

# Sir James Barrie Primary School

## Inspection report

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<b>Unique Reference Number</b>	101000
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	307556
<b>Inspection dates</b>	18–19 September 2008
<b>Reporting inspector</b>	Norma Ball

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	373
Government funded early education provision for children aged 3 to the end of the EYFS	91
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr W McDonald
<b>Headteacher</b>	Mrs R Durbin
<b>Date of previous school inspection</b>	6 December 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Condell Road London SW8 4JB
<b>Telephone number</b>	020 7622 5087
<b>Fax number</b>	020 7720 6659

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than most primary schools. The proportion from ethnic minority backgrounds is very high and a significant number of these pupils are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is broadly average and includes speech and language difficulties, behavioural, emotional and social difficulties and also autistic spectrum disorders. A larger than average number of pupils is eligible for free school meals. The school provides Early Years Foundation Stage (EYFS) provision for children in Nursery and Reception. The school holds Schools Active Mark, Basic Skills Quality Mark and Healthy Schools Award. In recent years, the school has experienced difficulties in recruiting and retaining teaching staff.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The headteacher, staff and governors have effectively established a strong unity of purpose in the school and there are clear signs of steady improvements in the achievement of pupils. Difficulties in recruiting and retaining staff have hindered the impact of initiatives to promote improved progress and raise standards. New staff, appointed in the last two years, are enthusiastic in their commitment to the school and middle managers are gaining confidence and expertise in their leadership role. Early signs indicate that measures now being taken to improve achievement are bearing fruit and the overall effectiveness of the school is satisfactory. Improvements in EYFS have led to a stimulating and happy learning environment in which children settle quickly and make satisfactory progress. Throughout the school achievement is satisfactory. Effective pastoral care and support leads to good personal development for pupils who work and play well together.

Most parents are pleased with the school. One parent summed up the view of many saying it is a school, 'for harmony'. Links with parents are fostered carefully and families value staff who are 'friendly and approachable'. Pupils enjoy school as shown in the enthusiastic participation in activities. Most behave well and the few who can be challenging are well managed and supported. Pupils adopt healthy lifestyle and understand how to keep themselves safe. They make good contributions to their school and wider community. Attendance is satisfactory. The school works hard to promote good attendance and reduce the number of extended absences taken by a few pupils.

All staff share the commitment of the headteacher to raise achievement and improve teaching. Performance is systematically reviewed and the findings are used increasingly well to guide improvements. The leadership roles of other staff, particularly their monitoring and evaluation skills are developing effectively. Team work is strong and new members of staff, including teachers who are newly qualified, receive encouraging and well structured guidance. Leaders and managers are not complacent and are aware that there is still much to do before achievement and teaching are consistently good.

During the last two years, standards by the end of Year 6 have shown some fluctuations but have remained broadly average. Weaknesses in assessment and teaching in the past have contributed to the inadequate progress made by pupils, especially those of higher ability. This underachievement is now being addressed although there is still much to do. Teaching is satisfactory and improving and there are examples of good practice. Most lessons have a good pace so pupils remain involved and attentive. Pupils make good progress when challenged by tasks that are well matched to their abilities. Assessment is being used more effectively but this is not consistent throughout the school and, in particular, it is not used to make sure able pupils always have work that extends them. The marking of pupils' work provides praise but does not often give comments to help them improve. Teaching assistants contribute well to pupils' learning. The use of learning targets is developing well but some are not focused sharply enough on what individual pupils need to learn next.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children enter the Nursery with knowledge and skills below those expected for their age. Language and social skills are well below expectations. Children settle quickly because good

routines are established. Effective care and a wide range of activities enable children to make steady progress in all areas of learning. Chatter Box is a valuable initiative and used well to encourage speaking skills. By the end of Reception most children have made satisfactory progress and good progress in their social and emotional development and in improving their communication skills. However, standards remain below those expected especially in physical development and writing. Teaching and support staff work as a close team. New staff are gaining confidence and are well supported by the EYFS leader. They are beginning to develop their expertise, especially in planning activities to extend children in all areas of learning. Monitoring of children's progress is variable but also part of the on-going training programme for new staff. Learning flows easily between the classrooms and outdoor areas and the good range of resources are well used. There is an appropriate blend of adult-led activities as well as opportunities for children to explore and develop a sense of enquiry and independence. The learning environment is spacious, attractive and stimulating.

### **What the school should do to improve further**

- Accelerate pupils' progress and raise standards by making better use of assessment data and setting higher expectations especially for more able pupils.
- Ensure all pupils have a clear understanding of what they need to do next to make better progress.
- Improve the quality of teaching across the school by sharing best practice.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Children in EYFS make satisfactory and sometimes good progress in most areas of their learning. Standards in Year 2 are broadly average in reading, writing and mathematics. Test results and pupils' work indicate that standards in Year 6 are also broadly average and pupils make satisfactory progress in their time in school. Standards do fluctuate year on year. Recently standards in mathematics have improved because of the successful teaching and support strategies employed to improve pupils' achievement but standards in science declined. Monitoring systems have improved and the school now analyses and investigates such fluctuations. More pupils are now reaching the level expected by the end of Year 6 in English but too few are reaching the higher level for the school to meet its targets. Pupils with learning difficulties and disabilities and pupils learning English as an additional language make satisfactory progress because of the good support they receive.

