



3<sup>rd</sup> March 2017

Ms Cathy Leicester  
Headteacher  
Dorothy Barley Junior Academy  
Ivinghoe Road  
Dagenham  
RM8 2NB

**Assessment Date: 21<sup>st</sup> and 22<sup>nd</sup> February 2017**

## Summary

Dorothy Barley Junior Academy is an excellent example of outstanding inclusive practice. The school was placed in Special Measures, for the 3<sup>rd</sup> time in eight years, following an Ofsted inspection which took place in December 2012. During the third monitoring visit (March 2014) the school was judged to be not making reasonable progress towards the removal of special measures and the school converted to Academy on 1<sup>st</sup> June 2014. Child poverty levels in Dagenham are the 9<sup>th</sup> highest for any authority in the UK and 36% of children are living below the poverty line. The London Borough of Barking and Dagenham Education Strategy 2014-2017 document reports that approximately 1 in 3 children (34%) in Barking and Dagenham is born into poverty, higher than the national average of 1 in 5.

At Dorothy Barley Junior Academy 45% of primary pupils are eligible for the Deprivation Pupil Premium. The school has a 12 place Additional Resource Provision (ARP) called the Learning Centre (currently 8 places are filled) which serves Moderate Learning Difficulties. 2% of pupils are currently receiving top-up funding, 13% have Special Educational Needs and 54% of pupils have English as a first language. There are 42 languages other than English spoken by the children at the school.

Despite the low deprivation figures and a history of poor performance the school has made rapid progress under the leadership of the new Headteacher since becoming an Academy. Children and staff thrive under the new Academy Trust, REAch2. Inclusion permeates all aspects of the school's work and there are outstanding links with outside agencies to offer support for families. The Headteacher has a vision of inclusion within a creative curriculum and she works effectively with her leadership team and the Governing Body to ensure that all staff have similar aspirations for children at the school.

The leadership of the Headteacher and the SLT ensures that all children are fully supported to achieve their full potential and they set the framework in which all the work in the school takes place. Children are valued as individuals within a caring atmosphere and there is a celebration of the cultures of all the school's pupils in order that they feel understood.

Teachers and TAs know their pupils well and have an excellent rapport with their children. There is a consistent approach to behaviour management which is understood by everyone through the seven school learning values and golden rules. The learning values of honesty, love, kindness, determination, tolerance and respect are reinforced on a regular basis through assemblies, class discussion and informal reminders. An assembly on tolerance involved staff and children with the focus on ageism, sexism and racism. The attention span and contributions from all the Y3 and Y4 children was outstanding.

Displays in classrooms and shared areas are of high quality. They show a balance between celebrating learning predominantly in the corridors and providing a focus for learning in the classrooms. Working walls are well used in classes and displays such as Greek Myths, SMSC working together. Aspirations, Invaders, Harry Potter, State of Matter and Monet reflect the many and varied themes presented with a high quality of consistency in corridors and in the halls. A wide range of resources including those adapted to individual children's needs are available to further children's learning. An ICT suite is well equipped with a range of digital resources and these are supplemented by laptops, chrome books, iPads and practical science and maths resources.

The outdoor environment is spacious with opportunities for children to develop aspects of sport, sustainability and learning through play. There are statements and images around the school which constantly reinforce positive messages relating to the school's values and personal development. These are not just wallpaper, but messages which children refer to and understand. The library has been refurbished and the school makes good use of additional spaces for a therapy room, a meeting room and for counselling generally. The staffroom is large and comfortable with a timetable of events and displays with a social context. The reception area and office personnel provide a welcoming environment for parents and visitors to the school.

The breakfast club provides many children with a good start to the day. It has a calm atmosphere where children talk and play together in a mature way. Pupil premium funding is used creatively here to fund places for disadvantaged children. There is a strong focus on sport which children enjoy and this encourages children to understand the value of teamwork and competition as well as skill development in a range of sports. This is supplemented by a range of extra-curricular activities including football, basketball, handball, bikeability, science, tennis, rocks and fossils and ICT which all enhance the curriculum.

