

Inspection of a good school: Barnham Church of England Voluntary Controlled Primary School

Mill Lane, Barnham, Nr Thetford, Suffolk IP24 2NG

Inspection dates:

6 and 7 December 2022

Outcome

Barnham Church of England Voluntary Controlled Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud of their school. They say this is because 'we keep going and do not stop. We celebrate as a school not as individuals'. Pupils feel safe and are kept safe. Bullying rarely happens. If pupils have a worry, they can tell any adult who they know will help.

Pupils listen respectfully in lessons and are enthusiastic about their learning. Classrooms are calm places where pupils focus on their learning. Pupils respond well to teachers' high expectations about learning. This helps pupils to achieve well. They value the trips they go on which helps to make learning memorable and real. Visits to a local farm provided pupils with opportunities to use their mathematical skills to decide which machinery the farmer could buy.

A wide range of clubs are on offer. Pupils enjoy participating in these. They include computing, chess, book club and dodgeball. These provide opportunities for pupils to learn new skills and develop their talents.

Pupils have many ways that they can take on roles of responsibility. Pupils feel valued. Their voice brings about changes in their school. Pupil 'MPs' chose dishes for the lunch menu and led an assembly promoting reading for pleasure.

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

Leaders have created an ambitious, well-considered curriculum designed to meet pupils' needs. Leaders thread learning beyond the classroom throughout the year and across all classes. This enriches pupils' learning and helps them to see connections between what they learn in class and the real world. An example of this is considering how mathematics and science can be used in future careers.

Leaders plan learning so that in most areas of the curriculum, the content pupils need to learn is built upon what pupils have learned before and opportunities are given for pupils to revisit important knowledge. However, there are times when teaching does not fully follow leaders' intended plans. When this happens, the chance for pupils to use what they know to help them deepen their understanding is more limited, for example in mathematics. Where this is the case, pupils are less secure in what they know and how to apply it successfully to what they need to learn next.

Teachers have the expertise and subject knowledge needed to teach the full range of subjects well. Teachers check pupils' understanding regularly. They use these checks to spot gaps in pupils' understanding and any misconceptions and adapt their teaching to address these.

Leaders have ensured that reading is highly valued by staff, pupils and parents. Reading is prioritised in the timetable. Pupils enjoy reading. Books and stories are used to link learning across the curriculum. Staff have the training and expertise needed to teach reading consistently and well. This includes effective phonics teaching in Reception and key stage 1. This prepares pupils to learn more complex reading skills as they become more confident readers. Teachers spot if pupils fall behind with their reading. They ensure that support is quickly put in place to help pupils to catch up.

Leaders know pupils well. This helps to ensure that the needs of pupils with special educational needs and/or disabilities (SEND) are identified quickly and accurately. This also ensures that any extra support that is needed can be carefully planned and put in place. The provision for pupils with SEND is regularly reviewed and adapted so that pupils access the same curriculum as their peers and subsequently, achieve their best. Leaders work relentlessly to ensure those pupils with SEND who have more complex needs get the support they need from specialist services.

Teachers have high expectations for behaviour. Pupils know what is expected of them and respect and follow the routines that teachers have put in place. As a result, classrooms are calm places where learning can be maximised and is not disrupted.

Leaders' promotion of pupils' wider development is a strength. This is because of a well-thought-out curriculum that teaches pupils about healthy relationships, respect and differences. Pupils learn about democracy. This starts in Reception where children vote for a story they would like to hear at the end of the day. Older children explore democracy through voting for the pupil 'MPs'. Pupils learn about different religions and have visited places of worship to deepen their understanding.

Governors and school leaders have a shared understanding of the priorities for improvement. Governors are effective at holding school leaders to account, particularly for the quality of education. Governors share leaders' aspirations for pupils to fulfil their potential.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a positive culture for safeguarding. Leaders ensure that all staff are suitable to work with pupils.

Staff know they all are responsible for safeguarding pupils. They are well trained about what signs to look out for if pupils are at risk. Staff know what systems to follow to seek help and support.

When concerns are raised, leaders follow these up swiftly. Leaders work effectively with outside agencies to ensure that families and pupils get the support they need.

Pupils know how to keep safe, both in school and in the wider world, for example by staying safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Where teachers' implementation of the curriculum does not fully reflect leaders' plans, pupils do not receive sufficient opportunities to revisit and practise using important knowledge and skills. Where this is the case, pupils' knowledge and understanding are less secure. Leaders, including subject leaders, should ensure that all areas of the curriculum are implemented to a consistently high quality.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2013.

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 | 124688 |
| Local authority | Suffolk |
| Inspection number | 10212467 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 5 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 157 |
| Appropriate authority | The governing body |
| Chair of governing body | Matthew Hawthorne |
| Headteacher | Amy Arnold |
| Website | www.barnham.suffolk.sch.uk |
| Date of previous inspection | 8 March 2017, under section 8 of the Education Act 2005 |

Information about this school

- Barnham Church of England Primary School has a Christian religious character. The school's most recent section 48 inspection took place in December 2016. The school's next section 48 inspection will be within eight school years.
- Leaders provide a daily breakfast and after-school club.
- Leaders make use of a registered 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 their evaluation of the school.
- During the inspection, the lead inspector held meetings with the headteacher, the assistant headteacher, the family support practitioner and the special educational needs coordinator.
- The lead inspector met with five governors, including the chair and vice-chair of governors.

- Deep dives in reading, mathematics and design technology were carried out by the inspector. The inspector met with subject leaders and visited lessons. The inspector reviewed pupils' work in these subjects, as well as spoke with teachers and pupils.
- Pupils were observed reading to a familiar adult. The lead inspector also looked at pupils' behaviour at lunchtime and visited the breakfast club.
- Arrangements for safeguarding were looked at by the inspector. This included scrutinising the single central record and meeting with the designated safeguarding leads to review other safeguarding documentation.
- The lead inspector considered the 46 responses to Ofsted's online survey, Ofsted Parent View, and 36 free-text comments.
- The lead inspector also considered the 18 responses to the Ofsted staff survey and 37 responses to the pupil survey.

Inspection team

Sharon Waldron, lead inspector

His Majesty's Inspector

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