

# Barley Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	102840
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	308136
<b>Inspection dates</b>	29–30 April 2008
<b>Reporting inspector</b>	Robert Lovett HMI

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>	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	533
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Colin Edwards
<b>Headteacher</b>	Mrs Lesley Lewis
<b>Date of previous school inspection</b>	11 May 2004
<b>School address</b>	Huxley Drive Chadwell Heath Romford RM6 4RJ
<b>Telephone number</b>	020 8590 8474
<b>Fax number</b>	020 8599 1202

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

With 533 pupils on roll this is much larger than most primary schools. Almost 54% of pupils are boys although in some year groups the proportion of boys is significantly higher than this. A high proportion of pupils are from minority ethnic groups and many speak a home language other than English. The largest groups are pupils of Indian, Pakistani and white British heritage. A higher than average proportion of pupils is entitled to free school meals. A significant proportion of pupils are from refugee and asylum seeking families. More pupils leave and join part way through their school careers than is usual.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school is satisfactory with a number of good features. As a result of recent changes to the building, improving provision such as information communication technology (ICT) and more stable staffing there is a definite air of excitement and optimism among teachers, pupils and parents. The curriculum has been adapted to better reflect the school's commitment to creativity and ways of working across the curriculum. While these changes have resulted in greater enthusiasm for learning it is too early to see their impact on standards.

Barley Lane is a friendly and welcoming place to learn. Pupils are happy and polite and say they feel safe and secure. They enjoy learning, have positive attitudes and behaviour is good. As one pupil said, 'I enjoy everything about school!' This view is supported by most parents. One wrote 'The thing I love most about Barley Lane is that it brings pupils of so many backgrounds together.' Their personal development and well-being, including their spiritual, moral, social and cultural development, are good. The school has taken robust action to improve attendance although it remains below average.

Many children enter the school with levels of skills and understanding which are below what one would expect for their age. They make good progress in the Nursery and Reception classes. Pupils in Years 1 to 6 make satisfactory progress but if standards are to rise in line with the aspirations of the school's aims progress will need to accelerate.

Although the quality of teaching and learning is improving, and an increasing proportion is good, it is satisfactory overall. While the tracking of how well pupils are doing is frequent and rigorous, this information is not always used well enough to raise expectations. In particular, the needs of some more able pupils are not always being met so they do not make as much progress as they should.

The curriculum is good and has some notable strengths such as the wide range of lunchtime and after school clubs and activities and the school's commitment to drama, music and competitive sport.

Leadership and management are satisfactory. The school has successfully addressed staffing difficulties by embarking on an ambitious programme of staff development which has resulted in two teaching assistants gaining qualified teacher status and another hoping to qualify soon. The extensive building work, which will improve existing accommodation, has been well managed in order to minimise its impact on learning and ensure pupils' safety.

The governing body is good. It is eager to see standards rise but the school development plan does not include measurable targets that specifically relate to standards.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make good progress and achieve well from when they enter the Nursery. The good progress they make means they are well on the way to achieving the Early Learning Goals expected for their age by the time they leave the Reception classes. Their personal, social and emotional development is particularly good and they behave well. There is a good emphasis on knowledge and understanding of the world and encouraging the children to be curious, inquisitive problem solvers. Their creativity is valued and their contributions welcomed. Staff

support the children well in their play and are active participants, joining with them in extending their learning.

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

- Improve the use of pupil tracking to ensure consistently high expectations for all pupils.
- Improve teaching by ensuring best practice is disseminated widely throughout the school.
- Ensure the school development plan contains measurable success criteria so the school knows how well it is doing.

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**

While children join the school at different stages of learning and with a variety of pre-school experiences, most children's abilities are below what one would expect for their age. During their time in the Foundation Stage, children make good progress.

Following two years of falling standards, pupils in Key Stage 1 are now doing better. They make satisfactory progress and attainment is broadly average. Pupils in Key Stage 2 also make satisfactory progress and standards are average. Pupils do best in mathematics and least well in science. The school's assessments suggest that standards in science are set to rise as the pupils are on course to reach levels that are similar to those in English and mathematics.

Pupils with particular needs, including those from refugee and asylum seeking families and those with exceptional skills (gifted and talented) progress particularly well. This is because the school identifies them early and makes sure they receive the support and challenge they need.

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

### **Grade: 2**

When talking with pupils about their school, one said, 'Every child matters at Barley Lane'. The school's ethos and the pupils' good behaviour and attitudes to each other bear this out. Pupils are very aware of the need for healthy eating. During the inspection, children from the Foundation Stage prepared delicious vegetable kebabs as part of their learning about healthy eating. Pupils can explain clearly how to keep themselves safe and they are enthusiastic about all the school offers them. They are active participants in the life of the school, for example on the school council, as playground friends or as young leaders. Spiritual, moral, social and cultural development is good, especially in learning about the diversity of cultures, traditions and beliefs in modern society.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning in the Foundation Stage are good. This is because there are very good relationships and children are encouraged to become independent, creative learners. Teaching in Years 1 to 6 is satisfactory and results in satisfactory progress.

