

Inspection of a good school: Barry Primary School

Barry Road, Northampton, Northamptonshire NN1 5JS

Inspection dates:

29 and 30 March 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy coming to school. The school is a happy place. Pupils greet their teachers with a cheerful 'good morning' at the start of the school day. They hold doors open for each other and speak to visitors with confidence.

Behaviour in lessons is good. Pupils understand the school rules well. They know that they need to 'be ready, be respectful, be safe'. Playtimes and lunchtimes are busy and active. Pupils say that bullying does not happen very often. If it does, they are certain that an adult will help them to sort it out and make it stop. Pupils say that they feel safe at school.

Most staff and parents and carers are proud of the school. Staff say that their workload is considered. They enjoy coming to work. Parents appreciate the recent changes that leaders have brought about. One parent said: 'The school makes a huge effort to get to know every pupil and family.'

Leaders have high ambitions for pupils. They want pupils to achieve well personally and academically. However, there is still work to do to ensure that the school's curriculum is well planned in all subjects.

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

The interim headteacher has skilfully guided the school through a time of uncertainty. The school has significantly improved in a short period of time. Leaders have identified priorities for school improvement and worked with determination to address these.

Leaders ensure that pupils learn to read as quickly as possible. Although the school's phonics programme is new, it is already well embedded. Staff have received training.

They follow the programme closely. Teachers systematically check that pupils remember new sounds. Pupils who find it hard to remember new sounds have extra support to keep up. Pupils enjoy reading. They name their favourite books and authors enthusiastically and explain why they like these books.

Curriculum development has been a priority for leaders. In some subjects, the important knowledge that pupils need to remember is clearly identified and sequenced. For example, in mathematics, pupils' understanding of fractions builds up step by step. In Year 1 they learn to identify halves, in Year 4 they learn to recognise hundredths and, by the time pupils are in Year 6, they learn to identify fractions and decimals.

In mathematics and a number of other subjects, curriculum leaders provide strong leadership. They check how well the curriculum is delivered. They provide support for staff to teach well. However, other subjects are not as well thought out. In these subjects, curriculum leadership is weak. This results in lessons where teachers are not clear about how prior learning links to the lesson being taught, or how it will provide a step towards what pupils will learn next. The strategies that teachers use do not always help pupils to learn new content. In these subjects, pupils cannot remember the school's planned curriculum.

Leaders make sure that teachers systematically check that pupils have remembered prior learning in English and mathematics. This is not as well developed in other subjects. Some subject leaders are trialling systems for assessing pupils. However, there is no agreed approach to ensure consistency across the school.

Leaders are aspirational for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are identified quickly. Teachers adapt their teaching to make sure that these pupils access the same curriculum as their peers. Pupils with SEND are included in all aspects of school life.

The diverse nature of the school is celebrated. Staff, pupils and their families are provided with opportunities to tell others about their faith and culture. Respect for all is at the heart of the school. This is reflected in the school's motto 'Together we care, learn and grow'. Pupils are keen to take on responsibility. They take the initiative to develop their own roles. For example, lunchtimes are pleasant and well ordered because pupils in the 'food council' support the lunchtime supervisors.

Governors share leaders' clear vision for school improvement. They have a wide range of skills to offer to their roles. However, many of the governors have been appointed very recently. They have not yet had the chance to fully understand where the school is in its development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a highly effective culture of safeguarding in the school.

Staff are trained regularly. They understand the importance of reporting their concerns, even when they may seem minor. This helps safeguarding leaders to identify without delay pupils who need support. Leaders ensure that these pupils, and their families, get the help they need.

Pupils learn how to keep themselves safe. They know that they should report anything they see online that upsets them or is inappropriate. They say that they will 'lock it, block it, show it, tell it'.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not yet ensured that an effective curriculum has been developed. In these subjects, the important knowledge that pupils need to learn has not been identified or sequenced so that new knowledge builds on previous learning. Leaders must ensure that learning in all subjects is coherently sequenced from the early years to Year 6, to enable pupils to build up their knowledge over time.
- Many subject leaders are new to role. Some subject leaders do not have the skills or knowledge necessary to lead their subjects confidently. This means that subject leaders are not able to develop staff expertise and make checks on how the curriculum is being delivered. Leaders must ensure that subject leaders have the knowledge and expertise required to ensure the curriculum is implemented well.
- Leaders have not developed an effective system for assessing foundation subjects. This does not help teachers to consistently assess what pupils have remembered or to identify where pupils have gaps in their learning. Leaders should ensure that there is a coherent system for assessment in place in the foundation subjects so that teachers can check what pupils have remembered over time.
- The majority of governors have recently been appointed. They have not yet had enough time to understand fully the school's strengths and areas for further improvement. Governors should ensure that they have the right skills, knowledge and expertise to help the school to continue to improve.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2016.

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 information from Ofsted Parent View 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 are the school and you are 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	121939
Local authority	West Northamptonshire
Inspection number	10199841
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	443
Appropriate authority	The governing body
Chair of governing body	Daniel Lister
Headteacher	Alex Owens (interim headteacher)
Website	www.barryprimary.com
Date of previous inspection	14 and 15 June 2016, under section 5 of the Education Act 2005

Information about this school

- The interim headteacher was appointed in January 2022. Prior to this, from May 2021, she supported the school as a part-time associate headteacher.
- The chair of governors was appointed in March 2022.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the interim headteacher, the deputy headteacher and the phase leader. The inspector met with two members of the governing body, including the chair. The inspector also met with a representative from the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and music. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils from the lessons visited

and looked at pupils' books. The inspector observed pupils reading to a member of staff.

- The inspector spoke to a further four curriculum leaders and reviewed curriculum plans in these subjects.
- A wide variety of school documents were considered, including external reviews of the school and minutes from governing body meetings.
- To inspect safeguarding, the inspector spoke to the designated safeguarding leaders. The single central record and safeguarding records were reviewed. The inspector spoke to staff about their safeguarding training and their understanding of the safeguarding procedures in school. The inspector also spoke to pupils about how safe they feel in school.
- The inspector met parents at the start of the school day. She also took account of the views of pupils, parents and staff through Ofsted's online surveys.

Inspection team

Caroline Poole, lead inspector

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022