

Name of School:	Barham Primary School
Head teacher/Principal:	Karen Giles
Hub:	Crompton
School type:	Primary
MAT (if applicable):	Not applicable

Estimate at this QA Review:	Outstanding
Date of this Review:	23/01/2019
Estimate at last QA Review	This was the school's first review
Date of last QA Review	This was the school's first review
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	10/03/2016

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Not submitted for this review
Previously accredited valid Areas of Excellence	Not applicable
Overall Estimate	Outstanding

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Barham is a much larger than average maintained school, located in Wembley, in a socially deprived part of north-west London. Numbers have increased from 900 pupils in 2017 to 930 as a result of a steady expansion from three to four-form entry.

Almost all pupils come from minority ethnic groups and the proportion that speaks English as an additional language is well above average, with 33 different languages spoken in school. The proportion of pupils known to be disadvantaged is below average. The percentage of pupils identified as having special educational needs and/or disabilities is above average.

The school serves a culturally diverse community, with the majority of pupils living in overcrowded circumstances, social housing or rented accommodation. Barham's mission statement and its strategic priority for school improvement, 'Quality first teaching, learning and assessment', has been the impetus behind the high percentile ranking for valued added progress in the last three years. Barham's secret to nurturing accelerated learning comes from a core belief in Guy Claxton's ideology of the '5Rs'.

Barham's support for the local community was recognised by Prime Minister, David Cameron, who presented Barham with the Sewa pioneers award in 2014 and again in 2016. Sewa is a universal concept, which involves performing an act of kindness without expectation of reward. The pioneers awards are presented annually. The school also received the UNICEF UK rights respecting school award level one in May 2017 and the inclusion quality mark in July 2017.

2.1 School Improvement Strategies - Progress from previous EBIs

- This is the school's first review.

2.2 School Improvement Strategies - What went well

- The school has a very positive ethos and its vision is shared by the whole school community. Pupils are actively and purposefully involved in a wide range of responsibilities, such as the school council and steering group, which results in them strongly supporting school initiatives.

- The dynamic and very enthusiastic headteacher provides inspirational leadership. She is exceptionally well supported by senior leaders, whose roles and responsibilities have been carefully and clearly developed.
- Continuous professional development is a strength of the school and leaders avail themselves of various opportunities to coach and mentor staff. Leaders 'talent spot' and nurture staff so that they can accelerate their teaching skills. Progression in leadership is a key policy in the school's approach to professional development, ensuring stable succession planning. There is a 'stepping up' programme which involves opportunities for leadership development at all levels. Two trainee headteachers and three middle leaders who are currently completing nationally accredited qualifications. As well as leading consistency of practice and current school initiatives, they share a restlessness to seek out further school improvement ideas and actions.
- There is a very well considered and rigorous approach to school improvement actions. Senior leaders are very reflective practitioners who think deeply about any strategic decisions and carefully evaluate the actions that inform decisions. They actively research best practice.
- School self-evaluation and school development planning are extremely comprehensive and all members of the school community are routinely consulted. Monitoring and assessment calendars, pupil and parent interviews, weekly headteacher meetings with year groups and regular meetings with year group leaders ensure that leaders have a deep and accurate understanding of the school's effectiveness.
- There is a myriad of detailed, well thought-out and high quality guidance for all aspects of the school, including rigorous provision maps and very detailed handbooks for learning assistants.
- The school is highly inclusive. Leaders have developed a wide range of interventions to support disadvantaged pupils and the large number of pupils who enter the school at different times with no knowledge and understanding of English. Work with specialist professionals ensures that barriers to school progress are effectively minimised. In addition, members of the senior leadership team take on teaching responsibilities after identifying the needs of various disadvantaged pupils within phases.
- The strategic leadership team has embarked on significant projects to enhance relationships between home and school. Parents are invited to attend literacy, numeracy, computer, phonics, child care, and parenting workshops.
- The curriculum is constantly evolving because leaders rigorously monitor and evaluate the successes and areas for further development so that any changes can be swiftly and carefully implemented. For example, the school has recently focused on improving its approach to the teaching of the foundation subjects.
- A prominent feature of the school's philosophical approach to learning is its provision of philosophy for children and ensuring that debating sessions extend pupils' reasoning powers.
- Leaders of the Early Years provision have resolute support from the staff. The needs of children are at the heart of every decision that is made. The determination that leaders articulate to secure exceptional achievement for

children is mirrored in every conversation.

