

Inspection of a good school: Barrington CofE VC Primary School

Haslingfield Road, Barrington, Cambridge, Cambridgeshire CB22 7RG

Inspection dates:

28 April 2022

Outcome

Barrington C of E VC Primary School continues to be a good school.

What is it like to attend this school?

Pupils at Barrington Church of England Voluntary Controlled Primary School are confident, kind, and happy.

Pupils enjoy their learning and can concentrate. Ducklings in the corridor were an exciting focus for learning even at play time. Organised trips bring learning to life for example, visits to a sustainable farm, a local river trip and going to the seaside. These all provide valuable learning experiences for pupils.

Pupils routinely behave well. They say that bullying is rare, and any incidents are quickly dealt with.

Pupils feel valued. This is because their voice is heard, and their ideas are included in the life of the school. This is through the many varied 'ministries' that pupils can be part of. For example, having a role in designing areas of the school like the library.

Pupils have a wide range of clubs that they can take part in. This is in addition to the ministries, for example, netball, choir and multi-sport.

Pupils are respectful active citizens. They show tolerance and understanding of others. For instance, when talking about what it might be like to be a refugee. One pupil said, 'I just want to give them (a refugee) a hug'.

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

Leaders have carefully considered the curriculum particularly when responding to having both single- and mixed-age classes. The curriculum thinking has taken into account the knowledge pupils need to learn at every stage in every area of the curriculum.

Staff implement the leaders' intended curriculum effectively. Staff use their secure subject knowledge to check pupils' understanding and address any mistakes or misconceptions.

Any pupil who is falling behind is quickly identified and support is put in place to address any gaps. As a result, pupils remember what they have been taught and are able to apply it to learn more.

Reading has a high priority across the school. This is shown by, for example, the school's newly designed library and the expansive range of rich texts. Pupils enjoy their reading and talk animatedly about books they have read in school and at home. Leaders give parents lots of ideas to help them to support their children with their reading. Most staff are well trained to use leaders' chosen approach to phonics well. In the early years, children quickly pick up the skills they need to begin their journey to becoming confident and fluent readers. Leaders have systems in place to monitor the progress that pupils are making with their reading. These identify pupils who need extra support. Still, support put in place to help the few older readers to catch up is not having the impact that leaders intend.

Pupils with special educational needs and/or disabilities (SEND) access the full curriculum alongside their peers. Leaders accurately identify the needs of pupils with SEND. Plans are well considered to ensure that they are able to learn effectively. Parents and pupils are closely involved with the plans that are put in place. This helps parents to support their children effectively.

Pupils have many opportunities to develop themselves beyond the curriculum. For example, supporting the elderly by writing to them during the lockdown, and partaking in a national singing event in an arena. The curriculum content teaches pupils to empathise with others. For example, opportunities to raise money to support children's education in other parts of the world. These experiences ensure that pupils are very aware of differences and are able to show respect, tolerance and understanding to others. They also give pupils the confidence to have a go at the different opportunities that are available to them, such as going on the school residential.

Governors know the school well. This ensures that all leaders, including governors, have a shared vision for school improvement. Governors carry out their safeguarding duties effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard pupils. This includes carrying out the appropriate checks to ensure that all adults are suitable to work with pupils.

Regular and specific training helps adults to understand and identify the risks pupils face. This helps staff to be vigilant about looking out for signs of harm. Adults know how to report a concern. Leaders take swift action in response to any concerns raised. This includes involving other agencies where needed.

The curriculum ensures that pupils learn about how to stay safe online, as well as what steps they would take if they had a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While the teaching of phonics and early reading development is strong in key stage 1 and early years, staff in key stage 2, and, in particular, those staff that carry out interventions for weaker readers, are not as secure in their knowledge of phonics. Support for older pupils who struggle to read is less effective. As a result, these pupils do not achieve as well. Leaders need to ensure all staff are well trained, so they are able to support weaker readers to catch up quickly.

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 January 2017.

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 from 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	110781
Local authority	Cambridgeshire
Inspection number	10211173
Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The Governing Body
Chair of governing body	Helen Cobley
Headteacher	Gill Davies
Website	www.barrington.cambs.sch.uk
Date of previous inspection	17 January 2017, under section 8 of the Education Act 2005

Information about this school

- Barrington CofE VC Primary School is a Church of England school. The school had a section 48 inspection for schools with a religious character on 4 February 2020. The school received a judgement of excellent.
- Leaders do not currently use any alternative provision.
- The school includes a breakfast- and after-school club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with members of the governing body, the headteacher and members of the leadership team.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a

sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of work.

- Inspectors spoke to leaders and staff and looked at records about safeguarding, the behaviour of pupils, the provision for pupils with SEND, the provision for pupils' personal development and leaders' approach to managing the workload of staff.

Inspection team

Sharon Waldron, lead inspector

Her Majesty's Inspector

Kristian Hewitt

Her Majesty's Inspector

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