

Barclay Primary School

Inspection report

Unique Reference Number	131517
Local Authority	Waltham Forest
Inspection number	315819
Inspection dates	15–16 May 2008
Reporting inspector	John Horwood

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	942
Appropriate authority	The governing body
Chair	Mr Robin Thompson-Clarke
Headteacher	Mr Justin James
Date of previous school inspection	Not previously inspected
School address	Canterbury Road Leyton E10 6EJ
Telephone number	020 8539 6777
Fax number	020 8858 4994

Age group	3–11
Inspection dates	15–16 May 2008
Inspection number	315819

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This is a very large primary school which opened in 2006 following the amalgamation of the Barclay Infants' and Junior schools. There is a wide cultural mix from a range of backgrounds with the largest numbers being Pakistani, other Asian backgrounds, Caribbean and White British pupils. Almost two thirds of pupils speak English as an additional language and when they start school many have little or no English. A few pupils come from refugees or asylum seekers families and there are increasing numbers of pupils from Eastern European countries. The proportion of pupils eligible for free school meals is similar to that of most schools. A lower than average proportion of pupils has learning difficulties and/or disabilities. Most of these have moderate learning difficulties and require additional support in lessons.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, which has a secure base from which to become even better. Leadership and management are at least good at all levels and the quality of the school's self-evaluation is outstanding. The headteacher has provided outstanding leadership in amalgamating the schools and uniting the staff. Many parents commented that they had been concerned about the merger but are very pleased with the outcomes. Typical of these remarks was: 'I think the school has improved immensely since the amalgamation. The teachers and the strong leadership are absolutely fantastic'. They are clearly aware of the quality of the headteacher and how he has motivated the staff. One parent said: 'The headteacher is a very thorough and hard working leader with high standards which are filtered through to staff at all levels'.

Children enter the Nursery with well below expected levels of skill and language but make good progress throughout the school to reach broadly average standards by the end of Year 6. All groups of pupils, including those with learning difficulties and/or disabilities achieve well. Those who are at the early stages of learning English rapidly acquire the language they need through effective support and make rapid progress thereafter.

The quality of teaching is good throughout the school. It has been improved through effective monitoring and providing professional development where needed. Teachers are enthusiastic and committed to raising standards. To make lessons more enjoyable they make effective use of the much improved information and communication technology (ICT) systems available in every classroom. A small minority of lessons do have outstanding elements of teaching within them, such as the way assessment data is used to ensure work challenges pupils to achieve as well as they can. The teachers in each year group work as a well-led team and carry out joint planning. Marking of pupils' work is of good quality. A key feature of the school is the comprehensive and easily accessible progress data on every pupil. Within the classroom this enables the teachers to set work to meet the needs of all pupils and set meaningful but challenging targets. In the best lessons this is enabling pupils to make very good progress; in other lessons it is less well used but still enables good progress to be made. Pupils know and understand the targets and what they need to do to get better. A good range of extra-curricular activities supports the broad curriculum.

Throughout the school, support provided for the pupils with specific needs is generally good. The leadership team have taken decisive action to improve this support further by appointing a teacher with responsibility for special educational needs. Those who have difficulty with English are well supported. Those who need academic help benefit from intervention strategies including individual help in lessons and booster classes. The partnership with other agencies to support the well-being of all pupils is good.

Staff look after pupils well. All adults are good role models and relationships are extremely good. Pupils are polite, friendly, courteous and well behaved. They enjoy coming to school and they feel safe in the building and the playground. They are aware of the need to eat healthily and they participate well in the sporting activities available. Pupils make good contributions to both the school and to the wider community. They are well prepared to achieve future economic success. The impact of the improvements in assessment and teaching is already visible in the good progress being made by pupils. There has not been sufficient time, however, for the impact on standards to be evident. The school has shown it has a good capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

Staff in the Nursery and Reception classes give good support to children and ensure that they have a positive and nurturing start in school. The curriculum is well-planned for both indoor and outdoor learning. It engages children's interest and encourages them to explore, talk and learn. The school involves parents in their children's education and keeps them informed about their progress. To establish these links early staff visit two different nursery families every week. An improved entry profile and rigorous tracking of children's progress have been developed this year. Whilst these tools have not had sufficient time to impact on standards they provide increasingly effective tools for the analysis of children's development and help teachers plan more effectively for the needs of groups and individuals. By the end of Reception most are working below the standards expected although this signifies good progress in relation to the children's starting points.

What the school should do to improve further

- Build on the good practice evident to improve the consistency of the teaching.

