

# Barley Mow Primary School

## Inspection report

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<b>Unique Reference Number</b>	108373
<b>Local Authority</b>	Gateshead
<b>Inspection number</b>	337062
<b>Inspection dates</b>	15–16 July 2010
<b>Reporting inspector</b>	Kate Pringle

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 of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Neil Weatherley
<b>Headteacher</b>	Mr David Hewitson
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Pembroke Avenue Barley Mow Chester le Street DH3 2DJ
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## Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were observed taught by nine different teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at pupils' books, assessment information, policies and procedures, the school's development plans and updates of pupils' progress. Views of stakeholders in the school were also considered through questionnaires from 29 parents and carers, 15 staff and 87 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively all teachers provide activities to meet the needs of differing abilities, especially for pupils with special educational needs and/or disabilities and higher achievers
- how well basic skills and the use of information and communication technology (ICT) contributes to learning across the curriculum
- how effectively all leaders and managers contribute to the identification of areas of development and can demonstrate successful improvement to improve outcomes for pupils.

## Information about the school

This is a school of average size. Pupils are mainly White British with few pupils from minority ethnic groups or who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above the levels found nationally. The proportion of pupils who have special educational needs and/or disabilities is lower than the national average as is the proportion of pupils with a statement of special educational needs. The school maintains a nursery which is presently housed separately from the main school. At the time of inspection, the school was preparing to move to a new building sited on the present playing fields, to commence in September 2010. Additional Nursery provision is provided on the school site by a private provider which will be inspected separately.

The school holds the Healthy Teeth award and has Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Central to the ethos of this good school are the individual needs of pupils. The excellent relationships with parents and carers, and with other partners, are highly successful in supporting pupils' learning and attitudes. Exceptional levels of care and guidance wholly engage pupils and their families in breaking down barriers to learning. The needs of all pupils, including those with special educational needs and/or disabilities, are quickly identified and are met well enabling most to make good progress. Parents and carers fully recognise how much their children enjoy school and indicate that it is a very safe place to be. Pupils are aware of the feelings of others and have a good understanding of right and wrong. The 'pupil voice' is extremely strong and is demonstrated through the considerable responsibilities undertaken by the school council and other responsibilities taken on by pupils within the school and the local community. Pupils' contribution to the school and community is excellent.

Most children enter Nursery with skills at levels which are significantly below those expected for their age. The good progress made in the Early Years Foundation Stage is built on effectively and by the time pupils leave Year 6 they demonstrate average attainment. Overall, the quality of teaching is good. Teachers use agreed strategies to provide different tasks for pupils in, for example, writing and this has resulted in improved outcomes for pupils. However, progress is variable across the school because of some inconsistencies in the use of assessment information for reading, writing and mathematics. This is because tasks are not yet finely tuned to match the abilities of individual pupils and marking does not always focus sufficiently well on how successfully pupils meet their targets and inform them how to improve.

The deep commitment shared by staff and governors towards their pupils is well demonstrated by the improvements achieved since the last inspection. Self-evaluation is good and areas identified for action demonstrate success. The developing creative curriculum, increased attendance and a better understanding by pupils of how they can be involved in their own learning and progress all contribute to pupils' increased enjoyment of learning. Increased delegation of responsibilities to all leaders has heightened their ability to monitor, evaluate and take action on bringing about improvements. The use of more rigorous assessment is contributing to staff's awareness of the next steps for pupils and this has resulted in better outcomes for pupils. The school has a good capacity for sustained improvement.

### What does the school need to do to improve further?

- Sharpen the rigour of the use of assessment information to ensure that all pupils

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are challenged by:

- finely tuning tasks set in lessons to ensure that they meet the needs of individual pupils
- using marking more effectively and consistently so that all pupils know when they have met their individual targets and what they need to do to move on to the next level of learning.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy school. They demonstrate good attitudes to learning and are keen to work hard for teachers with whom they have positive relationships. They show particular enthusiasm in lessons where practical opportunities enable them to investigate and use new skills. For example, Year 3 pupils used their newly acquired knowledge of compass direction to instruct their blindfolded partners to follow a particular route.

