

# Inspection of Barwell Infant School

Townend Road, Barwell, Leicester, Leicestershire LE9 8HG

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Inspection dates: 3 and 4 July 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?**

Pupils at Barwell Infant School are enthusiastic and cheerful. They enjoy learning new things. They say that working hard in mathematics 'makes you smarter'. They remember the important knowledge they have been taught. In geography, pupils sing a song to recall the names of continents. In science, they understand that roots help trees to draw up water to live and that bark protects trees from insect enemies.

Staff have high expectations of pupils' behaviour. Pupils know that they need to be kind, respectful, resilient, ambitious, appreciative and a team player. Pupils get on well together. They have positive relationships with the adults in school. They are confident that the staff will keep them safe and help them to sort out any problems or worries they may have. Pupils try hard to live up to the school's motto of 'be the best you can be'.

Pupils enjoy the various opportunities for responsibility they can access at the school. For example, the eco-council leads the way for caring for the school environment and the wider world. It encourages pupils to recycle, walk to school and organise a 'rags to riches' collection. Children in the early years keep their outdoor space neat and tidy.

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

Leaders have designed a curriculum that is ambitious for all pupils. Curriculum plans set out the key knowledge that leaders want pupils to acquire and the small steps of learning that pupils need to make. Leaders have thought carefully about the order in which knowledge is taught.

Leaders ensure that staff have plenty of opportunities to hone their teaching skills. Despite this, in some lessons, teachers do not adjust plans to meet the needs of pupils. The learning activities provided do not always help pupils to learn the intended knowledge as well as they could. Sometimes, teachers do not use teaching time well. Pupils are not always given enough time to practise and apply what they have learned. When this happens, pupils can lose interest in their work.

Children in early years throw themselves into the wide range of purposeful activities on offer. They follow the important routines of each school day. They are independent and confident learners. They love to talk about the activities they are engaged in. One child explained how he had adjusted the sail on the boat he had made to make it travel faster across the water tray when he blew on it. Children benefit from regular reading, writing and mathematics sessions with adults. They are able to practise what they have learned in these lessons as part of their continuous provision. However, staff do not check which activities children participate in. They do not know if children have completed learning tasks across all areas of the early years curriculum. Staff are kind to children. They congratulate them when they succeed and help them when they struggle. Sometimes, they miss

opportunities to ask questions that would help children to deepen their understanding.

Teaching pupils to read is of the utmost importance across the school. Pupils follow a well-structured phonics and reading curriculum. Teachers check that pupils remember new sounds. Pupils receive extra help if they find it hard to keep up. Pupils come to love reading. They list their favourite books. Leaders encourage pupils to read at home as well as in school. Pupils who read regularly at home receive a 'rainbow badge'.

Teachers understand the needs of pupils with special educational needs and/or disabilities (SEND) well. The underlying principle for provision for pupils with SEND is based on 'what works for the child'. Teachers adapt their lessons in the right ways so that pupils with SEND can work alongside their peers from the same curriculum. Some pupils with SEND also receive positive pastoral support. This strong offer provides pupils with bespoke support so that they can access wider opportunities in school.

The school's personal development offer prepares pupils well for the next stage in their education. Pupils become well-rounded individuals. They show respect for difference and learn how to give their ideas and opinions in a way that demonstrates regard for the feelings of others.

Governors are aspirational for the school. They receive plenty of information about the progress the school is making towards the targets they have set. They hold leaders to account and ask challenging questions.

A large majority of staff are positive about the support they receive from leaders. They welcome the time they are given to complete their additional responsibilities. Most say that leaders consider their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They ensure that staff have the training they need to spot and raise concerns. Records evidence the high levels of interest that staff show in pupils' safety and well-being. Leaders offer support to families. They know that by helping families, they are helping pupils. Leaders work closely with external agencies at the right time.

Pupils are taught to be alert to situations that could leave them at risk of harm. For example, they learn about stranger danger. Pupils say they feel safe in school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some lessons, the curriculum is not implemented as leaders intend it to be. Some teachers do not provide activities that meet the needs of all pupils to acquire the intended learning. When this is the case, pupils do not learn as well as they could, and some pupils do not fully participate in their lessons. Leaders must monitor the delivery of the curriculum and ensure that teachers have the skills they need to consistently provide lessons that meet pupils' needs and engage them in their learning.
- Teachers do not make the most of teaching time in every lesson. In some lessons, they miss opportunities to extend pupils' learning or give them enough time to practise and apply their knowledge. Leaders must ensure that teachers use every moment of teaching time well.
- Staff in the early years do not track which activities children have engaged in during continuous provision. As a result, staff cannot be certain which children have had opportunities to develop and practise their skills across each of the areas of learning or identify children who need targeted support. Leaders must ensure that staff check which children participate in the activities provided and use the information gathered effectively.

## 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

<b>Unique reference number</b>	119930
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10254826
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	165
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Everitt
<b>Headteacher</b>	Terena Moreton
<b>Website</b>	<a href="http://www.barwellinfantschool.co.uk">www.barwellinfantschool.co.uk</a>
<b>Date of previous inspection</b>	7 and 8 November 2017, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, a new headteacher and assistant headteacher have been appointed.
- Leaders do not make use of 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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the assistant headteacher and other school leaders. The lead inspector met with four members of the governing body, including the chair of governors, and held a remote meeting with a local authority representative.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and geography. During each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to pupils and teachers from the lessons visited and looked at samples of pupils' work. An inspector also listened to pupils read to a familiar adult.
- To inspect safeguarding, the lead inspector met with safeguarding leaders and scrutinised the single central record and safeguarding records. Inspectors also spoke to staff and governors about the school's arrangements for keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons, in an assembly, around the school and at social times.
- Inspectors considered the views of parents, pupils and staff through discussions during the inspection and responses to the Ofsted surveys. Inspectors also spoke to parents at the school gate.

### **Inspection team**

Caroline Poole, lead inspector

His Majesty's Inspector

Cleo Redmond

Ofsted Inspector

Caroline Barton

Ofsted Inspector

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Piccadilly Gate  
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