

Inspection of Barlestone Church of England Primary School

Barton Road, Barlestone, Nuneaton, Warwickshire CV13 0EP

Inspection dates: 29–30 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils are proud of the friendly, family atmosphere at this school. They say, 'Our school is for everybody.' Pupils feel safe. They respect their teachers and are keen to learn.

Leaders want pupils to be ready for the future. They want them to have the knowledge and skills to be thoughtful members of the community. Pupils appreciate that teachers help them to improve their reading, writing and mathematics. They enjoy learning and discussing interesting issues. For example, in history, Year 6 pupils debate why women were important during the war. Pupils are ready to think deeply in all subjects.

Pupils enjoy responsibilities and helping others. For example, junior leaders are proud of their charity fundraising, and older pupils support younger pupils at lunchtime.

Pupils behave well. They follow the school's 'golden rules'. They say they are treated fairly. Pupils say that bullying rarely happens, if at all. They trust adults to listen to them. They know adults are quick to sort out any issues. Pupils receive house points for working hard. They enjoy receiving a postcard from the headteacher for excellent work. They are also keen to be a 'homework champion'.

What does the school do well and what does it need to do better?

Leaders set high expectations of staff and pupils. They have built a strong sense of teamwork across the school and are ambitious for all. They support staff to meet their expectations. Leaders care about staff's well-being. Staff appreciate the training they receive. As a result, the quality of education has improved throughout the school.

Leaders have ensured that the mathematics curriculum is well planned to enable pupils to build on their learning from one year to the next. Teachers plan lessons in mathematics that develop what pupils already know. Pupils gain the knowledge that they need so that they can take on even more demanding work. Pupils develop their number skills well.

Leaders have introduced new methods to improve pupils' reading. They make sure phonics is taught well. Teachers read a range of age-appropriate books to pupils. These include story books and information books. They also introduce demanding vocabulary. Pupils are keen to read, and they enjoy using the library. Pupils' reading skills are developed well. They read fluently, and with understanding. Pupils are confident to share their enjoyment of books.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). They consider carefully the help these pupils need. They put support in place, so that these pupils achieve well. Pupils who are at risk of falling behind are helped to catch up and keep up.

Trust leaders have helped subject leaders to improve the curriculum. Pupils enjoy learning about interesting topics in a range of subjects. Leaders have planned topic learning in a logical order. They have begun to identify the important knowledge they want pupils to remember. This planning is well on the way in some subjects, for example in history and science. Subject leaders are helping teachers to plan lessons that build on what pupils know. However, teachers do not give all pupils work that is demanding enough.

Adults make sure that children are safe and happy in early years. Children quickly settle and learn the routines of school life. Children enjoy the range of interesting activities on offer. For example, they enjoyed dressing up as people who help them, such as police officers. Teachers build children's knowledge and understanding so that they are ready to start Year 1.

Pupils behave well and help each other. Pupils have many opportunities to develop as happy, healthy and thoughtful individuals. They take part in residential visits or school sleepovers and visits to places to support their learning. Older pupils value the 'Year 6 champions', who help them get ready for secondary school. Pupils are proud to represent their school in sports and music events.

Many parents who responded to the online survey, Parent View, appreciate staff's commitment to go the extra mile.

Safeguarding

The arrangements for safeguarding are effective.

Staff put pupils' welfare first. They know and recognise the signs that may mean a pupil is at risk of harm. They share any concerns with leaders. Leaders work well with external agencies to provide help and support for pupils who need it.

Leaders check staff's suitability to work with children before they start to work at the school. They provide staff with regular safeguarding updates and training.

Pupils learn how to keep themselves safe. Pupils understand how to stay safe online and what to do if they feel worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made a good start to developing a well-sequenced and coherently planned curriculum which ensures that most pupils learn well across a broad range of subjects. Leaders should continue to identify the most important knowledge that pupils should acquire in all subjects so that all pupils know more and remember more.

- Senior leaders are providing effective training to develop staff's subject knowledge and pedagogy throughout the curriculum. Curriculum leaders need to ensure that teachers have a strong understanding of the knowledge that pupils have been taught previously so that the work is increasingly demanding in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140850
Local authority	Leicestershire
Inspection number	10110053
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	Board of trustees
Chair of trust	Stephen Adshead
Headteacher	Jo Westaby
Website	www.barlestoneprimaryschool.co.uk
Date of previous inspection	10–11 May 2017

Information about this school

- The school has been part of the Diocese of Leicester Academies Trust since 1 June 2014.
- The school had its last section 48 inspection in November 2015.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher and the deputy headteacher. They spoke to the trust's chief executive officer and the senior effectiveness officer.
- Inspectors did deep dives in reading, mathematics, history and science. This included discussions with subject leaders, teachers and pupils, visits to lessons with leaders, and scrutiny of pupils' work. They also looked at a range of other subjects on the second day of the inspection.
- Inspectors checked the school's approach to safeguarding. They met with the designated safeguarding lead and school administrative staff. They scrutinised documentation, such as school policies and records of recruitment and pre-employment checks. Inspectors spoke to a range of staff about safeguarding.

- Inspectors spoke to many pupils. They observed pupils during the school day, including at lunchtime and breaktimes. They spoke to parents at the beginning of the school day and considered the 89 responses to Parent View, Ofsted’s online questionnaire. They also considered the 16 responses to the staff questionnaire. There were no responses to the online pupils’ questionnaire.
- Inspectors examined a range of documentation, including published information about the school’s performance in national assessments, the school’s self-evaluation and development plan, information related to behaviour and attendance, and the information published on the school’s website.

Inspection team

Mandy Wilding, lead inspector	Ofsted Inspector
Ann Cruickshank	Ofsted Inspector

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