

Inspection of a school judged good for overall effectiveness before September 2024: Barley Croft Primary School

Malham Close, Beaumont Leys, Leicester, Leicestershire LE4 0UT

Inspection dates:

10 and 11 December 2024

Outcome

Barley Croft Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

The pupils at Barley Croft Primary are happy and friendly. They enjoy coming to school. They get along well together. Many come from different cultures. Many speak English as an additional language. One comment typical of many pupils was, 'The school brings us together as one big community.'

The pupils appreciate all the school does to help them. There are always adults close by to help. Pupils know the adults will listen to their concerns and help them. This makes them feel safe.

Pupils enjoy the numerous clubs the school offers. They can take part in golf and dance clubs. One club inspires them to think about what university life would be like. It raises their aspirations.

Pupils know the school's values and the 'learning powers'. These include 'Thinkasaurus' to remind pupils to be reflective. Also, 'Responsadon' reminds them to be responsible. Pupils know these values are important life skills.

Pupils behave well in lessons. They enjoy learning about different topics. The school is ambitious for its pupils and the pupils know this. As a result, the majority of pupils make strong progress across the curriculum.

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

The new leadership team is taking decisive actions to improve the curriculum. The curriculum now identifies the important knowledge and skills pupils need to learn for each

subject. The school still has its 'rigorous, engaging, authentic learning' projects to help enthuse the pupils.

In English, pupils now read from carefully chosen books. The books help them develop their writing skills. The school has a well-defined approach to teaching writing. In other subjects, many pupils study a curriculum that builds well. They learn the knowledge effectively and remember their learning. For example, some pupils are able to explain why the Vikings settled in England, and identify the different tribes of the Anglo Saxons. However, in some classes pupils do not learn the important knowledge they should. Some teachers do not use the subject guidance with the precision that is needed.

Teaching now includes reminders of the 'Barley Croft learning powers.' Activities include remembering important words and thinking about what pupils have learned previously. Teachers ask challenging questions. Pupils think hard about their answers. Pupils practise their responses before they share them with the class. This helps them to develop the oracy skills they need.

The school has now prioritised reading. Staff are well trained in the new phonics scheme. Familiar sounds and words are recalled at speed. Teachers present new sounds clearly. The new sounds are mixed with known sounds to create several words. Pupils build their phonics knowledge through regular practice. Pupils who fall behind their peers with their reading get the help they need to catch up.

Children in the early years get off to a great start. The curriculum is exciting and ambitious. It includes visits to the woods, where bug hunts and campfires enrich the learning. The adults are effective. They know what the children need to learn. The children are happy and cared for. They thrive in the setting and enjoy the challenges on offer.

Pupils are extremely well prepared for life in modern Britain. They learn about the fundamental British values. They know exactly what they mean and why they are important. Pupils learn about the protected characteristics. They know that discriminatory behaviour and remarks are wrong. One pupil, whose comment was typical of many, said, 'Inside everyone is the same; everyone knows that rule.'

The school has a special educational needs unit. It is effective. Pupils in this unit receive a language-rich curriculum. It helps them to communicate and learn new words and phrases. Adults provide tailored activities that meet the needs of these pupils well. However, some pupils with special educational needs and/or disabilities (SEND) in the mainstream classes do not have their needs met as well. Some teachers do not fully understand how to adapt the curriculum to support pupils' learning. Consequently, some pupils with SEND do not achieve as well as they could.

The school has an effective pastoral team. Staff work very well together. They focus sharply on the attendance, safety and well-being of pupils and their families. The team knows the many challenges faced by families. Pastoral staff work hard to ensure that vulnerable pupils and their families receive the support they need.

The staff at the school feel very supported. They appreciate the regular 'workload forums' to discuss any workload concerns.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve

(Information for the school and appropriate authority)

- Not all teachers interpret the subject guidance consistently. As a result, some pupils in some classes do not learn the knowledge they should. The school needs to develop the skills of subject leaders so they can better identify where and what support is needed so that all staff implement the curriculum as intended.
- In mainstream classes, teaching is not always adapted well enough to meet the needs of pupils with SEND. Some pupils do not learn as well as they might. The school should ensure that all pupils with SEND receive provision that is matched to their needs.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in May 2019.

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	120050
Local authority	Leicester
Inspection number	10347404
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	332
Appropriate authority	The governing body
Chair of governing body	David Isaac
Headteacher	Rebecca Dulieu
Website	www.barleycroft.leicester.sch.uk
Dates of previous inspection	1 and 2 May 2019, under section 5 of the Education Act 2005

Information about this school

- The proportion of pupils who speak English as an additional language is much higher than the national average.
- There have been significant changes in leadership since the last inspection.
- The school operates a breakfast club.
- The school uses one unregistered alternative provision.

Information about this inspection

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

- The inspector held discussions with the local authority, the headteacher and other members of the senior leadership team. The inspector also met with members of the local governing body.
- The inspector focused inspection activity on the following groups of subjects: early English and early mathematics, history and design technology. For each group of subjects, the inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector 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 inspector considered the views of parents and carers through Ofsted Parent View, including the free-text comments. He also took account of staff and pupils' views through their responses to Ofsted's survey.

Inspection team

Andy Lakatos, lead inspector

Ofsted Inspector

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