

# Inspection of Barford Primary School

Barford Road, Ladywood, Birmingham, West Midlands B16 0EF

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Inspection dates: 7 and 8 November 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 are excited about the changes and the new resources that have transformed learning at Barford Primary School. This includes reading books, laptops and a re-located library. The school has high ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). They carefully overcome any barriers that pupils may have to learning. Pupils are supported effectively and achieve well.

The school has clear expectations on how pupils should behave. Pupils say that staff treat them fairly. Pupils are polite and well mannered. They are calm and orderly around school. Pupils feel safe in school and are confident that staff will resolve any concerns they have. The school ensure that pupils respect each other and know that it is okay to be different.

Pupils have access to an extensive range of experiences beyond the classroom. They look forward to after-school clubs, like gardening and dance and remember with pleasure the whole-school trip to Weston-Super-Mare.

Parents and carers are positive about the school and the support it provides. As one parent commented, 'The school is always improving and implementing new measures for the benefit of each child.'

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

The school has successfully developed the skills of new leaders through its own effective training programme. This has enabled most leaders to confidently check learning in classrooms. As a result, pupils are being taught well and are able to explain key information from their work.

Children make a strong start when they arrive at school. The school has clear routines and high expectations that help children settle quickly. Children start learning the skills of how to read swiftly. If they fall behind, leaders ensure that there is immediate support to help them catch up. Younger pupils can remember stories they have read, like 'Rapunzel' and 'Little Red Riding Hood'. Older pupils can recall their favourite authors and can link stories they are reading to the topics they are currently studying.

The school has supported staff to improve the way they help pupils learn. For example, resources such as sound cards in phonics are being carried by staff. This allows pupils to practise sounds immediately and this improves their knowledge. The school has also recently revised the way that staff guide pupils to improve their work. However, some errors in pupils' work are not identified quickly and this can lead to repeated mistakes, slowing progress.

The school has recently changed some of the content of the curriculum that pupils learn. There is now a clear overview of what is taught in each subject. This helps

teachers to have secure knowledge of what they need to teach and when. This supports pupils to build upon their learning from previous lessons. However, in a small number of subjects, these changes have only recently taken place. Pupils, therefore, do not have secure knowledge or cannot remember the relevant parts of their previous learning. This affects their subsequent learning.

There are clear expectations and high ambition for pupils with SEND. Pupils' needs are accurately identified and well supported in a range of ways. Staff support pupils with SEND effectively in class. The school also uses a well-resourced space to stimulate and appropriately support pupils with specific needs. This inclusive culture supports pupils with SEND to achieve well.

The school carefully checks pupils' attendance and works effectively with families to improve attendance. Careful use of additional funding has meant that disadvantaged pupils attend well. However, too many pupils arrive late to school and, therefore, miss important learning.

The school want pupils to succeed academically and socially. There are many opportunities for personal development, such as taking responsibilities. These include the well-being team and school councillors. Staff also enable pupils to become active citizens, for example, by raising money for charity.

Pupils are proud that they can remember all the protected characteristics. Pupils learn not to discriminate against others, such as by race, faith or gender. They are passionate that they have the chance to share and celebrate each other's cultures, which they do. Pupils work well with each other and older pupils encourage younger pupils to listen carefully in conversations.

The school has effective systems in place to support all staff, including any that are new to the school. Staff value this supportive approach. The school is considerate of staff well-being. This has led to a strong and cohesive team spirit.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a small number of subjects, the school has only recently updated the content of the curriculum. As a result, pupils do not know or struggle to remember their previous learning. This slows their progress. The school should ensure that the new curriculum is implemented effectively to help pupils be secure in what they know and understand in all subjects.
- There are some inconsistencies in the way that teachers use some new or revised approaches to help learning. This means pupils can repeat the same mistakes,

which hinders them from achieving as well as they might. The school should ensure that initiatives introduced, including those to correct pupils' errors and misconceptions, are applied consistently.

- Too many pupils arrive late to school. This means that some pupils miss vital learning at the start of the day. The school should continue to support and challenge families, so that pupils' punctuality improves.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	103162
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10290515
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	421
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Sarah Marshall
<b>Headteacher</b>	Joanne Davies
<b>Website</b>	<a href="http://www.barfordprimary.co.uk">www.barfordprimary.co.uk</a>
<b>Dates of previous inspection</b>	21 and 22 September 2022, under section 8 of the Education Act 2005

## Information about this school

- There has been a new leadership team formed since the previous inspection.
- Most members of the governing body have joined in the last 12 months. The chair of the governing body remains the same.
- The school does not use alternative providers.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, curriculum leaders and the special educational needs coordinator.
- During the inspection, the inspectors carried out deep dives in these subjects: early reading, mathematics, computing and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons,

spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in religious education and physical education.

- The lead inspector listened to pupils read to a familiar adult.
- The inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. Inspectors also spoke to pupils about behaviour.
- Two governors were spoken to, including the chair of governors.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered responses to Ofsted Parent View, including free-text responses. They also considered the online pupil survey and staff survey.
- Pupils were spoken to in formal groups and informally during social times.
- Inspectors talked to parents and carers at the school gate.

### **Inspection team**

Mark Cadwallader, lead inspector	Ofsted Inspector
Marie Conway	Ofsted Inspector
Darren Bishop	Ofsted Inspector

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