

Barham Primary School

Inspection report

Unique Reference Number	101515
Local Authority	Brent
Inspection number	355013
Inspection dates	9–10 February 2011
Reporting inspector	David Radomsky

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 of pupils on the school roll	685
Appropriate authority	The governing body
Chair	Daksha Thanki
Headteacher	Karen Giles
Date of previous school inspection	26 September 2007
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Introduction

This inspection was carried out by four additional inspectors. They visited 24 lessons and observed 23 teachers. Inspectors held meetings with parents, groups of pupils, members of the governing body and staff. Inspectors observed the school's work and scrutinised policies, monitoring information, data about past performance and the school improvement plan. The team analysed 316 questionnaires from parents and carers, and 57 completed by staff and 105 by pupils.

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

- the quality of teaching, assessment and the curriculum and how well they are contributing to raising attainment, especially in writing
- how effectively the school supports the achievement and personal development of its most vulnerable pupils, especially those who arrive at other than at the usual time
- how effectively leaders at all levels evaluate the school's performance and drive sustainable improvements
- the impact of the school's strategies to improve attendance.

Information about the school

Barham Primary School is a larger than average school. The proportion of pupils with a statement of special educational needs is similar to that usually found in most schools. A larger than usual proportion of pupils, however, have special educational needs and most of this group have speech, language and communication needs. The number of pupils joining or leaving the school other than at the usual times is high. The percentage of pupils from minority ethnic backgrounds and those whose first language is not English is well above average. Since the previous inspection the proportion of pupils known to be eligible for free school meals has reduced and is now below average. The school has a range of accreditations, and since the previous inspection these have included the 2009 Teaching Award for enterprise and the Science Mark (gold) accreditation.

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

This is a good and improving school which plays an important part in the life of the local community. All pupils are greatly valued and an outstanding feature of the school is its highly effective way of working with all parents to keep them well informed, to seek and act on their views and to help them support their children's learning and personal development. As one parent put it, 'Barham Primary is a very good school and over the last few years has really done well for children and in giving support to parents.' Pupils make an outstanding contribution to their school and to the local and international communities. Provision to promote community cohesion is excellent, as is the pupils' spiritual, moral, cultural and social development.

Good systems for care, guidance and support ensure that pupils behave well, feel safe in school, adopt healthy lifestyles and attend school regularly. Through accurate identification and effective support systems, the school ensures that most pupils for whom English is an additional language and those who have special educational needs and/or disabilities, including speech, language and communication needs, as well as those joining the school other than at the usual times, make good progress and achieve well.

The good curriculum is planned successfully to meet the needs and aspirations of most pupils. Through partnership work with many agencies, such as the Wembley Stadium Learning Zone, pupils have many opportunities to develop academically and personally. The curriculum is well adjusted to meet the specific needs of pupils with special educational needs and/disabilities and those for whom English is an additional language. More needs to be done, however, to increase the opportunities for extended writing across the subjects.

The quality of teaching has improved since the previous inspection and is now good overall, although there remains a very small minority of satisfactory teaching. Teaching contributes well to the good progress pupils make. Occasionally, however, planning does not sufficiently take into account the full range of needs and abilities, especially in the teaching of writing. Consequently, progress in those lessons slows. Pupils receive good guidance on how to improve their work, but in some instances, comments do not relate to pupils' National Curriculum targets and insufficient opportunities are given to pupils to respond and follow-up on teachers' comments and learn from their mistakes.

The headteacher, ably assisted by her senior team, has been the driving force in striving for improvement. Senior leaders know the school well through good self-evaluation. Good systems are in place for tracking pupils' achievement and for supporting those who are not meeting expectations. Leaders are supporting the teaching skills of staff well and these successes have been recognised in the recent awards achieved by the school. Some middle leaders, however, do not always effectively use performance data when monitoring and evaluating pupils' progress. All leaders have galvanised the enthusiasm and

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commitment of staff and much has been achieved. Senior leaders have consolidated recent successes, and are securing the recent improvements in attainment and personal development, and are ensuring that attendance is above average. This, combined with strong support from the governing body, demonstrates that the school's capacity to improve further is good.

What does the school need to do to improve further?

- Raise attainment, especially in writing, in both key stages by:
 - spreading the good practice in teaching so that activities to support pupils' learning, at all levels are well planned
 - ensuring that written feedback to pupils is effectively linked to their targets
 - ensuring that pupils have sufficient opportunities to respond to their teachers' comments
 - ensuring that monitoring and evaluation by all middle leaders are supported by effective use of performance data and focus sharply on the learning of all pupils
 - planning additional opportunities across the curriculum to extend pupils' writing.

