

Inspection of Barnehurst Infant School

Barnehurst Close, Northumberland Heath, Erith, Kent DA8 3NL

Inspection dates: 8 and 9 November 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

The headteacher of this school is Louise Shields. This school is part of The Primary First Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Moorhouse, and overseen by a board of trustees, chaired by William Harwood.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2013.

What is it like to attend this school?

Pupils are happy when they arrive to school each morning. They are welcomed by friendly staff. Staff expect the very best from pupils at all times. Pupils are familiar with the routines and high expectations of them. This is particularly impressive in the early years, where children learn routines very quickly. Pupils demonstrate a love for learning. They are extremely happy and safe here.

Pupils form positive friendships with their peers. They have very positive working relationships with staff who expect pupils to behave well at all times. Behaviour is impressive during lessons, around the school and in the playground. Staff make it a priority to know all pupils and their families very well. They do a sterling job in supporting pupils in the best ways possible.

Parents and carers speak highly of the school. They consider it an important part of the local community. They commented on how regularly staff go above and beyond to support them and their children.

Leaders have ensured that they have created a curriculum that helps develop pupils into global citizens. They have carefully planned school visits that link with pupils' learning. The school prepares pupils for the next stages in their education exceptionally well.

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

Leaders have designed an aspirational curriculum that goes beyond the expectations of the national curriculum. The curriculum is sequenced well. This journey begins as soon as children start school. Staff training is a key priority. This means that subject leaders know their areas of responsibility very well. In turn, they train staff to deliver the entire curriculum with confidence, too. Expectations of all pupils including those with special educational needs and/or disabilities (SEND) are consistently high. The identification and provision for these pupils is impressive.

Through routine assessments, staff check pupils' prior knowledge. They pick up gaps and misconceptions and address them swiftly. Teachers make sure that they ignite enthusiasm for each subject for all pupils. They build on learning in each lesson, adding to what pupils know and remember. As a result, pupils build on increasingly complex subject content over time. For example, when learning about the Victorian era, pupils made comparisons on how children lived then compared to life as a child today.

Staff challenge all pupils in lessons. In mathematics, pupils use resources confidently to support them with their learning. In Reception, children use known vocabulary to compare and sort a range of 2D shapes confidently. Adults reinforce the use of vocabulary skilfully by modelling it accurately. Resources across the school are chosen and used appropriately. The use of technology in each lesson to support learning is very impressive.

Leaders have made reading a top priority. It is taught consistently well. Teachers help support all pupils with their reading, including those who have fallen behind in phonics. Where necessary, pupils receive regular bespoke support. This helps to make sure that they quickly catch up with their peers. Teachers across the school promote the love of reading. They have chosen books that will interest pupils and reflect the school's inclusive and diverse curriculum. Pupils are keen to share their favourite books and authors.

Leaders work with outside agencies effectively to best support pupils with SEND. Staff are expertly guided in adapting learning for pupils to access the full curriculum.

Pupils' behaviour is exemplary. They have positive attitudes to their education and are fully engaged in their learning. Staff give pupils the tools to resolve any minor conflicts. Pupils know what makes a good friend and strive to be one for their peers. In early years, children show incredible concentration and determination when completing tasks. They work beautifully with others, but are also able to work independently.

Leaders have developed a curriculum that fosters the school's values of resilience, equality, kindness and courage. They have carefully thought about how to encourage pupils to become 'global citizens'. Pupils learn about positive relationships and different family units. Staff plan school visits regularly to strengthen the curriculum offer. Pupils have access to a broad range of extra-curricular clubs which cover their interests and talents.

When attendance is low, leaders work closely with families so that it rapidly improves. Staff are proud to work here and feel completely cared for by senior leaders. They value the way leaders look out for their well-being. Governors and trustees are fully aware of their statutory duties. They both support and challenge school leaders regularly. Trust leaders know the school well and provide school leaders with the bespoke support they need.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	140320
Local authority	Bexley
Inspection number	10267984
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	Board of trustees
Chair of trust	William Harwood
Headteacher	Louise Shields
Website	www.barnehurstfederation.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school is part of The Primary First Trust. It is also part of a federation with Barnehurst Junior School. Together, they form the Federation of Barnehurst Schools. They share a headteacher, deputy headteacher and other key members of staff.
- This school does not currently use any alternative provision for its pupils.

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.
- Inspectors met with a group of trustees including the chair. Inspectors spoke to the chief executive officer of the trust as well as the education director. They met with the headteacher and other members of the leadership team.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, and history.
- 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 some other subjects.
- To evaluate the effectiveness of safeguarding, 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.

Inspection team

Aliki Constantopoulou, lead inspector His Majesty's Inspector

Lorraine Slee Ofsted Inspector

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