There is good provision mapping and the effective targeting of the pupil premium funding ensures children with disabilities and special needs are given every opportunity to succeed. Good tracking procedures and related Pupil Progress Meetings constantly review provision for individuals and groups of pupils. There is a focus on Quality First Teaching to ensure that the quality of learning for all is a priority. A three-weekly monitoring cycle has resulted in rapid improvements over the past two years and as a result there is a consistency in approach which is exceptional. There has also been a concerted effort to improve marking and feedback and children's books reflect this effort. The presentation of children's work is consistently good and the focus on handwriting has been productive in this regard with the

issuing of pen licenses being seen as important to children. Children feel that learning is fun and are well motivated. They are beginning to make good progress through the school from low starting points and there are good systems in place to improve the quality of children's learning. The school continues to make every effort to improve attainment in maths, reading and writing, but there is also a strong emphasis on a broad and balanced curriculum with subjects such as sport, music and art having a high profile. The introduction of philosophy across the school is also having an impact on children's attitudes to their learning. The regular teaching of philosophy provides children with a discipline for their discussions and learning and children are well motivated. The excellent behaviour, attitudes and work ethic of the children in both formal and informal settings enhances the learning that children can access in these and other subjects. The impact of the Claude Steiner work with 'warm fuzzies' to improve children's self-esteem has had a significant impact on children's attitudes towards each other.

The Additional Resource Provision (ARP) carries out sterling work with children with moderate learning difficulties. These children then have regular times when they are integrated into the mainstream of schooling depending on their learning difficulty. The role of the additional adults in supporting learning and supporting individual children cannot be underestimated. TAs are totally involved in the learning process and there is a highly supportive relationship between staff and pupils. One child commented, 'Our teachers are so supportive. If you can't do it they don't get harsh with you, but they help you further.' This reflects the consistent messages expressed by children during the assessment. Subject leadership has developed greatly with strong leaders in the core subjects and a growing emphasis on the foundation subjects to ensure they are of equally high priority. Staff have regular and effective CPD which focuses on children's learning and areas for development in the school improvement plan. During the assessment, the assessor saw good examples of the use of talk partners, differentiated work, use of time constraints, reflection, good questioning, peer and self-assessment, comparing texts, praise and encouragement used to good effect, good behaviour management, TAs involved in the learning, consistent standard of marking and presentation and interactive use of the smartboard. There is good teaching throughout the school with some that is outstanding.

Parents are generally highly supportive of the school and its inclusive ethos. Workshops for parents keep them up-to-date with the latest school practices. These have included sessions on maths and literacy. Parents commented on how the school has changed for the better over the past two years. One stated that "*The Headteacher has made a big difference*", another that "*We are all kept on board*" and another "*The school is a community*". The School Welfare Officer provides signposting and reassurance for vulnerable families and has developed strong links with parents to improve the chances of all children. Parents are well informed about their children's progress. Weekly newsletters, texting, parents' meetings, reports each year, signposting to activities in the local community, a clearly set out prospectus and excellent website are all ways in which the school communicates with parents. The school's 'open door' policy is effective in giving parents confidence in the school and the presence of staff on the playground at the beginning and end of the school day acts as a first line of contact with parents. There are generally good communication systems which give parents and carers confidence in the school and in its support for their child's needs. Questionnaires

and suggestion boxes give parents an opportunity to express their views on the school. These are taken seriously and acted upon which was borne out by parental comments. Parents recognise and welcome the child centered approach of all the staff.

The strong leadership of the Headteacher, her accessibility and her commitment to inclusion and improving the opportunities for all children have had a rapid impact on progress within the school. It is acknowledged by everyone and this, combined with the opportunities offered to staff to develop their careers and further their professional status, is commendable. There are good performance management systems which have been effective in focusing teachers and TAs on pupil progress and moving the school forward and the close monitoring of data and learning and teaching have had an impact on raising standards. The Governing Body supports and challenges the leadership team effectively. Governors are well led and have a wide range of expertise upon which to draw and carry out their leadership function to good effect. There is close working with a range of agencies to address the inclusion agenda and to ensure children's needs are met. The Barking and Dagenham Inclusion Team has been particularly influential in this regard. The external advice from the Academy Trust REAch2 is of high quality and continues to challenge the school to improve.

The school has good links with the local sports' network within the Borough and close links with other local schools particularly Riverside Special School. Local businesses and people have been involved in school life particularly during Aspiration week. Visitors to the school from local services and organisations have also contributed to class topic work. Children have sung to the elderly at the local Community Centre and have attended the local church. The school supports local and national charities and children are closely involved in the fund raising. The school is always keen to advertise its successes in the local press particularly as historically it has not had the best publicity. This is beginning to improve the school's image amongst the local community. It is still, however, investigating ways in which to reach out to the local community and to develop better links with the adjoining Infant School.

