

Barons Court Primary School and Nursery

Avenue Road, Westcliff-on-Sea, Essex SS0 7PJ

Inspection dates

15–16 March 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Since the previous inspection, leaders and governors have successfully improved the quality of education. Pupils thrive in this caring and highly productive learning environment.
- The headteacher and deputy headteacher provide outstanding leadership. Their vision and values underpin the work of the school.
- Disadvantaged pupils achieve exceptionally well across the curriculum.
- Most-able pupils make excellent progress. Teachers plan learning activities that ensure that the pupils can excel. Pupils relish the challenge they receive, especially in mathematics.
- Pupils' spiritual, moral, social and cultural development is extremely well provided for.
- Governance is outstanding. Governors have a precise understanding of the school's performance. They use additional funding exceptionally well to ensure that disadvantaged pupils have every opportunity to excel.
- Leadership of the early years is inspirational. As a result, children get off to a flying start in the Nursery. They are very well prepared for the Reception Year, key stage 1 and beyond.
- Pupils' attitudes to their learning and behaviour are outstanding. They try hard, persevere and enjoy their learning. They are very thoughtful and caring to each other.
- Pupils typically take great pride in their work, however, some do not form letters precisely, resulting in a lower standard of presentation.
- The quality of teaching and learning over time is consistently good and often outstanding. Teachers plan learning that is highly stimulating and ignites pupils' curiosity.
- Adults help pupils develop skills beyond those expected for their age. The provision in the outdoor curriculum is highly effective in helping pupils develop personally and academically.
- Parents are highly positive about the work of the school and overwhelmingly recommend the school to others.

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes even further by:
 - developing the quality and consistency of pupils' handwriting and letter formation to ensure that the presentation of work is of a high standard.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Since the previous inspection, leaders have successfully improved all aspects of the school's work. They have ensured that pupils in every year group are provided with a high-quality learning experience. Standards continue to rise and are high across the curriculum, as well as in English and mathematics. Pupils make sustained and often exceptional progress from their starting points in many subjects.
- The headteacher is determined that every pupil should succeed and gain a love of learning, both inside the classrooms and in the outdoor environment. There is a highly developed ethos in which pupils learn to respect each other, their environment and the community in which they live. Every pupil has the opportunity to thrive in this school, where teaching is stimulating and interesting.
- Senior leaders have created a 'can-do culture' that is based on the school's shared values of 'caring, sharing, achieving, respect and responsibility'. Staff and pupils demonstrate these values on a daily basis. Pupils have a mature understanding of what it means to be a pupil at this school; they value the teaching they receive. Many pupils spoke of how they are challenged to 'think deeply' about their learning.
- Staff are proud to work at Barons Court Primary School. They feel supported by senior leaders and consequently demonstrate the school's values and ethos consistently well. Leaders provide staff with high-quality training and resources so they can carry out their roles and responsibilities well.
- Middle leaders are highly effective. They regularly analyse information about pupils' achievement in English and mathematics. Using this information, they put in place support to ensure that no pupil falls behind and learning activities are precise. In subjects other than English and mathematics, leaders are rigorous in monitoring the impact of the well-designed curriculum on the very good progress that pupils make.
- Pupils' achievement is tracked and monitored well by school leaders, who check the curriculum standards and the activities that pupils experience, to ensure that pupils can excel and make rapid progress across all subjects.
- Leaders provide a highly stimulating and engaging curriculum which includes well-delivered outdoor learning. All pupils experience much of their learning outside, using either their school grounds or the local beach. The youngest children in the Nursery regularly visit the beach to develop their curiosity about the world around them. Older pupils enthusiastically and accurately explained how they learned about longshore drift and its impact on the environment during their recent geography trip to the beach.
- The curriculum provision is well established and stimulating. Learning activities are often inspiring and well planned. Pupils speak enthusiastically and knowledgeably about subjects such as science, geography, history and art, and how they appreciate the many trips and outdoor experiences they receive that bring their 'learning to life' and make it 'memorable'.
- The leadership and provision for pupils who have special educational needs and/or disabilities is excellent. Staff focus on improving the outcomes for these pupils by planning carefully and thoroughly to meet their individual needs. Governors monitor

the special needs provision well, including how effectively the additional funding is used to ensure that pupils make good progress in all areas of the curriculum.

