

Inspection of a good school: St Barnabas CofE Primary School

St Barnabas Road, Leicester, Leicestershire LE5 4BD

Inspection dates:

27 and 28 June 2023

Outcome

St Barnabas CofE Primary School continues to be a good school.

What is it like to attend this school?

St Barnabas CofE Primary School is a welcoming and caring school. The school's values of 'hope, joy, justice, respect and service' set out how leaders expect pupils to behave and learn. Pupils understand these well. They say the school's values help them know how to act in different situations. Pupils feel safe and well cared for at school. A typical comment from pupils was that the school is 'amazing' and 'exciting.'

Pupils learn in calm and orderly classrooms. They say that staff teach them well and make lessons enjoyable. There are positive relationships between staff and pupils. Pupils are polite and well mannered. They play well together at playtime and lunchtime, and they have lots of activities they can take part in.

Leaders have ensured that pupils have a range of experiences to enhance their learning. They visit the local museum, go to the pantomime and do sporting competitions. Pupils also have opportunities to contribute to the life of the school. Pupils can be on the school council and be school ambassadors. Pupils enjoy taking on these responsibilities as they know their views will be listened to. For example, the school council helped to design the new school library.

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

Leaders have ensured that there is a well-planned and ambitious curriculum in place in all subjects. They have set out the order in which pupils cover new topics so that they build on what they have already learned. Leaders have detailed the key knowledge they want pupils to remember. This helps teachers to deliver the curriculum well.

Teachers present new information clearly so that pupils are clear about what they are learning. Teachers use questioning to check pupils' understanding. They check that pupils can recall the key knowledge they have learned. As a result, pupils build on what they have learned and progress well through the curriculum.

Teachers use assessment well, and it is linked to the key knowledge that they want pupils to learn. Teachers use this information to address any gaps in learning. In mathematics, teachers help pupils to explain their thinking when solving problems. They ensure that pupils have opportunities to discuss their thinking with others. Pupils develop a secure understanding of mathematical concepts. For example, in a Year 5 mathematics lesson, pupils could precisely explain how to compare two fractions.

Leaders have prioritised reading. They have ensured that all staff are well trained in phonics. They have ensured that the books pupils read match the sounds they know. They use assessment to identify pupils who need extra support. These pupils get extra phonics sessions every day. This helps most pupils to become fluent readers. All pupils have 'guided' and 'shared' reading sessions. This helps pupils to develop their confidence and enjoyment in reading.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) well. Leaders have set out the different strategies teachers can use to help pupils with SEND access the curriculum. Teachers get clear information about how to meet the needs of individual pupils with SEND. Teachers use this information and the different strategies well. This means that most pupils with SEND achieve well.

Children in the early years learn in a caring and supportive environment. There are clear routines that the children follow. The curriculum is well planned. However, some children do not develop secure knowledge and skills in all areas of learning. This means that some children are not ready for key stage 1. Leaders are starting to address this by ensuring that children complete activities that are well matched to their needs. This work is at an early stage.

Pupils have positive attitudes to learning. Teachers are quick to address any off-task behaviour. This means learning is not disrupted, and pupils engage well with learning activities.

Leaders have developed a well-planned personal development programme. The school's values underpin much of this work. Pupils show resilience in their learning and show respect to others. They have a good understanding of fundamental British values. Pupils say that everyone is welcome at the school. They learn about different relationships, religions and cultures. They understand how to keep themselves safe and how to be healthy. This prepares them well for the next stage of their education.

The school is well led and managed. Staff appreciate how leaders consider their workload and well-being. They are proud to work at the school. Governors provide support and challenge to leaders. They know the school well. They fulfil their statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong culture of safeguarding in the school. Staff are well trained. They understand the risks pupils may face. Leaders regularly check that

staff can apply their safeguarding knowledge. Leaders know the pupils and families well. Safeguarding records are comprehensive and show the actions leaders take to keep pupils safe. They work well with other agencies so that pupils and their families get the help they need.

Pupils learn how to keep themselves safe, including when online. They know who to speak to if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some children in the early years do not develop secure knowledge and skills across the areas of learning. This means that some children are not well prepared for the next stage of their education. Leaders are aware of this and have started to address it. Leaders should review the work they are doing to support all children to develop their knowledge and skills in the areas of learning to ensure that it helps children to be ready for key stage 1.

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 February 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

Unique reference number	120187
Local authority	Leicester
Inspection number	10298412
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	337
Appropriate authority	The governing body
Chair of governing body	Jason Gregory
Headteacher	Steve Nash
Website	www.st-barnabas.leicester.sch.uk
Date of previous inspection	20 March 2018, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England primary school. It was last inspected under section 48 of the Education Act 2005 in October 2022.
- The school does not use any alternative provision.
- The headteacher was appointed in January 2022.

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.
- The inspector held meetings with the headteacher and other senior leaders in the school.
- The inspector spoke with a representative from the local authority.
- The inspector met with the chair and members of the governing body.

- The inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- Deep dives were carried out in the following subjects: early reading, mathematics and geography. For each deep dive, the inspector 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 pupils' work.
- The inspector spoke to leaders about other subjects in the curriculum, visited other lessons and sampled pupils' work in art, history and English.
- The inspector observed pupils at breaktime and lunchtimes.
- The inspector considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys.
- The inspector reviewed a range of documentation relating to safeguarding, the school's self-evaluation, behaviour and governance.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

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