2.3 School Improvement Strategies - Even better if...

None identified during this review.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- This was the school's first review

3.2 Quality of Teaching, Learning and Assessment - What went well

- All teachers attend weekly in-service training meetings and are part of core and foundation cog teams. This means that every subject has a teacher representative for every year group. As a result, subject knowledge and progression are reinforced rigorously through year group planning meetings.
- 'Mind the gap' planning ensures that gaps in pupils' prior learning are addressed effectively through detailed provision maps.
- Learning assistants make significant contributions to pupils' learning. They devise an 'immersive learning environment', which is prominent throughout the school. This ensures that pupils' prior learning is reinforced through stimulating and thought-provoking displays in all parts of the school.
- Mutual respect between adults and pupils results in a calm and peaceful working atmosphere. Pupils clearly appreciate the trust afforded them and they work hard to please their teachers.
- Behaviour for learning is strong across the school. Pupils remain on task and show resilience as part of the school's 5 Rs approach to learning.
- Teachers and learning assistants display energy and passion for learning. Their infectious enthusiasm creates a positive learning atmosphere for pupils who consequently thrive under their guidance. Pupils respond well to their teachers' expectations of a high level of maturity. They display very responsible attitudes towards their studies, enjoy lessons and value their education.
- Teachers use resources well so that their lessons are engaging and pupils undertake tasks with enthusiasm. Pupils develop a range of important study skills and teachers routinely promote pupils' literacy and numeracy skills, successfully boosting their use of technical language.
- The vast majority of pupils enter the school with under developed speaking skills and pupil mobility is high. However, pupils are given very good opportunities to develop their oracy skills in various activities, such as London Academy of Music and Dramatic Art classes, philosophy for children and debating sessions. Many pupils speak assuredly and demonstrate strong articulacy and vocabularies.

- Vulnerable pupils make very good progress as a result of the 'quality first' teaching, in addition to the individual support they receive in classes.
- In the Early Years provision, the planning of activities is personalised to the needs of each child and linked very well to their interests. Learning is exciting and fun at this school. Children are very secure in the routines that operate within the Early Years. The organisation of the day, with a careful balance of adult-directed and free-play activities, meets their needs exceptionally well.
- A detailed scrutiny of pupils' books affirms the high quality of teaching. Presentation is very neat and the standard and quantity of work demonstrate very positive progress in all year groups.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...teachers built upon and embedded high-quality interactions in order to ensure that there are consistent opportunities to create depth of learning.
- ...teachers ensured that high expectations of learning, presentation of work and progress are maintained in pupils' curriculum books by ensuring that the key skills of reading and writing are reinforced and consolidated through effective planning and real-time feedback.

4. Outcomes for Pupils

- In 2018, outcomes for pupils at the end of the Early Years Foundation Stage (EYFS) were broadly in line with the national average. Nearly all children enter the nursery with levels of development that are well below national expectations, with most working well below the 30-50 months development band. Progress is good, leading to the proportion of children achieving a good level of development to be in line with the national average.
- Communication and language skills continue to be a focus with particular attention to speaking and listening. The gap between disadvantaged and other pupils was wider in all areas in 2018.
- In 2018, the percentage of pupils who achieved the expected standard in phonics was broadly in line with the national average in Year 1. The percentage of pupils who achieved the expected standard in Year 2 was above the national figure. There was an in-school gap between boys and girls with boys performing less well than those nationally. Disadvantaged pupils' achievement was above other pupils nationally.
- In 2018, progress for pupils at the end of Key Stage 1 from their end of EYFS outcomes was good in reading, writing and mathematics.
- Attainment in Key Stage 1 in 2018 at the expected standard in reading, writing and mathematics was marginally above the national average, but was below average at greater depth. There was an in-school gap between boys and girls, with boys performing above those nationally in reading and mathematics.

- Pupils with special educational needs and/or disabilities (SEND) attained above the national average, while those with a statement or education and health plan were below the national averages for all subjects. The majority of pupils receiving SEND support met the expected standard in reading and mathematics and around one-half did so in writing.
- Disadvantaged pupils in Key Stage 1 attained below other pupils nationally in all subjects at the expected standard. None reached greater depth in the core subjects.
- Progress from the end of Key Stage 1 to the end of Key Stage 2 was above the national average in all subjects, particularly in writing and mathematics, where it was well above.
- Disadvantaged pupils in Key Stage 2 performed better than their peers in reading, writing and mathematics in 2018.
- Attainment in writing was in line with the national average, below average in reading and slightly higher in mathematics. More girls met the expected standard than boys in reading and writing. Boys performed better than girls in mathematics.
- The percentage of pupils who attained at both the expected standard and at greater depth in reading, writing and mathematics in combination was above the national average.
- The percentage of pupils who achieved the expected standard in grammar, punctuation and spelling in 2018 was above the national average.

5. Area of Excellence

Not submitted for this review.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the head teacher, the school would like to reflect further about what support they might like.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.