Outcomes for individuals and groups of pupils

2

Pupils are proud of their school and enjoy their lessons a great deal. The level of commitment to their work is high. As one Year 2 pupil said, 'I like to learn so that when I get older I will know everything!' Pupils collaborate well when working in groups or in pairs and value their peers' assessment of their work. For example, during a Year 1 art lesson, pupils, having taken videos of each other drawing with charcoal, watched the videos together and commented on how well others had met the learning criteria for observational drawing.

The quality of learning seen in lessons during the inspection was good overall, and the work seen in pupils' books confirmed the school's own analysis that pupils are making good progress and achieving well. Pupils enter the school with very low skills and abilities and make good progress to attain average standards by the end of Year 6. At the end of Year 2 however, overall attainment has remained low due to the substantial number of children who join Reception without any prior schooling and with very low levels of English language acquisition. Previous underachievement in reading and mathematics and, to a lesser extent in writing, has been addressed well in the higher years and there was a significant increase in those achieving the higher Level 5 last year. Pupils in the current Years 2 and 6 are on course to reach similar standards as last year. All groups make good progress similar to their peers, including those with English as an additional language, those who arrive later than the usual times and those who have special educational needs and/or disabilities.

Pupils value the wide range of opportunities to take on responsibilities in school and in contributing to the wider community. For instance, the 'red hats' pupils in Years 5 and 6 take their lunchtime role seriously when they take responsibility for monitoring behaviour, resolving conflict and explaining to others about being fair and playing with those who are on their own. Pupils engage well with the daily acts of worship. Some Year 6 pupils told

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inspectors how much they value the opportunities to write and recite their own meaningful prayers.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers skilfully use a range of creative resources, including information and communication technology (ICT) to capture pupils' imaginations. In the best lessons, teachers plan for the learning needs of all pupils, set a good pace and regularly assess how well pupils are learning. Occasionally, however, teachers miss opportunities to provide a sufficient variety of learning activities appropriate for the full range of pupils' abilities. As a result, pupils' learning and progress are slower than in the more successful lessons.

The curriculum is well organised and enriched with a range of additional opportunities. These include visits to London Zoo, partnerships with neighbouring secondary schools to develop extended opportunities to learn science, as well as sporting activities and entering national chess competitions. These opportunities ensure that pupils enjoy a wide range of stimulating experiences which effectively helps to support their achievement and personal development. The recently introduced cross-curricular creative curriculum is offering more opportunities for writing, such as in the Year 1 'super heroes' topic which captures the imagination, especially of boys, well. There are still, however, missed opportunities in planning to fully exploit pupils' writing skills.

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The good care, guidance and support that the pupils receive underpin the positive atmosphere within the school. Pupils have responded well to the school's initiatives to promote regular attendance. As a result, attendance is now above average and persistent absence is low. Strong links with families, partnerships with agencies, and carefully-planned provision combine to enable pupils who experience difficulties to make good progress. Those pupils who arrive at the school with low levels of English acquisition and those pupils with speech, language and communication needs receive well-tailored support, enabling them to make good progress. Teachers and support staff, however, do not always utilise sufficiently in the classroom the good teaching strategies used effectively in support groups. In a few cases, distinguishing between the different needs of those who have special educational needs and those for whom English is an additional language is not clearly identified, resulting in the support not being precisely modified to meet those pupils' needs.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school benefits from the motivating leadership provided by the headteacher and senior staff. Along with governors, leaders communicate a shared vision that is ambitiously focused on raising standards for all. Leaders have galvanised the staff to improve the quality of teaching and learning effectively. Staff feel valued and morale is high. As one teacher said, 'We work in very supportive teams and staff's views are listened to at all levels.'

There has been a sharp focus on the professional development of teachers which has been an important factor in raising attainment. Tracking of pupils' progress is now thorough and provides a clear overview of their progress. The information gathered by senior leaders is used in ensuring that appropriate support is given to underachieving pupils and that teachers are accountable for the good progress of all. As a result, the rates of progress have improved and are being sustained. Middle leaders are increasingly effective at planning thematic learning, but there is still more to do to evaluate the quality of learning across all subjects and iron out the residual pockets of satisfactory teaching.

