



### BPSI School Review Full Report

The review gives leaders an opportunity to sharpen their evaluation of the school's performance and identify ways in which they can become even more effective in promoting school improvement. It gives leaders a chance to rehearse the skills needed in presenting their views and providing key evidence, which is likely to increase their preparedness for a short Ofsted inspection or one that converts to a full Section 5. Outside the confines of an official Ofsted inspection, the review is also an opportunity to discuss with the team how leaders are using the Common Inspection Framework criteria to drive improvement and refine their practice.

**The review is not an Ofsted inspection / mock inspection but it has a key role to play in school improvement.** It is commissioned by the school, and its findings are owned by the school, to use and interpret as the school sees fit.

The review draws on Ofsted inspection criteria to support leaders in arriving at a clearer view of their school's performance.

However, because of:

- the time limitations
- the decision made by BPSI that the review should be carried out by Barnet colleagues

The findings of the review might not accord with any judgements made as a result of an Ofsted inspection.

Name of school: Barnfield Primary School	
Headteacher: Lisa Golding	Chair of governors: Wendy Kravetz
Date of review: 16th June 2022	
Review team:  1. Lead Reviewer – Tim McLoughlin 2. Headteacher – Jenny Ayles 3. Headteacher – Lisa Walker	

## Objectives of the Review

To help secure that the school's self-evaluation is tied in closely with development planning.

To help ensure that the headteacher and subject leaders have a clear sense of impact and future direction.

That teachers and subject leaders feel confident about any possible external scrutiny of the quality of education at Barnfield.

## Outline of the Review

This review was carried out by a review team of three members. The work sample included a close look at reading, mathematics, and science as well as wider areas of the curriculum. Reviewers undertook visits to classrooms in Key Stage 1 and 2, escorted by members of the school leadership team. Meetings were held with groups of pupils, subject leaders, senior leaders, and governors. A review of documentation such as the school development plan and self-evaluation took place. The school's single central record was also scrutinised.

## 1. Overall Effectiveness

**BPSI judgement: Good**

Key Strengths of the School

- Leaders have acted swiftly and with vigour to ensure the quality of education is at least good in all subjects. They keep the curriculum under constant review and have a good understanding of current strengths and weaknesses.
- Leaders have united staff with a great passion for the school's strategic direction to which they all subscribe. The school motto of 'be the best you can be' is clear to see throughout all levels of the school.
- Behaviour is very good. This is because the pupils want to be well-behaved and do their best work. Discrete behaviour management strategies are in place consistently across all year groups.
- Pupils' wellbeing is kept central to the work of the school. There is strong pastoral leadership which helps pupils have confidence. This help pupils to adopt an optimistic view of their future aspirations in life.
- Teaching is skilled and teachers have good subject knowledge. This is true of all year groups and most subject areas.

- Governors have a good understanding of the school's context, show no hint of complacency and are keen to be a driving force for change.

What the school should do to improve further

- Many subjects within the curriculum, which have been developed recently, now need time to be fully embedded in all year groups. Leaders need to ensure that staff are clear that learning in all subjects starts in the early years and ends in Year 6.
- The teaching of reading at key stage 1 needs further refinement. Staff, at all levels, need training to ensure precise teaching which emphasises the singularity of approach.
- Within the teaching of mathematics, teachers need to give more able pupils greater challenge, so they learn more.
- Develop the use of summative assessment across all subjects whilst being mindful of workload for teachers so that it is useful to pupil's parents and at key points of transition.

## The Quality of Education

**BPSI judgement:** GOOD

### **Main Findings:**

- A strong, varied, and bespoke curriculum is now in place at Barnfield. Each subject area has a scheme of work which supports teachers' planning effectively and has a clear focus in the skills, knowledge, and vocabulary which leaders want pupils to learn.
- Teachers use formative assessment well so that teaching is lively and engages the interest of the pupils. In return, pupils always want to do their very best. Teachers have a good knowledge of the pupils they teach and can spot who needs extra help to catch up with their learning. They are quick to adapt and make changes to the teaching sequence if needed.
- Pupils read well by the time they leave the school in Year 6. Leaders are taking robust action to tackle the underachievement in this subject in key stage 1. This is as a direct consequence of the recent pandemic, where children in the early years missed out on some crucial teaching. Leaders have recently changed the approach used to teach early reading skills. Early signs are showing that this is beginning to make a difference and is being enjoyed by the pupils. Leaders are aware of the need to embed the approach further to ensure that teachers are teaching reading in the correct way. Older pupils take full advantage of the excellent book stock in the school library. Books are popular and pupils are gaining a wider appreciation of both classic and contemporary authors.
- Mathematics occupies a central position within the curriculum. It is taught well and is very well resourced. The subject is taught well with questioning which calls for higher level understanding and reasoning skills. The content of this subject has been developed to ensure it covers all aspects of the revised national curriculum.
- The whole school curriculum reflects the diversity within the school. Leaders are cognisant that it now needs time to embed fully. They are aware of the importance of this and have plans in place to support the transition between current and new subject leaders for the forthcoming academic year.
- Pupils with special educational needs are integrated well into the school. Teachers and leaders have a good understanding of the range of need within each class. They are aware of how best to make curriculum adaptations, if needed, and to provide alternative resources when these are required.
- Pupils work hard and are keen to do well. They understand the feedback they receive on their written work and make improvements when called upon to do so. Leaders have been sensitive to the need to continue to adapt assessment strategies for teachers in a proportionate way so that it does not impact negatively on their work-life balance.

