

Inspection of Barnack CofE (Controlled) Primary School

School Road, Barnack, Stamford, Lincolnshire PE9 3DZ

Inspection dates: 27 and 28 September 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Outstanding |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Requires improvement |

What is it like to attend this school?

Barnack pupils say they would strongly recommend their school to others. It is a safe, stimulating place where they can thrive.

Pupils enjoy the school's calm, orderly environment. They behave well throughout the school day. Pupils understand the school rules. They help each other to keep them. Pupils are kind to others. Their relationships with adults are supportive and respectful. They agree that 'Everyone is treated equally here, and no-one judges anyone.'

There is little bullying. Pupils know staff stop it if it does occur. Pupils say, 'It doesn't happen much here. Children like being at school and are happy.' They trust school staff. Pupils feel there is always someone to talk to about any worries. They feel safe.

Pupils meet teachers' high expectations, including those with special educational needs and/or disabilities (SEND). Pupils are eager to take part in their learning tasks. They get engrossed in interesting activities and many enjoy working at a deeper level.

Pupils are keen to take part in the exceptional broader experiences on offer. Many attend extra clubs. They feel involved in the school because they have a voice. Very many become articulate and mature as they progress through the school.

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

School leaders have made impressive improvements to the quality of education pupils receive. They have designed a highly ambitious curriculum that matches the exact needs of Barnack pupils. Leaders have broken down curriculum content into small, precise steps. These ensure that pupils build their learning successfully over time. Pupils achieve high standards by the time they leave Barnack.

School leaders prioritise reading. Staff deliver the structured phonics programme systematically, meaning that pupils learn quickly to blend sounds into words and develop fluency. All staff are trained well and expert in spotting when pupils fall behind. These pupils are given prompt help. Nearly all stay on track with the phonics programme and go on to achieve highly in reading. Pupils enjoy the wide range of carefully selected books available to them.

Leaders have developed effective ways of helping staff to improve their subject knowledge. This means that teaching expertise is always growing. However, there are still a few subjects where teachers' subject knowledge is not yet secure. This means that pupils do not learn as well in these subjects.

Teachers constantly revisit what pupils learn. This helps pupils' knowledge to stick and makes them ready for new learning. Teachers check systematically how much pupils remember. If pupils fall behind, they receive swift help to get back on track. However, teachers are not ensuring that younger pupils learn to form their letters correctly. This holds some pupils back later on, especially those with lower starting points.

Pupils with SEND are identified accurately and well supported. Teachers modify learning activities well so pupils can access the full curriculum. Teaching assistants play an important role in helping pupils with SEND to gain the right knowledge and skills.

Teachers ensure there is a purposeful working atmosphere in lessons. Pupils take pride in their learning and expect to work hard. They like coming to school and attend regularly.

Early years children settle quickly at the start of each day. Staff make sure they feel safe and secure. Children become absorbed in varied learning activities, especially outside. The early years curriculum is well planned, especially in mathematics and early reading. This ensures that children learn the early knowledge and skills they need to succeed in Year 1. Very many parents are delighted with their children's start to school.

Pupils' personal development is supported exceptionally well. The strong curriculum for personal, social, health and economic education is carefully supplemented by extra programmes to support emotional development. Pupils learn about important themes in every subject which prepare them for their future lives. For example, frequent opportunities to engage in debate helps them understand how to express their views.

The formal partnership arrangement between Barnack and two other local schools works well. Senior leaders provide clear structures so staff and pupils are supported to meet high expectations. The open, reflective culture ensures all voices are heard. This means that staff feel highly motivated and confident in their work.

Governors take their responsibilities seriously. They keep a close eye on leaders' work. They have made a strong contribution to the rapid improvements made by the school.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding culture is strong. Staff receive thorough training. They know how to spot when pupils may be at risk of harm and are vigilant. Staff know what to do if they have a concern about a pupil.

Leaders act quickly to get pupils the help they need, including working with external agencies. They check repeatedly that families are getting the right help.

Staff teach pupils how to keep themselves safe, including online. Leaders and governors carry out effective checks to ensure that only suitable people work or volunteer in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are still a few subjects where the curriculum is less refined, and where teachers' subject knowledge is less developed. This means that in these few subjects pupils do not learn in as much depth as in others. School leaders need to continue their work to ensure the curriculum is equally precise in all subjects, and that teachers' subject knowledge is consistently strong across each one.
- Teachers do not ensure that all younger pupils learn to form their letters correctly. This means that the writing development of some pupils, especially those with low starting points, is held back, and leads to having to reteach these basic skills when pupils are older. Leaders need to ensure that teachers prioritise letter formation with the same determination that they prioritise reading, so all pupils progress successfully through the writing curriculum across each key stage.

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.

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

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| Unique reference number | 110823 |
| Local authority | Peterborough |
| Inspection number | 10241102 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 5 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 168 |
| Appropriate authority | The governing body |
| Chair of governing body | Margaret Sargent |
| Headteacher | Colette Firth |
| Website | www.barnackprimaryschool.co.uk |
| Date of previous inspection | 9 and 10 January 2019, under section 5 of the Education Act 2005 |

Information about this school

- Barnack Church of England Primary School is a voluntary controlled school in the Diocese of Peterborough. The most recent inspection of the school's religious character under section 48 of the Education Act 2005 was carried out on 20 September 2016.
- The school works within a formal partnership brokered by the local authority with two other local schools.
- The school runs a breakfast club and an after-school club.
- Barnack Church of England school leaders do not use any providers of alternative education.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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.
- The lead inspector held discussions with seven governors and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, inspectors discussed the curriculum with subject leaders, staff and pupils, visited a sample of lessons and looked at samples of pupils' work.
- Inspectors scrutinised school documentation, including school development plans and governing body minutes.
- Safeguarding records were scrutinised by inspectors, including the single central record of pre-employment checks, and the school's log of safeguarding and behaviour incidents. A meeting was held with a designated safeguarding leader.
- Inspectors considered 71 responses to Ofsted's online survey, Ofsted Parent View, and 35 free-text comments. An inspector spoke to parents and carers as they arrived at school in the morning with their children. Inspectors also considered 124 responses to Ofsted's online pupil survey and 19 responses to the Ofsted staff survey.

Inspection team

Judith Sumner, lead inspector

Ofsted Inspector

Jess Pearce

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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