the school was asked to: 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.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievements.

In the Foundation Stage, there have been improvements in both the curriculum and planning. An assistant headteacher is now teaching in Reception and working effectively with the Nursery teacher in developing schemes of work alongside a curriculum map. These documents organise curriculum delivery soundly around topics in a two-yearly cycle, enabling children from the Nursery and Reception to work together where they have similar needs. This has broadened the Reception curriculum and increased the continuity between the two classes. There are appropriate building plans for the summer to facilitate this integration more efficiently from September. Nevertheless, work is not complete in ensuring that all elements of the Foundation Stage curriculum are covered, so there are some gaps. Weekly planning now shows how the topic relates to each of the six areas of learning, although for some children this link is at too low a level to extend their

development. Assessment of children's attainment has become more accurate and is recorded more thoroughly. This improved knowledge about the children informs planning. However, it is not used well enough to ensure that each child is involved in sufficiently challenging activities to make the progress they could. Also, evaluation at the end of each day does not focus sharply enough on individual children's outcomes to inform records or planning.

There is improved use of whole class numeracy and literacy targets to focus teaching on areas that pupils have generally found difficult. These targets are a priority for one term. Pupils know them well and can judge how well they are meeting them, although this is not recorded systematically. The targets have had a positive impact on each class's development in these areas, but they do not cover all aspects of each subject and are not matched to individual pupils' needs. More frequent assessment and a new style of recording have given staff a better knowledge of each pupil's changing attainment in relation to National Curriculum levels in reading, writing and mathematics. This has put in place a necessary foundation for setting targets that challenge each pupil. Pupils say that staff help them to know what to do to improve when they are stuck. Nevertheless, guidance for staff has not focused on effective ways of giving short term targets and feedback to help each pupil understand how to improve.

During this term and last, there have been marked improvements in attendance and in the school's procedures for raising it. The school has introduced effective systems for calling parents on the first day of absence, sending letters home after absence, following up lateness and rewarding high attendance. An appropriate policy has recently been drawn up and parents have been given suitable information about it. In particular, it deals with taking holidays during term time, for which authorisation of absence is now strictly applied. Pupils are not clear about the impact of taking holidays in term time but they are motivated by the individual and class certificates for attendance. A new educational welfare officer has provided effective support in developing the school's systems and successfully raised the attendance of some pupils with previously high rates of absence.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Gill Close
Her Majesty's Inspector