

Barley Fields Primary School

Inspection report

Unique Reference Number	134708
Local Authority	Stockton-on-Tees
Inspection number	316274
Inspection dates	27–28 September 2007
Reporting inspector	Denis Goodchild

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	212
Appropriate authority	The governing body
Chair	Mrs Glynis Pattison
Headteacher	Mr Graeme Leck
Date of previous school inspection	Not previously inspected
School address	Lamb Lane Ingleby Barwick Stockton on Tees TS17 0QP
Telephone number	01642 767051
Fax number	01642 767308

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Barley Fields School opened in September 2006. There are no Year 6 pupils in school and there is no national data on school standards. It is smaller than average but the school population is rapidly expanding, although pupil mobility is high. The school draws its pupils from an area of privately owned housing. The proportion of pupils on free school meals is well below average. The number of pupils with learning difficulties and/or disabilities is average and the proportion with a statement of special educational needs is below average. There are a number of pupils from minority ethnic groups, a very small proportion of which have a first language other than English. The school has an oversubscribed Nursery and has on-site private out of school childcare provision.

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. Though relatively new it already enjoys a high reputation within the local community. Parents are delighted with the happy atmosphere within the school springing from very good relationships and the very helpful attitudes of all the staff. They are pleased with the good level of personal care and support for their children. Pupils enjoy coming to school, work hard in class, behave very well and mature very well as individuals. They willingly take on extra responsibility and eagerly accept the opportunities provided to extend their skills.

Pupils do well across the school and they reach standards that are higher than expected for their age in English, mathematics and science at the end of both key stages. Teaching is good throughout the school and teachers carefully match work to meet the needs of all the pupils. Therefore, pupils achieve well and make good progress. New skills and knowledge are explained carefully and questions are used well to develop and reinforce pupils' learning. Good marking strategies give clear advice to pupils as to how they can improve their work. The good curriculum makes sure that the basic skills are well addressed and that pupils then have opportunity to use these skills in other subjects. The curriculum is enriched by a good range of additional activities which adds enjoyment to learning.

The school is well-led and managed. The outstanding leadership of the headteacher has established a happy school where all feel valued as individuals. Staff morale is therefore high; they share the headteacher's values and work effectively as a team. The school's performance is well monitored and staff and governors have in place appropriate priorities for school development. Given the progress the school has made since opening and the current strengths, the school is well placed to continue to improve and provides good value for money.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good and children achieve well. Children enter the Nursery with abilities that are typical for their age. They make good progress especially in communication, language and literacy and mathematics and achieve standards beyond expectations by the time they enter Year 1. Teaching in the Foundation Stage is good. Staff work well together to provide a stimulating indoor learning environment with a wide range of structured activities as well as opportunities for independent learning. Planning is in place for outdoor provision but furniture and resources need further development to improve learning opportunities. Children are excited and interested in what they do and see. They are able to make choices and work independently and also cooperate with other children. Care, guidance and support are good. Due to the effective induction programme, children settle very quickly into routines and soon establish very good relationships with staff. Parents are fully involved and encouraged to participate in their child's education whenever possible. The deputy headteacher provides good leadership and management of the Foundation Stage and gives valuable support and guidance. Effective links are developing with the on-site private childcare provision.

What the school should do to improve further

- Extend and develop outside provision for the Foundation Stage.

Achievement and standards

Grade: 2

All pupils, including those with learning difficulties and/or disabilities and those who have English as an additional language, achieve well as they move through the school.

By the end of the Foundation Stage many children have exceeded the level expected for their age. Children make good progress in Key Stage 1. At the end of Year 2 pupils achieve above average levels in reading, writing and mathematics.

As a new school, information is not yet available to identify overall progress of the pupils from the start of school to leaving. Nevertheless, it is clear pupils are making good progress through Key Stage 2 so that the pupils currently in Year 5 are reaching standards higher than expected for their age in English, mathematics and science. Inspection evidence indicates that pupils are in line to achieve the challenging targets set by the school.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good as is their personal development. Behaviour and relationships are good. Pupils are considerate and courteous and this contributes to a good working atmosphere in classes. They are enthusiastic about school, enjoy their lessons and appreciate the good range of activities which make school fun. For example, during Japanese Week the pupils had opportunities to take part in Taiko drumming, kite making and origami activities. Pupils willingly take on additional responsibilities and contribute to the school and wider community. The school council has organised fundraising events to buy additional sports equipment and the Eco-club is developing a wildlife area. They take part in local events such as performing at the local music festival and contribute to local charities. Opportunities to participate in exercise and develop good eating habits ensure that they enjoy healthy lifestyles and stay fit. Attendance is in line with the national average. Good progress in the acquisition of basic skills means that pupils are well placed for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school. High expectations of behaviour and very good relationships between teachers and pupils mean that classrooms are happy and productive environments. Pupils are eager to please and learn, sustain good concentration, cooperate with one another and are able to work responsibly on their own. Teachers' planning carefully builds on previous learning and new skills and knowledge are clearly presented through effective use of interactive whiteboards. Where the pace of teaching and learning is brisk pupils are given ample opportunity to apply and develop new skills. At other times, insufficient time is allowed for pupils to work independently. Questions are used well to develop and reinforce pupils' learning and are very effective where teachers challenge pupils' thinking and help them to progress at a faster rate. Teachers know their pupils well and carefully match work to meet the needs of all learners including those with learning difficulties and English as an additional language. This helps all pupils to make equally good progress. Teachers' marking is very supportive and gives clear guidance so that pupils know what they have to do to improve.

