

Inspection of Barnby Road Academy Primary and Nursery school

John Gold Avenue, Newark, Nottinghamshire NG24 1RU

Inspection dates: 7 and 8 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Steven Chamberlain. This school is a single academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Jane Brown.

Ofsted has not previously inspected Barnby Road Academy Primary and Nursery School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

Pupils love attending this school. The 'Barnby Tree' displays the school's goals for all pupils. These goals include becoming culturally sensitive, creative and community-minded. Pupils develop these attributes in abundance. Parents and carers hold the school in very high regard. They shared their children's positivity about staff and even their children's disappointment when the school holidays arrive!

Pupils know the school rules of 'respect yourself, respect others, respect your surroundings'. This is exactly how the pupils act. They talk about their enjoyment of welcoming new pupils to the school and becoming friends with them.

Pupils access a wonderful range of wider opportunities. They benefit from film, chess and walking clubs. They take part in Boccia tournaments. The musical and sporting opportunities are impressive. Pupils sing in choirs and play instruments in the samba band. The orchestra is a magnificent example of the school helping pupils to develop their talents.

Pupils develop their leadership skills, becoming members of eco-groups and house captains. They learn about citizenship by voting for and taking part in the school council. The council makes a difference to school life, contributing to changes to rules and playtime experiences. There is a genuine sense of community.

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

The curriculum is ambitious and well sequenced. The school has identified the important knowledge that pupils should learn and when. The curriculum is organised so that pupils' learning becomes increasingly sophisticated. Pupils learn about their local area and why they should take pride in it.

Teachers have excellent subject knowledge. They confidently share with pupils the meaning of subject-specific terms such as subordinate clause and chronology. Teachers and teaching assistants model how pupils can think about what they are studying. This helps pupils to make predictions about what will happen next in a passage of text, for example. Sometimes, staff do not ensure that the work provided enables all pupils to learn the intended curriculum and build their ability to complete work independently.

In many subjects, pupils develop detailed knowledge. In these subjects, they connect what they are currently studying with what they have learned in the past. Many pupils can make links between the different subjects they study. For example, a pupil could explain why William Morris produced a particular type of art in the Victorian period. In some subjects, pupils are less able to recall what they have learned previously.

Children in the early years make a fantastic start to their time in school. The curriculum is ambitious and tailored to their needs. Carefully planned experiences engage children and enrich their understanding of what they study. Children visit the local library and the seaside and grow their own vegetables. The indoor and outdoor spaces have been carefully designed to help children develop their curiosity and learn independently. Children are very well prepared for year 1.

There is a strong focus on helping pupils to learn to read. Nursery-age children are well prepared for Reception as staff help them to recognise and practise using letters and sounds. Children begin to learn to read as soon as they enter the Reception class. Well-trained staff teach the phonics programme skilfully to these children and to pupils in key stage 1. As a result, children and pupils quickly become accurate readers. Staff provide effective help for those at risk of falling behind their peers.

Pupils with special educational needs and/or disabilities (SEND) have their needs accurately identified. They successfully learn the curriculum alongside their peers. Some pupils access the 'Rainbow Room', where they receive effective, personalised support.

Pupils' behaviour is exemplary. They value their education. Pupils talk about the importance of never giving up. Older and younger pupils play together and support one another.

The school's provision for pupils' personal development is exceptional. Pupils enjoy and benefit from a very wide range of wider opportunities. School trips help pupils develop their independence and resilience. Pupils spend time away from home, camping and taking part in adventurous activities. They demonstrate respect for and knowledge of different faiths and beliefs. Pupils' knowledge of protected characteristics is excellent.

Staff feel proud to work at this school. They regularly access training as well as opportunities to focus on their well-being.

A very clear ethos is evident, in which the whole school community strives to ensure that all pupils and staff can be their best. The school plays an important role in the life of the community. The school does not yet have as precise a view of the implementation and impact of the curriculum in all subjects and for all groups of pupils as it should.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils are not consistently able to recall their prior learning. When this is the case, they are not routinely able to connect what they are currently learning with what they have learned previously. This can limit how well they develop detailed knowledge in these subjects. The school should ensure that pupils are consistently able to recall prior learning in all their subjects so that they can deepen their understanding of what they study across the full breadth of the curriculum.

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	136274
Local authority	Nottinghamshire County Council
Inspection number	10267873
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	590
Appropriate authority	Board of trustees
Chair of trust	Jane Brown
Headteacher	Steven Chamberlain
Website	www.barnbyroadprimary.com
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The school does not currently 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders, subject leaders, staff, the chair of trustees and members of the governing body.
- Inspectors carried out deep dives in reading, mathematics, science, physical education, religious education 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 met with the subject leads and scrutinised curriculum documentation for art, geography, French and music.
- Inspectors met with leaders responsible for pupils' behaviour and attendance, personal development and the provision for pupils with SEND.
- Inspectors met with the leader responsible for the early years and visited the early years setting.
- Inspectors met formally and informally with groups of pupils.
- 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.
- Inspectors considered responses received on Ofsted Parent View, including free-text responses. They also considered responses to the Ofsted staff and pupil surveys.

Inspection team

Matthew Fearn-Davies, lead inspector	His Majesty's Inspector
Ann Glynne-Jones	Ofsted Inspector
Andrew Monaghan	Ofsted Inspector
CT Atwal	Ofsted Inspector

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