- Leaders and governors evaluate the impact of additional government funding very effectively. They understand what works well for their disadvantaged pupils and ensure that individual pupils receive what is required to overcome their barriers to learning. Through careful monitoring, the progress disadvantaged pupils and those who have special educational needs and/or disabilities make is regularly reviewed across all subjects of the national curriculum. Pupils eligible for additional funding are making sustained progress and the differences with other pupils nationally are diminishing.
- Leaders ensure that members of the community are involved in the life of the school. The work of the pastoral workers with parents, especially those who are new to Britain, is highly effective. Parents appreciate the high-quality learning opportunities and the crèche facilities the school offers. During holidays, pupils are able to visit the school's own library with their parents so they continue to develop reading skills together. This has proven highly successful and very popular within the community.
- Pupils are prepared very well for life in modern Britain. Older pupils apply for additional roles and responsibilities within the school, such as fundraising or mentors. Those responsible for the house system are very clear that their role is to 'listen to the other pupils' and ensure that their actions represent the views of others. Pupils have a very mature understanding of equality and take a leading role in preventing discrimination of any kind.

Governance of the school

- Governance is highly organised and effective. Minutes show that governors spend time on the important matters of raising pupils' achievement and keeping pupils safe and well cared for.
- Governors are committed and dedicated to the work of the school. They are well trained and well informed. Under the guidance and expertise of the highly experienced chair of governors, the governing body carries out its statutory duties exceptionally well.
- The financial management of the school meets statutory requirements. Governors have a clear strategy for the effective use of pupil premium and other additional funding that precisely meets the needs of the pupils. They ensure that the physical education and sports premium supports and increases the number of pupils who access sporting activities both during and after school.
- The website is kept up to date with all relevant information so that parents can access any information required.

Safeguarding

- The arrangements for safeguarding are effective.
- All statutory safeguarding requirements are in place. Staff are well trained and receive updates regularly from senior leaders. The governors and school leaders regularly check the school's work on safeguarding to satisfy themselves that all the necessary

documentation is compliant.

- Staff are well trained in identifying concerns and know how to report these concerns appropriately and swiftly. The designated staff work well with external organisations to ensure that the appropriate and timely action is taken when concerns arise. Child protection records are meticulously kept and issues are followed up appropriately.
- Pupils spoken with during the inspection stated that they feel safe and know who to speak to if they have concerns. All parents who responded to the Ofsted online questionnaire, Parent View, stated that they consider their children to be safe. Inspectors agree.
- Provision for pupils to learn about online safety is effective. Pupils are taught how to stay safe while using a range of technology. Leaders provide workshops for parents so everyone can be involved in aspects of safeguarding. Incidents regarding online safety are handled sensitively.

Quality of teaching, learning and assessment

Outstanding

- The quality of teaching, learning and assessment over time is never less than good and is often outstanding.
- Since the previous inspection, teachers have become more skilled at helping pupils improve the quality of their writing. During lessons, teachers offer support and question pupils well, so that pupils have the maximum time to practise their skills. Pupils confidently edit and redraft their work. Pupils' books demonstrate sustained progress across the year.
- Teachers provide learning activities that meet the needs of pupils precisely to improve their grammar, spelling and number skills. Teachers plan sequences of lessons that build pupils' skills and meet their individual needs consistently well. Pupils in key stage 2 make rapid gains in their learning. They master the accurate use of spelling rules and number facts.
- Adults and pupils have highly positive relationships that are built on mutual trust and respect. Consequently, learning proceeds without interruption and most pupils remain focused and highly engaged in their learning.
- The teaching of mathematics is strong. Leaders have changed their approach to the teaching of mathematics following the results from 2016 and the higher demands of the national curriculum. Pupils told inspectors that they relish the challenges they receive and that teachers 'give us opportunity to explain and prove it'. Pupils' mathematics books demonstrate that they are making rapid progress.
- Pupils have opportunities to write at length and across different genres. Pupils were observed writing love poems to Southend. The most able confidently explained the structure of their poem, together with the reasons for their choice of language and phrases. Pupils who have special educational needs and/or disabilities were as successful as their peers, using well-chosen resources to help them produce thoughtful phrases and produce high-quality poems as a result.
- Adults teach phonics systematically and well. Pupils enthusiastically practise their sounds in the daily lessons. However, when pupils practise their writing during the daily

lessons, they are not consistently forming letters correctly. Adults do not routinely check the precision of handwriting and presentation, which means that some pupils are not learning the positive habits of good presentation from a young age.