Curriculum and other activities

Grade: 2

The curriculum is good. It is well developed and planned to meet the needs of all pupils. Provision for basic literacy and numeracy skills is strong. A themed approach provides good opportunities for pupils to use and develop these skills in other areas of learning. The curriculum is enriched by an extensive programme of extra-curricular activities, including art, music and sport. Visits and visitors in school significantly enhance pupils' enjoyment of school. Provision for information and communication technology (ICT) has been enhanced. Participation in an animation project, enables pupils to develop further their ICT skills. The formal teaching of French throughout the school provides enrichment and enjoyment. The older pupils speak French with confidence and understanding. Opportunities to learn other languages are also provided, through, for example, an Italian Euro Competition. The development of pupils' personal, social and health education is promoted well. The introduction of philosophy makes a significant contribution to the development of pupils' thinking and questioning skills. Children in the Foundation Stage enjoy a practical curriculum, although opportunities to learn outside are restricted by limited resources.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good. All aspects of pupils' health and safety and child protection arrangements are in place. Highly positive relationships combined with a caring philosophy ensure that each child feels safe, happy and ready to learn. Pupils feel safe from intimidation and say that teachers will quickly sort out any problems that may arise. Pupils with learning difficulties and/or disabilities, and vulnerable pupils are well supported and achieve as well as others. Parents overwhelmingly agree that their children are happy in school, well cared for and that the school works closely with them to support their children's learning.

Teachers give good guidance to support pupils in their work. Teachers are skilled at highlighting in their marking what pupils need to do to improve. A very effective system is in place to check on individual progress and this enables the school to set challenging targets. The system for communicating these targets to pupils is in its early stages and pupils are starting to become more aware of what they need to do to reach their own personal target.

Leadership and management

Grade: 2

Leadership and management are good. The outstanding leadership of the headteacher provides a clear vision and direction to school development. In this he is supported well by the deputy headteacher and enjoys the full confidence of the school community. He has established quickly a very happy and caring school and parents are full of praise for all that the school provides. They know and they say that their children thrive at school. Staff morale is high because of very good relationships, mutual respect and an ethos of school improvement in which there is no room for complacency and being good is not good enough.

The role of managers has developed rapidly because they are given very good opportunities to exercise their responsibilities and to contribute to monitoring and evaluating the school's performance. Rigorous procedures are in place for tracking individual and group progress and

identifying areas for development. This is an effective tool for improvement, and a programme of curriculum development and focused assessments are in place to raise standards further in writing. Individual and year targets are regularly reviewed and adjusted so that they remain challenging.

Governance is satisfactory. Governors are very supportive and appreciate the hard work of the staff. They have a good understanding of the school's performance. They have contributed to the school improvement plan in which school developments are appropriate and prioritised. Their role as a critical friend is still developing.

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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?	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	2
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	2
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	3
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

1 October 2007

Dear Pupils

Barley Fields Primary School, Stockton on Tees, TS17 0QP

Mrs Havard and I really enjoyed our visit to your school and meeting you and your teachers. Thank you very much for your help and a special thanks to those pupils who gave up their time during lunch to talk to Mrs Havard.

We agree with you that your school gives you a good education. You and your parents say that you enjoy coming to school. We believe this is because every one cares for one another so that you stay healthy, safe and happy. You say that teachers make lessons interesting and we noticed that you were very well behaved and worked hard in lessons. We also think that school makes learning interesting and enjoyable by providing a good range of activities such as your Japanese week and additional work in philosophy. You are kind and responsible and the school council and Eco-club are helping to make your school even better.

All the staff and governors have worked extremely hard to make your new school the good school it is today and have the right ideas to make it even better. They know that the outside area for the very young children should be improved and they have plans in place to make this area much more exciting.

I am sure that with your help your school will continue to improve and wish you every success for the future.

Yours sincerely

Denis Goodchild

Lead Inspector