In the lessons seen, teaching was satisfactory overall, and much was good or better. In most lessons pupils behave well and work with commitment and diligence. In the best lessons, such as a Year 6 English lesson, there is a real sense of enthusiasm and fun. In some lessons there are clear time limits so that pupils know what is expected of them. This results in a sense of urgency and a good pace of learning. In some lessons pupils were given very good opportunities to assess their own work and set individual targets for the future. Marking is regular and thorough but pupils are not always told how well they are doing in relation to suggestions for improvement.

## **Curriculum and other activities**

### **Grade: 2**

The school's good curriculum ensures pupils enjoy a balanced education. There are significant strengths in the multicultural character of the curriculum and as a result pupils enjoy the school community's diversity of languages, cultures and backgrounds. Visits to places of interest and visitors to school add richness to the curriculum, while a good range of clubs encourages pupils to learn new skills or improve existing ones. The school is rightly working to establish a more creative curriculum, with stronger, imaginative links between subjects. In one history class, for example, pupils studied a portrait of Henry VIII and speculated about what the picture could tell about his character. Later, with another teacher they learned songs and dances Henry himself had written. Provision for ICT has improved greatly since the last inspection, and pupils have a confident grasp of the technology. However, the school recognises that they do not have enough opportunities to use their ICT skills in other subjects.

## **Care, guidance and support**

### **Grade: 2**

The school has a strong commitment to securing pupils' health, safety and welfare and pupils feel safe and valued. There are strong and effective procedures to prevent bullying or harassment, and all those who work in school are checked for suitability. Staff are appropriately trained and no school trips take place without a careful risk assessment. Especially good support is provided for vulnerable pupils. Those who speak little English, or come from refugee backgrounds settle quickly. The same is true for those with learning difficulties and disabilities. Their needs are identified quickly and appropriate support is provided. There are good procedures for identifying pupils with exceptional skills (including social skills) and these pupils have the chance of additional, challenging activities and responsibilities. The school's thorough systems for checking each pupil's progress enable help to be offered to individuals who most need it. This said, the systems are complicated and the school does not make best use of them to ensure academic expectations for all pupils are high enough.

## **Leadership and management**

### **Grade: 3**

The headteacher and senior leadership team have been effective in overseeing a number of important improvements to provision. Together they have successfully developed a shared set of aims for the school based on the precept that every child matters. There are new systems which more effectively track the progress of pupils each term but these have not been in place long enough to provide reliable data. Those systems which are already in place reflect inconsistent expectations about how much progress pupils should make and in some cases

expectations are not high enough. Leadership of the Foundation Stage is good. Most subject leaders have good subject knowledge and those new to their role are supported well. However, difficulties in recruiting subject coordinators reported at the time of the last inspection remain, so that despite the school's best efforts, some members of the senior management team continue to carry a disproportionate number of responsibilities. While the school's self-evaluation is generally accurate, some judgements about how well the school is doing are over optimistic and are not linked closely enough to the progress pupils make.

The school has written a well-focused improvement plan intended to ensure standards rise. It sets out a range of appropriate priorities and actions but is not always sufficiently clear about how progress will be measured and some outcomes are not linked closely enough to raising standards.

Most parents are very positive about the school although some rightly suggest that more able pupils could make better progress.

The governing body is good. New governors are well supported and there are well established links with key subject leaders. Governors know that standards could be higher and are committed to help bring this about.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	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 disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	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
How well 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

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

<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.

## Annex A

**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 tackled so that all learners achieve as well as they can	3
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

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

09 May 2008

Dear Pupils

Inspection of Barley Lane Primary School, Romford, RM6 4RJ

I'd like to begin by thanking you all for making the inspection team so welcome when we visited your school recently. A particular thank you to those members of the school council who gave us a guided tour when we arrived and to those who met with my colleague. What we heard from you and others in the school has helped us get to know your school better.

We think that yours is a satisfactory school, which means it is doing as well as most similar schools. We also think the school has some real strengths and does some things very well. Here are some of the things Barley Lane does well.

- You told us that you enjoy school and that behaviour is good and we could clearly see that in lessons and on the playground.
- You said the school was a place where you felt safe and valued as an individual. This is an aspect of the school which is strong and we agree the school is very good at encouraging friendship and tolerance and helps pupils who are new to the school to settle quickly and do well.
- You are taught a broad range of subjects. There is a good focus on creativity through art, music and drama and a good range of sports, games and clubs.
- The youngest children settle well and make good progress in the Nursery and Reception classes.

We have also identified some ways the school can improve.

- The school carries out regular assessments to see how well you are doing but it could use this information better to make sure you are all doing as well as you can. You can help here by telling your teacher if you find your work too easy (or difficult!) and letting them know if you finish quickly.
- Teaching is satisfactory, which means that your teachers are doing the sort of things we would expect to see. However, we all want to see you doing better so we are asking the school to make sure that all teaching is at least good so that standards rise. You can play your part in this by always listening carefully and working hard. (You can also help by attending regularly).
- We have asked the school to be clearer about how well it expects to do so that the governors and everyone else can judge the school's progress.

With best wishes for the rest of the school year

Robert Lovett

Her Majesty's Inspector of Schools