From entry levels into Year 1 pupils achieve well. While progress is good overall, there is some inconsistency. The improved use of assessment data to match work to individuals' needs and improve standards in writing has shown a particular impact. However, this is not yet used to its full potential by all teachers in all subjects. Standards in writing are now higher than those in reading and mathematics by the end of Year 2 and Year 6. The gap between boys and girls is narrowing and identified groups of pupils, including high attainers, make similarly good progress.

Pupils feel extremely safe in school. They are certain that levels of bullying and racism are extremely low and that swift and direct consequences address any anti-social behaviour. Additional opportunities, such as achieving road cycling proficiency, add to individual skills. Good opportunities are in place to promote pupils' health and well-being through physical education, gardening and cookery. Pupils' attendance is average and this, together with their average attainment, means that they are adequately prepared for their next stage in learning. Well-developed links with bodies such as the Women's Institute and the local church encourage successful links with the local community. The school council is particularly strong in gathering opinion and has a real voice in promoting the views of pupils. For example, their active work concerning the building of the new school has been instrumental in drawing together the views of pupils, and parents and carers, to influence the provision. High levels of community involvement and links with other schools contribute much to pupils' understanding of diversity. Work to extend this to involve pupils of other cultures is at an earlier stage of development.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Good relationships and high expectations of behaviour contribute much to pupils' positive attitudes towards learning. Pupils engage well and work hard to complete the tasks set by their teachers. The effective use of interactive whiteboards to model expectations and demonstrate new strategies promotes pupils' involvement and develops their skills. Regular assessments record pupils' attainment and progress over time and this has improved the quality of challenge for pupils, leading to increased progress. However, teachers' use of assessment information to ensure that work meets the differing needs of pupils is not consistent across the school. As a result the uneven level of challenge can hinder pupils in reaching their full potential and higher attainment. In the best practice finely tuned tasks are closely matched to differing levels of ability and the feedback given to pupils makes a direct reference to success and where improvement is needed.

The more creative curriculum is providing pupils with relevant learning through improved opportunities for new and exciting experiences. Opportunities for collaborative work are increasing pupils' communication skills which has a positive impact on the quality of their writing. The increasing use of ICT across subjects provides pupils with opportunities to use their improving literacy and numeracy skills through a different medium. A good range of additional activities, visits, visitors, and residential opportunities for Year 5 and 6 pupils help them to gain in confidence and contribute to their higher aspirations for the future.

The quality of care, guidance and support is a strength of the school. Detailed knowledge of pupils and their families, together with high-quality communication, means

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there is rapid identification of individuals' need. Subsequent actions to support families and individuals in times of crisis are highly effective because of the extremely well-established links with other partners and agencies. There has been some improvement in attendance with the proportion of pupils who are persistently absent having fallen considerably as a result of effective interventions. However, overall attendance levels are still affected by a few families who continue to take holidays during term time. Induction arrangements and the transition of pupils across the school are extremely well addressed. Of particular note is the quality of the transition arrangements to secondary schools. The shared service of the 'transition teacher' adds considerably to the continuity of academic provision, pastoral care and guidance and helps a positive and confident move by pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The concerted efforts over recent years by the headteacher, other leaders and the governors of the school have resulted in considerable improvements to provision which has had a favourable impact on the outcomes for pupils. Responsibilities have been devolved and staff are increasingly accountable for improvements and performance in their areas. Self evaluation processes are accurate and the school has a good understanding of what it needs to be done to improve. Improved tracking of the attainment of pupils contributes much to their progress because it enables teachers to set increasingly challenging targets. The monitoring and evaluation of teaching and assessment is successfully driving improvement. Governors have a good understanding of their roles and focus their monitoring activities to evaluate provision and outcomes. Governors now challenge the school well to bring about further improvement. Safeguarding requirements are well met and governors take additional steps to ensure the security of the site.