Dorothy Barley Junior Academy has made rapid progress over the past two years under its new academy status and with a new Headteacher. It is an outstanding example of a school committed to meet the needs of its children regardless of what that takes to achieve.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

**Assessor: Roger Leeke MA**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd

## **Context of the School and Sources of Data:-**

Dorothy Barley currently has 432 pupils on roll and caters for Key Stage 2 children. There are four parallel classes in each year group. In September 2014, the Academy started the year with an Executive Headteacher who had been in post for half a term, a new Head of School and twelve teachers new to the school – an 85% change in the teaching staff. Local and national adverts resulted in few teacher applications, leaving no option other than to seek an alternative supply of teachers. Nine of the twelve teachers were employed from overseas, mainly from Australia and were therefore new to the country and to the curriculum. In September 2015, the school retained six British teachers on a permanent contract, retained four OTTs and one British trained Supply Teacher for class teacher and cover positions and recruited three Teach First and three NQTs to the team. Two of the NQTs had trained at the school in 2014-2015. Four Year Group Leads were appointed from within the team to create a middle management tier. This has created a far more stable and experienced team. In the Autumn term 2014 the school appointed the Head of School as the permanent Headteacher, promoted an additional Assistant Head and promoted an existing Assistant Head to the post of Deputy. A further additional Assistant Head started in the summer term 2015-2016.

## **Portfolio and Other Supporting Evidence:-**

Evidence for the assessment was gathered from a variety of sources. The range of evidence was extremely useful presenting a full picture of life in the school. Interviews on the days of assessment were carried out with governors, the School Welfare Officer, the Headteacher and Deputy Headteacher, the SENCO, class teachers, members of the SMT, support staff, parents and pupils. A tour of the school, informal observations and lunch with the children also informed the evidence base.

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## **Element 1 - The Inclusion Values and Practices of the School**

### Strengths:-

- The school's 7 learning values and golden rules which have an impact on children's learning and are clearly displayed around the school.
- The leadership of the Headteacher and Senior Leadership Team in ensuring all staff have similar inclusive aspirations for children.
- The support for teaching and non-teaching staff which has impacted on rapid progress across the school in all areas.
- The monitoring procedures which encourage high quality teaching and learning and a consistent approach around the school.
- The role of the TAs in supporting learning and acting as role models.
- The excellent behaviour and attitudes of the children in both formal and informal settings.
- The work with outside agencies to ensure all children have a positive learning experience.
- The external advice and support from REAch2 which is of high quality.

### Areas for development:-

- To ensure that the CPD for TAs mirrors that of teachers in terms of monitoring, evaluation, team teaching and coaching.

## Element 2 - The Learning Environment, Resources and ICT

### Strengths:-

- The references to the 7 learning values and reminders to children of high expectations relating to behaviour which are visible in all parts of the school.
- The consistency of display in classrooms and shared areas which show a balance between celebrating children's work and providing a focus for learning.
- The outdoor learning environment which is spacious offering children opportunities to develop aspects of sport, sustainability and learning through play.
- The welcoming reception area and reception personnel who give parents and visitors a good first impression of the school.
- The wide range of resources, their storage and their accessibility.
- The wide range of digital resources available to improve children's computer skills and learning in general.
- The range of resources adapted to the individual needs of children.
- The school website which is informative and provides parents and carers with detailed information about the school and its ethos.

### Areas for development:-

- To work more closely with Riverside Special School to take advantage of resources which might be beneficial in the ARP.

## Element 3 - Learning Attitudes, Values and Personal Development

### Strengths:-

- The breakfast club which provides many children with a good start to the day.
- The focus on sport which motivates children and encourages strong values.
- The provision of a wide range of extra- curricular activities which enhance the curriculum.
- The school's 7 learning values and golden rules which offer children a focus for their learning and for life.
- The good provision mapping ensuring children with disabilities and special needs are given every opportunity to succeed.
- The excellent behaviour and attitudes of the children in both formal and informal settings.
- The effective targeting of pupil premium funding to support disadvantaged children.
- The high expectations of all staff to ensure that children have a positive learning experience.
- The impact of the Claude Steiner work with 'warm fuzzies' to improve children's self-esteem.
- The ARP (Additional Resource Provision) and its work to improve the chances of children with moderate learning difficulties.