Every effort is made to fully include pupils with special educational needs and/or disabilities and the full range of those facing other challenging circumstances in all aspects of the school's life. To avoid discrimination, pupils have equal opportunities to participate in activities thus, for instance, vulnerable pupils are targeted and supported by the school and are encouraged to participate in activities that will best contribute to their personal development and progress in their studies.

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The school's commitment to community cohesion is exemplary. As a result, pupils have a strong understanding of the diversity of religious, ethnic and cultural groups locally, nationally and internationally. An inspector joined pupils in a Skype conversation with a partner school in Brazil when pupils discussed issues such as school uniform.

The governing body meets its statutory duties well. Procedures for safeguarding pupils are robust and reviewed regularly so that pupils' safety is ensured. Staff are well trained in child protection procedures and all adults are thoroughly vetted before working at the school. Governors are highly supportive, visit and monitor the work of the school regularly and actively seek and act on the views of parents. The governing body effectively calls leaders to account for the quality of all aspects of the school's performance. It has a good capacity to influence the school's future strategic direction.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make good progress in the Nursery and Reception in relation to their mainly exceptionally low starting points. By the time they enter Year 1 overall attainment in the early learning goals in most areas is below average. Children's skills in reading, writing, mathematical and emotional development are less well developed than other areas.

Children enjoy coming to school and being purposefully engaged in the richness of activities available. They show high levels of curiosity, imagination and concentration. This is because teaching is of good quality and there is a good balance between child-initiated and teacher-led activities. The indoor and outdoor facilities provide a stimulating environment which effectively enhances learning in all areas. Children take pride in their self-initiated activities and enjoy working together in role play. Children, playing in a tent with torches, told the inspector that they were exploring and looking for 'something'. Children's health and safety are ensured and links with families and with external agencies

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to support children's learning and well-being are good. As one parent said, 'My child loves nursery, she is becoming more confident in speaking. She has made special friends and loves books.'

The phase is well led and managed. Not all the adults working with the children, however, are sufficiently trained in being able to distinguish the different support needs of those children for whom English is an additional language as distinct from those who have special educational needs and/or disabilities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Almost all of the parents and carers who responded to the parental questionnaire were very positive about the school. They were particularly positive about how their children enjoy school, the school's due regard for their children's safety and the good quality of teaching. Inspection evidence concurred with this. A few parents and carers raised concerns about the management of behaviour. Inspection evidence indicates that pupils' behaviour is good and well managed by staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barham 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 316 completed questionnaires by the end of the on-site inspection. In total, there are 685 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	211	67	99	31	4	1	0	0
The school keeps my child safe	188	59	118	37	10	3	0	0
My school informs me about my child's progress	143	45	155	49	14	4	1	0
My child is making enough progress at this school	128	41	169	53	14	4	2	1
The teaching is good at this school	144	46	161	51	6	2	0	0
The school helps me to support my child's learning	144	46	153	48	11	3	1	0
The school helps my child to have a healthy lifestyle	136	43	166	53	10	3	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)	128	41	161	51	14	4	2	1
The school meets my child's particular needs	120	38	173	55	18	6	1	0
The school deals effectively with unacceptable behaviour	116	37	157	50	30	9	5	2
The school takes account of my suggestions and concerns	95	30	180	57	28	9	1	0
The school is led and managed effectively	137	43	165	52	7	2	0	0
Overall, I am happy with my child's experience at this school	159	50	144	46	9	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



13th February 2011

Dear Pupils

Inspection of Barham Primary School, Wembley HA0 4RQ

Thank you for the warm welcome that you gave us when we visited your school. We greatly enjoyed talking to many of you and wish we had had more time to meet all of you. Yours is a good school and these are some of the reasons why:

- your headteacher, staff and governing body want to help you achieve your potential in all that you do and you are very well cared for and supported
- you clearly enjoy school and we were very impressed with your outstanding contribution to the school and wider community, how well you all get on and respect everyone's faith and culture in your school, in this country and the world
- you behave well and have a good understanding of how to lead a healthy lifestyle and know how to stay safe
- the school provides you with many enjoyable and fun learning opportunities
- the majority of teachers prepare good lessons, and work with you to make your learning exciting.

We have asked the school to do the following things to make it even better:

- the teachers are going to make sure you have opportunities to improve your work after they mark your books, tell you what level you are working at and how you can do even better
- the teachers are also going to make sure that the work they give you, especially in writing, is suitable to help you make the best possible progress
- school leaders will regularly check that each of you is helped to do your very best in all subjects.

You can all contribute to these improvements by working hard and responding well to all that the teachers ask you to do.

Yours sincerely

David Radomsky

Lead inspector

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