## Leadership and Management

**BPSI judgement:** GOOD

### **Main Findings:**

- Leaders have instilled a coherent vision with many subject leaders relishing their roles and are rising to the challenge that has been afforded to them. Some are new to their roles but have wasted no time in making immediate improvements to the curriculum.
- Leadership at all levels is ambitious, energetic, and hard-working. They take both an aspirational yet stoic approach to school improvement. They retain a keen focus on the future intended outcomes for the pupils. School development planning keeps pupils achievements at its core.
- Staff, at all levels, feel well-supported and nurtured by the senior staff at the school. Throughout recent terms, change has been managed well. This includes changes of key staff roles through a programme of restructuring and a global pandemic.
- Governors, including those who are recent appointees, use their skills well. They have a good understanding of the challenges facing the school in the local area. They can both support and challenge leaders so that outcomes continue to improve for pupils. They ensure a culture of vigilance, with regards to pupil safety is maintained.
- Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are well catered for. This includes both the procurement and use of additional funding where necessary. Teachers work with a host of external agencies to provide additional support for these discrete pupil groups.
- There is a strong culture of safeguarding at the school. Pupils are always at the heart of everything staff do. Leaders ensure that staff are well-trained in identifying potential risks to pupils, including teaching them how to use the internet safely. The single central record meets current requirements

## Behaviour and Attitudes

**BPSI judgement:** GOOD

### **Main Findings:**

- Leaders have been successful in enabling staff to see all pupils behaviour as a means of communicating their thoughts, wishes and feelings. Therefore, staff respond to pupils with sensitivity and respect. They are supportive of pupils and help them to regulate their behaviour in a systematic way.
- Staff have high expectations of pupil conduct. Pupils rise to this expectation to be polite, lively, and curious. They show respect towards one another as well

as the adults who work with them. They love coming to school and this is reflected in their attendance rates and punctuality.

- Pupils feel safe when they are in school. They say that bullying is very rare, but should it occur, they are confident that staff are able to sort it out in an affair way. They also relish being involved in areas of responsibility within the school that help it to run smoothly, for instance being a peer mediator.
- Teachers keep a careful watch on the 'Zones of Regulation' charts in the classrooms. These allow them to monitor the 'mood temperature' of pupils and in turn, be proactive in helping pupils who may be feeling troubled.
- The school is an orderly place. There is a pervasive atmosphere of calm, both in the classrooms and in the public areas around the building. The use of helpful reminders, motivational signs and indeed, pupils' own work is helping to create a purposeful school community based on mutual respect and kindness towards each other.

## Personal Development

**BPSI judgement:** GOOD

### **Main Findings:**

- Kindness is at the heart of the curriculum at the school. It is taught both explicitly in subjects such as in narrative texts but also as part of the wider personal growth work done at Barnfield. Pupils have a clear sense of right and wrong and are developing a clear idea of the complexities of growing up in modern Britain.
- Leaders augmented the curriculum as part of their post-Covid recovery. This is helping the pupils to be optimistic about the future and to have high aspirations for both themselves and others. They are being taught how to overcome obstacles they may encounter and to have the confidence to try repeatedly when faced with possible failure.
- The work pupils cover in the formal Personal, Social, Health and Economic education is helping to prepare them for their future life. Part of this work includes being taught the importance of personal relationships and how they can be approached positively. Pastoral leadership is a key feature of the school and is helping to form close working bonds between the school and the parents which it serves. It is at the centre of the community.
- The formal subject-based curriculum is further enhanced by a growing number of clubs and extracurricular activities. These cover a range of sporting and cultural endeavours and are well attended. Visits take place to local sites of special interest and frequent special events such as the 'international evening' are creating a sense of togetherness.
- Pupils understand the need to be healthy in both mind and body. They are taught about the importance of a balanced diet and the benefits of exercise. They are also taught about the importance of good mental health and how to ask for help should they need it.

- Pupils who are new to the school are integrated well. This is particularly true of those who may be new entrants to the UK. Here a programme of teaching takes place in parallel with work with parents so that good communication is quickly established.