### Areas for development:-

- To formalise the new pupil buddy system.
- To translate the 'Welcome to DBJA' booklet into the main languages spoken by families in the school.



## **Element 4 - Learner Progress and the Impact on Learning**

### Strengths:-

- The focus on Quality First Teaching to ensure the quality of learning for all is a priority.
- The teaching of philosophy which provides children with a discipline for their discussions and learning.
- The transition arrangements from Infant to Junior School which reassures parents and children.
- Children enjoy their time in school and are well motivated with good systems in place to improve the quality of learning.
- Activities such as music, art and sport have a high profile and their celebration of success has a strong bearing on children's attitude to their schooling.
- The work ethic of the children, their good behaviour, friendliness and politeness which impacts on their engagement with their school work.
- The tracking of individual and group progress and the rapid improvements in achievement in the past two years.
- The marking and feedback, particularly the peer and self-assessment, which offers children regular opportunities to move forward in their learning.

### Areas for development:-

- To continue to improve progress and attainment in the core subjects across the school.
- To continue to raise the focus of the foundation subjects in terms of assessment and progress.
- To continue to embed White Rose Maths to support learning and progress in maths.

## Element 5 - Learning and Teaching (Monitoring)

### Strengths:-

- The good curriculum leadership across the core and foundation subjects.
- The good teaching throughout the school with some that is outstanding.
- The broad and balanced curriculum which engages the interests of children.
- The three-weekly monitoring cycle which has rapidly improved standards throughout the school.
- The consistently high level of presentation in all classes and shared areas.
- The regular and effective CPD for all staff which focuses on children's learning and areas for development in the school improvement plan.
- The varied use of resources to provide a practical approach to learning.
- The role of the TAs in supporting learning and supporting individual children.
- The highly supportive relationship between staff and pupils.

### Areas for development:-

- To continue to review the teaching and learning at the school to ensure good outcomes for children.
- To refine the assessment of the foundation subjects to ensure it is fit for purpose and provides next steps for further curriculum improvements in order that the expectations in the foundation subjects are as high as those in the core subjects.

## Element 6 - Parents, Carers and Guardians

### Strengths:-

- The good communication systems which give parents and carers confidence in the school and in its support for children's needs.
- The role of the School Welfare Officer who provides signposting and reassurance for vulnerable families.
- The school's "open door" policy which is effective in giving parents confidence in the school.
- The presence of staff on the playground at the beginning and end of each day which acts as a first line of contact with parents.
- The questionnaires and suggestion boxes which give parents an opportunity to express their views on the school.
- The breakfast club which offers parents and carers child care opportunities at the beginning of the school day.
- The child centered focus of all staff which parents recognise and appreciate.

### Areas for development:-

- To continue with the establishment of Parent Partners.
- To continue to find ways to engage hard to reach parents.

## Element 7 - Governing Body and Management

### Strengths:-

- The strong leadership of the Headteacher, her accessibility and her commitment to inclusion and improving the opportunities for all children.
- The opportunities given to staff to develop their careers and further their professional status.
- The good performance management systems which have been effective in focusing teachers and TAs on pupil progress and moving the school forward.
- The SLT monitoring cycle which has had an impact on raising standards rapidly.
- The close working with a range of agencies to address the inclusion agenda and to ensure children's needs are met.
- Governors are clear about their roles and provide good challenge and support.
- The external advice from REAch2 which the leadership team feel has been of high quality.
- The support from the Borough Inclusion Team which has been beneficial in addressing key issues.

### Areas for development:-

- To ensure that governors are familiar with the recommendations of the Rochford Review.
- To ensure that governor visits focus on the ARP and the integration of children into the mainstream of the school.

## **Element 8 - The School in the Community**

### Strengths:-

- The links with the local sports network within the Borough.
- The close links with other local schools particularly Riverside Special School.
- The involvement of local people in the school in Aspiration week.
- The children's involvement with the local Community Centre and the local church.
- The visitors to the school from local community services and organisations to enhance topic work.
- The support for local and national charities and the involvement of the children in raising funds for children less fortunate than themselves.
- The school's drive to ensure that its successes are celebrated in the local press.

### Areas for development:-

- To continue to investigate ways in which a) the school is more involved in local community activities and b) how the local community can be more regularly welcomed into school.
- To continue to develop links with the new Headteacher of the Infant School to benefit children transferring into Y3