

Inspection of Barry Primary School

Barry Road, Northampton, Northamptonshire NN1 5JS

Inspection dates: 23 and 24 May 2023

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

What is it like to attend this school?

Barry Primary School is a welcoming and inclusive school where there are caring relationships between staff and pupils. Pupils are happy and proud of their school. Pupils feel safe in school. They know that there are teachers that they can talk to if they have any concerns. One pupil told inspectors that, 'A Barry school pupil is creative and respectful.'

Leaders are ambitious for all pupils. The school is inclusive. Staff are determined that all pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to thrive and achieve well. Pupils are well prepared for the next stage of their education.

Children in the early years make a good start to their time in school, learning new knowledge and skills. The learning environment is purposeful and inviting. It is a place where children thrive.

Staff know the pupils and their families well. Parents and carers are positive about the school. A typical comment was: 'Barry Primary is a happy, safe school and the teachers have my child's best interest at heart. It's a very diverse and accepting school, and so are the children.'

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

There is a well-constructed and ambitious new curriculum in place. Leaders have clearly set out the knowledge and skills that children need to have in each area of learning. There is a clear sequence to the curriculum. Teachers build on pupils' prior knowledge. Teachers' subject knowledge is strong, and they are passionate about what they teach.

The curriculum for mathematics identifies what pupils should learn. It is clear how knowledge builds over time. In the early years, the setting is rich with mathematical representations.

Teachers assess pupils' knowledge and understanding well in some subjects and lessons. They use this information to identify when pupils might have gaps in their knowledge. They use it to inform their planning. However, assessment procedures are not fully embedded or consistent across all subjects. Assessments do not always identify gaps in pupils' knowledge or check on pupils' understanding of key knowledge to inform future teaching. The intended learning outcomes in lessons are ambitious. However, teachers' expectations of the work produced in some lessons are not always high enough to achieve those outcomes.

Leaders ensure that reading is a high priority. They have made sure that texts are available to support pupils' understanding of the diverse world in which they live, and this begins in the nursery. Phonics is taught as soon as children begin the

Reception Year. The teaching of phonics is well organised and effective. Teachers swiftly identify pupils who fall behind and help them to catch up. Pupils regularly read to adults in school to practise and develop their reading skills.

Pupils with SEND receive a wide range of help and support. This support is well tailored. Teachers adapt their teaching to ensure that pupils with SEND learn the same curriculum as their peers. One pupil told inspectors, 'It feels amazing to be a pupil at Barry Primary School.'

The early years environment is well organised, creative and inspiring for Reception and Nursery Year children. Adults encourage children to develop language from an early age. All staff know what children should learn. They check regularly what children know and remember. The well-planned and delivered early years curriculum prepares pupils well for the next stage. Parents value the care that staff provide.

Pupils are friendly and polite to visitors. Most pupils behave well in lessons and work hard. Occasionally, the behaviour of a small minority of pupils disrupts the learning and social times of others. Pupils say that staff do not always respond consistently. Leaders are aware of this, and the work they are doing is improving this area.

The school's work to support pupils' wider development is strong. Pupils are prepared well for life in modern Britain. They have a secure understanding of British values and can talk about them with confidence. Pupils learn about a range of faiths and show tolerance and respect for people's differences. Leaders provide opportunities for pupils to carry out leadership roles. Pupils say that they enjoy these positions of responsibility. They commented that: 'We are role models and make decisions for the good of all.'

The school is well led and managed. Leaders know their school well. They are ambitious and hardworking. Leaders have brought in lots of positive changes and work closely together to continually strengthen and improve the school. They work hard to ensure that staff's workload is manageable. Staff are happy at this school. They work well as a team and support each other well.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders are knowledgeable about safeguarding matters. Leaders liaise well with external agencies when a pupil needs extra help to keep safe. Clear safeguarding procedures are in place to keep pupils safe in school. Staff understand their responsibilities to pass on concerns about pupils. They receive appropriate training and updates.

Leaders make sure that pupils learn how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are aware that some aspects of the curriculum need further refinement, in particular ensuring that teachers' use of assessment consistently identifies gaps and misconceptions in pupils' knowledge and that expectations are consistently high. Leaders must ensure that assessment processes and the delivery of the curriculum in all subjects are of equally high quality so that pupils learn as well as they should.
- Occasionally, a small number of pupils do not display positive attitudes and behaviours. This results in some low-level disruption in lessons and at social times. Some staff do not always manage these incidents of poor behaviour with a consistent approach. Leaders must ensure that everyone has the same high expectations of pupils' behaviour and conduct. They must check that all staff implement the school's behaviour policy consistently.

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

Unique reference number	121939
Local authority	West Northamptonshire
Inspection number	10254758
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	453
Appropriate authority	The governing body
Chair of governing body	Daniel Lister
Headteacher	Caron Gardner-Potter
Website	www.barryprimary.com
Date of previous inspection	29 and 30 March 2022, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative educational provider.

Information about this inspection

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

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, geography, art and computing. For each deep dive, inspectors discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the range of documents that the school keeps with regard to safeguarding. They spoke with pupils, staff and governors about safeguarding arrangements.

- Inspectors met with governors and spoke to a representative of the local authority. They spoke with parents at the beginning of the school day and took account of views expressed through Ofsted Parent View.
- Inspectors spoke with groups of staff. They also took into account the views shared through the survey for staff and pupils.

Inspection team

Dawn Ashbolt, lead inspector	His Majesty's Inspector
John Craig	Ofsted Inspector
Lisa Atkins	Ofsted Inspector
Wendy Gordon	Ofsted Inspector

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