- Teachers have very accurate subject knowledge, particularly in mathematics. They ensure that the most able pupils are challenged well. Teachers use the school's chosen approach, of flexible groups, skilfully and well. On occasions where some pupils do not produce their best work, adults quickly spot this and alter the teaching swiftly.
- Teachers and other adults are highly skilled at supporting the learning of all pupils, often providing sensitive, calm and thoughtful support, asking probing questions and expecting pupils to do their best. No learning time is wasted, because teachers provide effective guidance and well-established routines so that pupils are confident to ask questions. In their open plan classes, pupils move easily from one lesson or group to the next and settle quickly to their next learning activities.
- Teaching assistants make a significant contribution to pupils' learning, whether working one-to-one with pupils, with small groups or with a whole class when they assist the teacher.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are confident and highly articulate. They willingly follow the values of their school and are exceptionally proud to be pupils at Barons Court Primary School.
- Pupils fulfil their areas of responsibility very effectively. Year 6 pupils organise fundraising events and help at the local home for elderly people. As a result, pupils demonstrate a mature understanding of equality and celebrating difference, as well as supporting others in their community.
- Right from the youngest child in the Nursery, pupils demonstrate a keen enthusiasm for learning. They persevere with activities until they succeed and are very proud of their results.
- Pupils are encouraged to take risks in their outdoor learning activities. Adults ensure that the thorough risk assessments are understood by pupils in an age-appropriate way. The Nursery children were helped to understand the risks on their beach learning activity through the help of pictures. They confidently put on their reflective jackets and hats and could explain the safety reasons easily.
- Pupils who have special educational needs and/or disabilities are very well provided for in a caring environment. Adults consider individual needs precisely and ensure that there is every opportunity for pupils to succeed, either through pastoral support or additional outdoor nurture lessons. Pupils of all abilities show a level of thoughtfulness and care when working with each other that is often beyond their age.

Behaviour

- The behaviour of pupils is outstanding. Pupils are polite and well mannered. They were

highly, and appropriately, confident when explaining to inspectors how their school works.

- Attendance is consistently above national averages. Pupils rarely miss a day. Persistent absenteeism is very low for all groups of pupils.
- Pupils behave exceptionally well during breaktimes and lunchtimes. The small amount of space is utilised well. Pupils have the opportunity to learn to ride bicycles and play in the sand dunes during the summer months. Friendships and laughter were very evident during the inspection and reflective of the happy caring ethos so prevalent in the school.
- Pupils told inspectors how much they enjoy the school 'bistro' at lunchtimes, where the older pupils help serve the younger children. Conversation and good humour is a feature of the dining room.
- All parents who responded to Parent View agreed that the school ensures that pupils behave well. Pupils are happy to speak with an adult if they have concerns.

Outcomes for pupils

Outstanding

- Pupils achieve outstandingly well. At the end of all key stages, the proportion of pupils who consistently achieve at or above the national expectations in reading, writing and mathematics is exceptionally high. Pupils sustain this high standard of achievement throughout all year groups and across the curriculum. Standards are continuing to rise this academic year.
- The progress of each disadvantaged pupil is tracked carefully from their starting points in every subject across the curriculum. By the time disadvantaged pupils reach the end of key stage 2, their combined attainment in reading, writing and mathematics is at least in line with other pupils nationally. The vast majority of disadvantaged pupils are making rapid and accelerated progress in English and mathematics.
- In 2016, in key stage 1, the proportion of pupils working at greater depth in writing was lower than average. In previous years, key stage 1 pupils achieved significantly above national averages in reading, writing and mathematics. Currently, more pupils are working at greater depth, particularly in writing.
- Pupils who have special educational needs and/or disabilities are making good and often accelerated progress in their learning, from their individual starting points across the curriculum. In 2016, by the end of key stage 2, their progress was at least the same as other pupils in the school. The proportion of pupils who reached the required standard in phonics was particularly high.
- Pupils achieve well in phonics. Pupils use their knowledge and understanding of sounds very well when reading. Younger pupils confidently blend their sounds when they read unfamiliar words and are very pleased with their results. In the Year 1 phonics screening check, the proportion of pupils who reached the expected standard in 2016 was above the national average.
- The proportion of pupils who achieve at least age-related expectations in all subjects across the curriculum matches that in English and mathematics. Pupils are very well prepared for the expectations and full range of subjects found in secondary school.