Extremely effective links with parents and carers and with outside agencies and partners are highly successful. High-quality relationships with a number of local groups create a really cohesive environment which supports pupils' learning and development very well. Links with other groups nationally and internationally successfully promote pupils' understanding of the diversity of society and promote community cohesion. Effective action has increased opportunities for different groups of pupils. This has improved their outcomes and demonstrates that the school promotes equal opportunities well. The

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school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Most children enter with skills significantly below the levels expected for their age, with communication and language being particular weaknesses. The friendly and welcoming environment enables children to settle quickly and develop good relationships with key workers. This is recognised by parents and carers who are confident their children are well cared for. These very positive relationships provide a secure setting for children who thrive in this atmosphere and develop good levels of behaviour as they work and play together.

The particular focus on developing communication skills has a positive effect on children's ability to interact as they learn to share, negotiate and take turns. Children make good progress during their time in the setting. Adult-led activities successfully extend children's vocabulary and enable them to access new skills across the curriculum. For example, the Nursery teacher showed exceptional teaching skills in extending children's vocabulary as she worked with a small group making pizzas. This practical approach enables children to make good progress in developing their vocabulary and in understanding their new skills.

The new leader demonstrates good leadership and management. She is very aware of all that needs to be done and recognises the limitations of her role because of the separate provision for Nursery and Reception. Specific improvements have been identified, for example to extend the quality of independent learning and to increase the



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monitoring of the provision. New approaches are already have a good impact on the quality of observations and are helping children to progress at a faster rate. Observation books record the successes of children's learning with increasing accuracy and this is contributing greatly to the improving standards. Strict adherence to policies and procedures contribute well to the security of the setting and assure children's good welfare.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The number of responses was relatively low. The overwhelming majority of parents and carers who responded to the questionnaire were highly positive about the school and hold the headteacher and his staff in high regard. They greatly appreciate the care given to their children and are confident that their children are extremely safe because all concerns are listened to and acted upon.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barley Mow Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	76	7	24	0	0	0	0
The school keeps my child safe	19	66	10	34	0	0	0	0
The school informs me about my child's progress	17	59	12	41	0	0	0	0
My child is making enough progress at this school	18	62	11	38	0	0	0	0
The teaching is good at this school	17	59	12	41	0	0	0	0
The school helps me to support my child's learning	15	52	14	48	0	0	0	0
The school helps my child to have a healthy lifestyle	14	48	15	52	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	45	15	52	0	0	0	0
The school meets my child's particular needs	16	55	13	45	0	0	0	0
The school deals effectively with unacceptable behaviour	11	38	15	52	0	0	2	7
The school takes account of my suggestions and concerns	16	55	12	41	1	3	0	0
The school is led and managed effectively	14	48	15	52	0	0	0	0
Overall, I am happy with my child's experience at this school	16	55	12	41	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 July 2010

Dear Pupils

Inspection of Barley Mow Primary School, Chester le Street, DH3 2DJ

It was lovely to meet you all when we visited your school recently.

Thank you for talking to us about all of the wonderful things that you do. You go to a good school and it is very clear that there is excellent support for you and your families from your teachers and many other people. Your teachers help and guide your learning giving you lots of exciting things to experience. As a result, you enjoy school very much. We could tell this by the way you worked together in lessons trying hard to achieve what your teachers asked of you. You care a lot about your friends and teachers and it was lovely to see how many of you helped each other when you saw it was needed. Your behaviour is good and most of you listen very carefully in lessons. This means that you make good progress.

We know that you are getting better at your work but we would like your teachers to help you achieve even more. We have asked them to make sure that the tasks they set for you in reading, writing and mathematics are set at just the right level for each of you so you know what you need to learn next to improve the quality of your work. We have also asked them to mark your work against your targets and tell you exactly what you have achieved and how you can improve further.

You have a very caring and supportive staff to help you and we hope that you will continue to help your teachers as much as they help you.

The very best of luck in your move to your new school.

Yours sincerely

Kate Pringle

Lead Inspector

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