

Inspection of Barton Farm Primary Academy

Glazier Road, Kings Barton, Winchester, Hampshire SO22 6HS

Inspection dates: 17 and 18 May 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils love learning at Barton Farm Primary. They are enthusiastic and excited to share what they know and can do. Staff encourage pupils to be curious about the world around them. There are no limits placed on their learning. They are supported to be resilient, proud, kind and creative.

Pupils learn and play well together. Relationships with adults are nurturing, warm and friendly. Pupils feel proud when adults notice them trying hard or behaving well. They enjoy getting a 'high five' for their efforts and getting a 'Best Seat in the House' award in assembly. Pupils are happy and feel safe. They say bullying does not happen, but they know if it does adults will help them. Pupils' understanding of equality is strong. They value that people are different and therefore recognise everyone as a unique individual.

Leaders think carefully about the experiences they want pupils to have. Every learning and enrichment opportunity links explicitly to a school value. Pupils are encouraged to be active. They learn inside and outside in a variety of ways through the 'explore and learn' time. Parents value the school's approach to learning and the enthusiasm this cultivates. They recognise their children are flourishing and learning exceptionally well.

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

The curriculum is ambitious. Leaders have really considered the important knowledge that pupils need to remember and have built the curriculum around this. It has been planned to support the ethos and values of the school and the wider community it serves. As part of this, leaders have ensured that robust systems are in place to identify the needs of pupils who have special educational needs and/or disabilities (SEND). Pupils have individual plans that are focused on the support they need to achieve.

Staff choose resources and activities that excite and engage pupils. Pupils are eager to talk about their learning. They can confidently describe how their knowledge links together. This includes recounting experiences such as visits to museums and from finding out about inspirational people. Pupils are proud of their learning and rightly feel successful.

Pupils achieve very well. Their work is exceptional, whether it is a piece of writing, a creation or a performance. There are many different opportunities for pupils to demonstrate their depth of knowledge. In history, pupils' writing demonstrates a deep understanding of significant people. In geography, pupils can confidently recall and share what they know about continents and oceans. Pupils' handwriting also develops well because leaders have carefully considered how they teach handwriting and spelling. Pupils know what to do to improve their work. They learn how to give

clear feedback to each other as 'mini coaches'. This high-quality peer feedback helps pupils to succeed.

Reading is prioritised. The library is at the heart of the school. Teachers and pupils talk about 'bumping into books' throughout the school. Everyone understands the importance of reading. The 'Barton Book Club' is well attended by parents every week. The teaching of early reading is precise. Adults accurately track how well pupils are learning to read. If pupils fall behind, staff help them to catch up quickly.

Teachers have strong subject knowledge. They value the wide range of training and professional development opportunities across the multi-academy trust and beyond. In mathematics, teachers skilfully support pupils to deepen their understanding. Pupils have access to a range of resources, which they use with confidence to solve mathematical problems.

Pupils have very positive attitudes. They value the importance of the school's rules and routines. In early years, pupils learn how to play independently and cooperate well with each other. They show high levels of engagement and perseverance. They are always productive. At lunchtime, pupils enjoy being active. 'Play Pals' support everyone to join in with a range of activities such as team games and using building blocks.

Leaders have carefully considered the wider opportunities they want pupils to experience. This element of the school's work is special. Pupils talk confidently about their community involvement. This includes singing in a local care home and planning and hosting a 'Community Café' event. Pupils understand their role as global citizens. Members of the eco-committee know their voice is important in making change. They are proud that their letters to the local councillor resulted in more local litter bins.

Trustees and leaders have a clear vision. The headteacher looks outward for ideas to get the very best for the school. Leaders are mindful of staff workload and have taken actions to reduce this. Staff are grateful for the training opportunities on offer through the multi-academy trust. They feel happy and valued.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is high on everyone's agenda. There is a strong culture of information-sharing based on the principle 'it could happen here'. The headteacher ensures that staff have regular training. Staff are confident about identifying and reporting concerns.

The school works closely with pupils and their families to understand their needs. Leaders are determined to follow up any concerns with other agencies and check that families feel supported. Safeguarding is a priority for governors. They check the school's safeguarding procedures regularly.

Pupils talk confidently about how to keep themselves safe in different situations. They know how to keep themselves safe when online.

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	147836
Local authority	Hampshire
Inspection number	10256266
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	Board of trustees
Chair of trust	Tommy Geddes
Headteacher	Nicola Wells
Website	www.bartonfarmacademy.co.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- This school first opened in September 2020.
- The school is part of the University of Winchester Academy Trust.
- The school does not currently use any alternative provision.

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. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, history, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at curriculum plans and pupils' work in other subjects.

- The lead inspector observed pupils across the school reading to a familiar adult.
- The inspectors observed pupils' behaviour around the school during lessons and at social times, and met with groups of pupils to hear their views.
- Inspectors held a range of meetings with the headteacher, the chief executive officer, school leaders, and teaching and support staff.
- Inspectors scrutinised a wide range of documents, including the school's evaluation of its own performance, a selection of the governors' and trustees' minutes and the school development plans.
- The lead inspector met with the chair of the trust, the chief executive officer and members of the local academy committee, including the chair of the committee.
- To evaluate the effectiveness of safeguarding, the inspectors spoke with staff and pupils. An inspector met with the designated safeguarding lead to review their knowledge, records and actions and also reviewed information about the safer recruitment of staff.
- Inspectors considered pupils' and staff's views through meeting with them and took account of their responses to Ofsted's confidential staff and pupil questionnaires.
- Inspectors took account of parents' views by meeting them at the start of the second day and through the responses to the online survey, Ofsted Parent View, and through parents' free-text comments.

Inspection team

Charlotte Wilson, lead inspector

Ofsted Inspector

Mo Galway

Ofsted Inspector

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