Early years provision

Outstanding

- School leaders are accurate in their judgement that the provision is exemplary.
- Leadership of the early years is inspirational. Adults are trained well and skilfully use every opportunity to encourage and develop children's speaking and language skills. In the Nursery class, children are confident and can explain their ideas and actions very well for their age.
- When children enter the Reception class, they swiftly settle into the routines and respond appropriately to adults' very high expectations. Children are happy and learn exceedingly well in this caring and well organised environment. The foundations for establishing excellent behaviour and positive attitudes to learning are highly evident.
- In 2016, the proportion of children who achieved a good level of development by the end of Reception was above that of children of the same age nationally. In reading, writing and number specifically, children achieved well. Outcomes for children currently in the early years remain high. Boys and girls continue to achieve exceptionally well from their starting points.
- Leaders use the small outdoor areas creatively and highly effectively to promote all areas of learning. Children are engrossed in their chosen learning activities, showing perseverance above that typical for their age. In a typical example, a very young child was watering the plants in the children's garden as part of his own chosen activity. He carefully poured water on each plant, before going to refill the jug and then starting again from the correct point demonstrating skills beyond his age.
- Children's behaviour is exemplary. They are proud of their learning and cooperate exceptionally well with each other. Adults encourage children to be active in their learning and be kind to one another.
- Children learn to read swiftly. This is because they receive high-quality teaching that precisely meets their needs. Children understand that 'phonics helps you with reading' and that 'red words are words that you cannot sound out'.
- Adults provide a highly engaging and stimulating curriculum for the early years children. From Nursery, children participate in practical and memorable learning opportunities. Children who are disadvantaged consistently achieve more highly than other children nationally in areas such as understanding the world.
- Children receive additional support, when required, through the school's highly effective outdoor learning curriculum. In very small groups, children learn skills of perseverance and resilience in a safe and caring environment. Children make rapid personal progress during these sessions.

School details

Unique reference number	114787
Local authority	Southend-on-Sea
Inspection number	10023400

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	273
Appropriate authority	The governing body
Chair	Jessica da Silva
Headteacher	Julia Jones
Telephone number	01702 331356
Website	www.baronscourt.southend.sch.uk
Email address	office@baronscourt.southend.sch.uk
Date of previous inspection	23–24 February 2012

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Since the previous inspection, the school has grown and changed to a primary school in 2010. Pupil results for key stage 2 were first published in 2014.
- The headteacher has been in post since 2013.
- This is an average-sized primary school.
- The proportion of pupils who are known to be eligible for pupil premium funding is below the national average.
- Approximately 85% of pupils speak English as their first language. The proportion of pupils from multi-ethnic groups, who do not speak English as their first language, is growing.

- The proportion of pupils who have special educational needs and/or disabilities is above the national average. The proportion who have an education, health and care plan is above that found nationally.
- The school meets the government's current national floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. This included observations of parts of lessons in all classes, (some seen with the headteacher), taught by class teachers and teaching assistants.
- Inspectors examined pupils' written work across a wide range of subjects, looked at examples of work on display and investigated the school's latest information about teaching and pupils' achievement in all subjects.
- Some pupils from key stages 1 and 2 read to inspectors and talked to them about their books. Inspectors observed the teaching of reading in small groups and the teaching of phonics.
- Meetings were held with pupils, key leaders and representatives of the governing body. A meeting was held with a representative of the local authority.
- Inspectors looked at a range of documents, including plans for future improvement and the school's evaluation of its own performance.
- Policies and procedures for safeguarding pupils and arrangements for pupils who have special educational needs and/or disabilities were examined. Arrangements for e-safety (keeping children safe online when using electronic media) were explored. Scrutiny of studies of vulnerable pupils were undertaken.
- The views of 80 parents, who responded to Ofsted's online questionnaire, Parent View, were taken into account, including the responses from the free-text service.
- The responses from 35 staff questionnaires and 26 pupil questionnaires were analysed.

Inspection team

Kim Hall, lead inspector	Her Majesty's Inspector
Simon Harbrow	Ofsted Inspector
Heather Hann	Ofsted Inspector
Mandy Short	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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