Achievement and standards

Grade: 2

The leadership team carried out a whole school baseline assessment after the school was formed to enable them to track progress from a secure starting point. Published data is only available for 2007. The attainment of pupils in Key Stage 1 last year was broadly average. Currently pupils in Years 1 and 2 are making good progress in lessons and are on course to reach more challenging targets this year. Pupils in Key Stage 2 are also making good progress. The progress made by pupils between Year 2 and Year 6 was satisfactory in 2007 but the current Year 6 have achieved well from their lower starting points and are on course to reach similar standards compared to last year. There are currently no significant differences in performance between different subjects.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good and relationships are a strength of the school. There is clear mutual respect, both between adults and children as well as between pupils. Behaviour in lessons is good, ensuring that all pupils can learn in a safe and happy environment. Staff, parents and pupils agree behaviour issues are rare and always dealt with. Pupils enjoy coming to school and find it is exciting to be part of a community with such a wide cultural mix. They believe that they understand and learn from one another. They have a sense of responsibility for the welfare of others and talk with enthusiasm of the work of the school council, environment and sport mentors and playground buddies. All these make a good contribution to their preparation for later life. Pupils feel secure at school and know how to stay safe. They talk knowledgeably about the effects of being overweight and have a good understanding of the importance of exercise and healthy eating.

Quality of provision

Teaching and learning

Grade: 2

Teachers ensure consistency by planning lessons together across each year group. The majority of lessons are lively and interesting. Teachers place great emphasis on developing a good rapport with pupils, valuing their ideas and suggestions and developing their confidence to participate fully. In the good lessons, planning generally ensures that work is pitched at the right level for pupils to achieve well, with teachers providing challenge through carefully posed questions. Teaching approaches enable more able pupils to excel in their learning. Pupils with learning difficulties are usually well supported by teaching assistants, although their approach between classes is not consistent. Teachers' explanations are effective and support learning well. The pace of lessons is good. Marking reflects pupils' targets and is generally good. In a small minority of lessons, pupils were not always fully engaged and teachers did not always intervene quickly enough.

Curriculum and other activities

Grade: 2

The recent review of the curriculum has helped improve teaching and learning. The school balances the need to focus on core skills while at the same time providing a range of opportunities in art, music, physical education and the humanities effectively. Information and communication technology is now a strong feature of the school with pupils making good use of software to support their studies. For example, some older pupils are developing independent web-based research skills to enhance their class topics. The school has a good range of extra-curricular activities that are changed termly and are very well supported by pupils. The school encourages all classes to participate in regular visits to support their learning. Pupils' personal development benefits from an extended visit to an outdoor pursuits centre in Derbyshire for Year 6 pupils. Pupil welfare is well supported by the well attended and thriving breakfast and teatime clubs.

Care, guidance and support

Grade: 2

The needs of individual pupils are the centre of the school's work. Pupils appreciate that staff are caring and they know support is available. Careful attention is paid to health and safety including minimising possible risks. Child protection procedures are clear and kept under review. The needs of vulnerable pupils, including those with learning difficulties and those learning English for the first time, are assessed and regularly reviewed to ensure appropriate support is provided. A few parents were concerned that this did not always happen soon enough but the school is putting measures in place to improve this. A good range of support procedures are in place to deal with aspects of need through, for example, bereavement counselling, anger management and art therapy. The family liaison officer and key workers provide effective links which support and encourage parents. Pupils' achievements are assessed regularly and impressive systems to track their progress are detailed and thorough. This enables teachers and pupils to know what the next stages of learning are through the setting of individual targets.

Leadership and management

Grade: 2

The headteacher and governors have developed an enthusiastic and able team of leaders and staff who have already made a good impact on helping pupils make good progress in both their academic and personal qualities. The leadership of the headteacher is outstanding. The well-led governing body are very aware of what the school needs to do to improve and they fulfil all their legal requirements. The self-evaluation systems in the school are outstanding and, together with the comprehensive school improvement plan, demonstrate that the school is determined to move forward. Challenging targets are used and these are supported by the excellent tracking system.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	NA
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	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

29 May 2008

Dear Pupils

Inspection of Barclay Primary School, Leyton, E10 6EJ

Thank you for making us so welcome at your school. We enjoyed being at your school, meeting with you and your teachers as well as talking to you during the day. Yours is a good school which has made considerable progress since the two former schools joined. You and the school have many strengths including:

- you have an outstanding headteacher who is well-supported by all the staff and the governors
- the school monitors your progress very well and ensures that you all get the help you need and that you all make good progress
- there is mutual respect and trust between you and the adults
- you behave well and enjoy the rich cultural mix within the school
- you enjoy the opportunities for extra-curricular activities although you understand that the size of the school does mean you have to take turns with these
- you understand the importance of healthy lifestyles and how to stay safe
- you are proud of your school and enjoy your learning.

In order to help the school improve and become even better, we have asked the school to:

- help the teachers produce even better lessons for you so that you can make better progress and reach higher standards.

We wish each one of you every success and happiness in your future education.

Yours sincerely,

John Horwood

Lead Inspector