

Inspection of Barnwood Church of England Primary School

Colin Road, Barnwood, Gloucester, Gloucestershire GL4 3JP

Inspection dates: 5 and 6 December 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	Requires improvement

What is it like to attend this school?

Pupils enjoy learning at this friendly, safe and welcoming school. The school has created a nurturing environment for pupils and their families. Pupils embrace the school's vision of 'love your neighbour'. They show this by welcoming and valuing everyone for who they are. Adults are calm, caring and kind. They keep pupils safe and think carefully about how to meet each of their needs. Parents speak highly of the way in which staff get to know each child individually.

The school has high expectations for what all pupils can achieve. Pupils respond well to these expectations. They show an interest in their learning and work hard in class. Pupils enjoy taking part in special events such as science week and world book day.

Pupils behave well. They play happily with each other at breaktimes and lunchtimes. There are clear school rules. Pupils know, and follow, these well.

The school provides pupils with a diverse range of opportunities to develop their talents and interests. There are a wide range of clubs. Pupils also contribute to the life of the school in roles such as peer mediators and mini police.

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

Following the previous inspection, the school has responded well to design and implement an ambitious curriculum. Pupils learn well in most subjects. They talk confidently about their learning, explaining their ideas clearly. However, despite improvements in reading, writing and mathematics, pupils' writing in some areas of the curriculum is not as effective.

Reading is a priority. It is the 'golden thread' that weaves learning together. Pupils learn to read from the moment they start school. The school has a well-structured phonics programme. The sounds that pupils should know and remember week by week are clearly set out. All staff benefit from the training they receive that enables them to teach phonics well. They deliver high-quality phonics lessons. Pupils remember the sounds they learn and apply these to new words well. They quickly become confident and fluent readers.

Beyond phonics, the reading curriculum is well organised. Pupils read a wide range of texts, genres and authors. They read frequently and, over time, develop positive attitudes to reading. Pupils enjoy initiatives such as book club and mystery reader. The school has a strong culture of reading.

Pupils learn well in most of the wider curriculum subjects. In history, for example, the curriculum identifies the important knowledge and skills that pupils need to know and when, from the early years to Year 6. Teachers build pupils' historical knowledge well. As a result, pupils confidently recall their knowledge. Where the school's curriculum is less effective, the important knowledge that pupils need to know and remember is not identified as precisely. As a result, pupils' knowledge is less secure. This hampers the progress that some pupils make.

Pupils are enthusiastic mathematicians and progress well through the curriculum. Teachers have the expertise they need to implement the curriculum effectively. The mathematics curriculum is coherently planned. Children in the early years routinely practice and develop their mathematical learning. Teachers help pupils to remember their learning through regular 'flashbacks' at the start of each lesson. As a result, as pupils move through the school, they confidently apply their mathematical knowledge and skills when solving more complex problems.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) effectively. Teachers carefully adapt learning to meet the needs of these pupils. The school works closely with parents and external agencies to ensure that pupils with SEND receive the help they need. As a result, these pupils learn the same curriculum as their peers.

Pupils typically behave well and enjoy learning. They enjoy working together with each other. The school promotes pupils' personal development well. Staff provide pupils with a range of leadership responsibilities. Pupils vote for the school council and house captains, teaching them about the democratic process. School librarians help to promote a love of reading. Teachers enhance learning through visitors to the school and special events. Pupils are keen to attend the broad range of clubs on offer, including a range of sports, art and dance. Staff ensure that these clubs are accessible to all pupils.

Governors are extremely knowledgeable about the school. They use their experience effectively to challenge and support leaders. Governors share the school's ambitions for pupils' learning and care. Staff appreciate the way in which the school considers their workload and well-being.

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, the school has not made clear enough the important knowledge it wants pupils to learn. As a result, pupils do not build their knowledge securely. The school needs to ensure that all subjects identify the knowledge that pupils must learn and when.
- Pupils do not have regular opportunities to apply their writing skills across the curriculum. This means these pupils do not develop their writing skills well enough. The school should ensure that pupils learn and apply their writing skills confidently and securely across 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	115714
Local authority	Gloucestershire
Inspection number	10297924
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair of governing body	Alan Stanfield
Headteacher	Julia Matson
Website	www.barnwood.gloucs.sch.uk
Date of previous inspection	26 February 2020

Information about this school

- The school does not use alternative providers.
- The school is part of the Diocese of Gloucester. At the most recent section 48 inspection carried out at the school in May 2022 under the Education Act for schools of a religious character, the school was judged to be good.

Information about this inspection

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

- 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, subject leaders, the special educational needs coordinator, staff, pupils, representatives from the governing body and a representative from the local authority.

- Inspectors carried out deep dives in the following subjects: reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors also spoke to leaders about the curriculum in some other subject areas.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- 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 observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the responses to the staff and pupil surveys.

Inspection team

Lizzy Meadows, lead inspector

Ofsted Inspector

Julie Fox

Ofsted Inspector

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