## **Personal development and well-being**

### **Grade: 2**

Pupils have positive attitudes to learning and are enthusiastic about their school. They are friendly and show respect and care not only for those in their school but in the community around and in their charity raising activities. Their spiritual, moral, social and cultural development is good. For example, in a whole school assembly led by Year 6, pupils listened enthusiastically to information about a Zulu school and requested an encore of a Zulu harvest song. Behaviour is good because clear expectations are set and relationships at every level are supportive. Pupils, especially in Year 6, accept a range of important responsibilities such as

Peer mediators and monitors with dignity and efficiency. The school council is respected and rightly proud of their work in helping with school improvements such as playground activities. Pupils' good personal skills and sound literacy and numeracy skills equip them satisfactorily for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils are mostly attentive and work well alone or in small groups. They enjoy discussions, respond well to good questioning and like to share their ideas. Teaching is satisfactory with examples of good practice. Pupils make good progress where lessons have a good pace, are challenging and have interesting tasks which are tailored to pupil's needs. Teachers use assessment information with increasing efficiency. However, planning still lacks fine detail within the classroom to ensure activities are sufficiently challenging for all pupils, especially those who find learning easier. Work is marked regularly and provides praise and encouragement but does not identify clearly for pupils what they need to do to improve their work and make better progress. Good deployment of teaching assistants enables them to provide careful support for pupils who do not find learning easy or require additional language support.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum promotes pupils personal development well and enables them to make sound academic progress. Good links between subjects make lessons more interesting but these links are less evident between information and communication technology and other subjects of the curriculum. Interesting displays celebrate pupils' work and enrich the learning environment. New teaching staff are well supported and have embraced a range of new initiatives for improving reading and writing as well as mathematics. Prudent use has also been made of external support and expertise, especially in mathematics. Imaginative and varied enrichment activities, such as the teaching of French and themed events, add interest and relevance for pupils. An appropriate range of after school clubs and visits out of school extend the curriculum. Pupils value these activities and in interview younger pupils spoke enthusiastically of the visits by mounted police and firemen.

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

#### **Grade: 3**

Relationships between staff and pupils are good and so pupils feel confident to share their problems and seek help. The school has gained the confidence of the multi-cultural community it serves and parents appreciate the support given to their children. The school develops good links with families beginning with home visits in the EYFS. Safeguarding procedures are secure. The school works hard to monitor and promote good attendance but a few families take extended holidays to visit relatives abroad and important learning time can be lost. A number of health and safety issues were reported in the inspection and the school responded in a satisfactory manner. The school works effectively with agencies to extend the care of pupils. Academic guidance is satisfactory. Good systems enable staff to check on how well pupils' are doing and class targets are set to plot the next steps in pupils learning. However, targets are not finely

tuned to match the needs of individuals and groups of pupils to ensure that all are fully challenged to make the best progress they can.

## **Leadership and management**

### **Grade: 3**

The headteacher has united staff into a committed team. She has tackled, with determination, the challenges that have resulted from staffing changes, the training of new staff and the building of new teams. Well-managed induction procedures for new staff, especially those newly qualified, ensure they gain skills and confidence quickly. The deputy headteacher and other senior leaders support the headteacher well. Monitoring and evaluation have improved and leads to identification of appropriate development needs, however, new initiatives are still at an early stage of development. The school has been especially effective in promoting community cohesion and extending pupils awareness of their local and global role as citizens. Extensive commercial links are used enterprisingly for the benefit of the school. Governors are knowledgeable and supportive of the school and offer good challenge in their determination to raise the standards attained by all pupils.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

01 October 2008

Dear Pupils

Inspection of Sir James Barrie Primary School, London, SW8 4JB

Thank you very much for welcoming us to your school and showing us your work. You were very polite and friendly and this helped us to learn about your work and your school. Your school is providing a satisfactory education. This means that we found some good things in the school but some things that can be improved.

These are the strengths of the school.

- You enjoy coming to school.
- Your school is a friendly and pleasant place to be.
- Your behaviour is good in lessons and around the school.
- You know about healthy life styles and how to stay safe.
- Teachers and other staff take good care of you and give you good support.
- Your parents are pleased with school and feel it is a harmonious and happy place.
- You do many things to support your local community.
- You are developing a sense of being global citizens through your links with other countries.

There are three things that we have asked the school to do to make it even better.

- You could achieve more if your teachers expect more of you and set more challenging targets, especially for those of you who find learning easy.
- Marking your work by explaining how you can improve it to help you make better progress.
- Teachers can improve the quality of your lessons by sharing ideas and preparing lessons that help you learn as much as you can.

I know you will continue to work hard and help your teachers to make your school even better. I hope you have great success in the future.

Yours sincerely,

Norma Ball

Lead Inspector