

Inspection of Barns Green Primary School

The Hordens, Barns Green, Horsham, West Sussex RH13 0PJ

Inspection dates:	8 and 9 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils flourish in this incredibly nurturing and harmonious place. They rise to the school's high expectations of their conduct and learning. They achieve well. Pupils go out of their way to welcome others to their inclusive school. They develop warm, respectful and professional relationships with staff. Pupils, including children in the early years, are happy. They feel safe and trust that the school will deal with incidents of any unkindness quickly.

Pupils value deeply the responsibility of their leadership roles. For instance, as eco-warriors, members of the school council, digital leaders, reading buddies, librarians and mental health ambassadors. Pupils learn about the importance of empathy and helping others. They volunteer at the Barns Green marathon in the village and participate enthusiastically in local festivities. Pupils organise a range of events to raise funds and donations for causes they support, including for international causes.

The school ensures that pupils develop a wide range of interests and hobbies. Pupils look forward to taking part in the art, choir, sports and woodland wonder clubs. They pursue their creative flair by learning to play a wide range of musical instruments. The school's outdoor learning programme helps pupils learn to take risks safely, look after the environment and become independent.

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

The school is ambitious for all staff and pupils to succeed. It has razor-sharp focus to make sure that the quality of education is of high quality. Together with their well-motivated and capable team, school leaders have designed a creative, purposeful and interesting curriculum. For instance, pupils build a broader appreciation of different topics by visiting art galleries, museums and the theatre.

The curriculums in all subjects, and including in the early years, set out exactly what pupils should learn step by step. Additionally, it has been refined to cater for the mixed-age groups as well as in Reception class. Through a bespoke 'cycle approach', pupils revisit their learning regularly. The school makes sure that all pupils, including disadvantaged pupils and any pupils with special educational needs and/or disabilities (SEND), learn the important skills and technical vocabulary at the right stage. Pupils leave school well prepared for the next stage of their education.

Teaching pupils to read confidently is a high priority for the school. Staff are well trained to teach early reading. The school makes sure that the books pupils read help them practise the sounds they are confident in producing. Any pupils who fall behind are given swift support to catch up quickly. Pupils, and children in the early years, enjoy visiting the well-stocked library and listening to stories staff read and recommend. They take great delight in talking about their favourite authors and texts. Pupils achieve well in the published outcomes.

The school has an air of harmony and kindness in all areas. Pupils are courteous and behave well. They follow instructions with thought and care. Pupils look forward to their learning. Pupils' positive attitudes to their work are reflected in their high rates of attendance. Most parents and carers are highly positive about the regular communication and supportive partnership work with the school.

The school has meticulous procedures to check and make sure that pupils with SEND receive the tailored support they need. This enables these pupils to produce high-quality work. Overall, the school ensures that the work provided is designed to help pupils make links in their learning. For instance, staff skilfully help children develop their language and vocabulary in the different areas. However, occasionally teachers do not check and address pupils' misconceptions quickly enough. This means that some pupils do not learn as well as they could.

Through a wealth of well-considered experiences and opportunities, pupils broaden their horizons. Regular visits from a range of professionals and community leaders give pupils opportunities to learn about and reflect on important aspects of life in modern Britain. Pupils respect others' religious beliefs and traditions. They take a keen interest in current affairs. Pupils hold thoughtful debates on a diverse range of topics, such as the ethics of war, disability rights, individual liberty and climate change. Pupils learn how to look after their health and mental well-being. They know well what makes a healthy relationship. From Reception, children learn about how to work with others collaboratively, reinforcing the community feel of the school.

Staff appreciate the school's consideration for their workload when any new curriculum initiatives are introduced. Governors have an accurate understanding of the school's strengths and areas for development. They hold leaders to account effectively for the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, staff do not check to make sure that all pupils, including those on the early years, have secure understanding of the important knowledge they need to know well. They do not address any misconceptions quickly enough. As a result, some pupils do not achieve as well as could. The school should ensure that all staff know how to use assessment efficiently to adapt their teaching, or the support they provide, to help all pupils progress effectively through 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 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	125838
Local authority	West Sussex
Inspection number	10341600
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	133
Appropriate authority	The governing body
Chair of governing body	Tom Plowman
Headteacher	Tracey Newbold
Website	www.barnsgreen.org.uk
Dates of previous inspection	16 and 17 June 2022, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up their substantive post in March 2023.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, senior leaders and other members of staff.
- The lead inspector met with the chair of governors and four other governors. She also spoke on the telephone with two representatives of the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history and geography. 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. The lead inspector spoke to a group of pupils about their learning in other subjects.
- Inspectors observed pupils' behaviour during visits to classrooms, during breaktimes and as pupils moved around the school. They also considered the responses to the online pupil survey.
- 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.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's online staff and pupil surveys. An inspector spoke to parents and carers at the start of the day to gather their views and opinions about the school.

Inspection team

Shazia Akram, lead inspector

His Majesty's Inspector

Justin Bartlett

Ofsted Inspector

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