

Inspection of Barns Green Primary School

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

Inspection dates: 16 and 17 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Barns Green Primary is a school where everyone is welcome and valued. Pupils are strong ambassadors for the school's inclusive culture. They celebrate difference. One pupil summed this up by saying, 'we are all equal here.'

From early years onwards, adults' high expectations ensure that children behave well. Clear and consistent routines are established from the moment children start school. Pupils listen carefully to adults and take pride in their work. They enjoy their lessons and work hard but learning does not always build on what they already know.

Pupils enjoy being responsible. They are keen to take on leadership roles including running clubs for younger children during lunchtimes. These popular clubs, such as musical theatre, are well attended. However, there is a limited range of after-school clubs on offer, with variable uptake.

Pupils are polite and are respectful to one another and to adults. They are confident that their teachers will help them if they have any worries. Incidents of unkindness are rare and are quickly sorted out. Pupils take care of each other and have strong friendships. These relationships build a harmonious environment where pupils feel happy and safe.

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

In reading and mathematics, leaders have introduced well-ordered learning that starts in the early years. Staff deliver these subjects confidently. They check pupils' understanding before moving on to new learning. Teachers ensure that pupils have opportunities to revisit knowledge so that they remember more over time. Leaders work with teachers to carefully track and identify pupils who are struggling or have additional needs. Staff provide additional teaching and support for individuals. All pupils, including those in early years, learn well in these subjects.

However, in other areas of the curriculum across the school, leaders' work to improve learning has been less effective. They have not set out the essential knowledge and vocabulary they expect pupils to learn, focusing instead on skills. Leaders acknowledge they have not provided teachers with clear direction or support to develop their knowledge of pupils' learning in these areas. As a result, teachers sometimes plan activities that are fun or memorable in themselves, but do not build on pupils' learning. They do not have the necessary information they need to accurately check pupils' understanding. This means that pupils, including those with special educational needs and/or disabilities, struggle sometimes to recall important information or to make links with what they already know.

Reading is prioritised in this school. This starts well in early years where children excitedly listen to stories read to them by their teachers. Pupils get lots of practice

reading books that are well matched to the sounds they are learning. This ensures that pupils develop the essential reading skills they need to access the curriculum and become fluent readers. Teachers share high-quality texts with pupils. They take a genuine interest in what pupils read. For example, they plan regular author visits and have links with a local book shop to encourage pupils to read books by a wide range of respected authors. Pupils develop into keen readers. They read books for pleasure and to broaden their general knowledge.

Leaders plan and promote pupils' personal development well. Pupils reflect the school's values of respect, responsibility, perseverance, compassion, community and inclusion in what they say and do. They think of others and older pupils are keen to play their part in the school by supporting younger pupils as reading buddies. Pupils have a strong understanding of democracy. For example, Year 6 pupils can explain the importance of individual liberties including freedom of speech. Pupils respect other people's opinions and viewpoints. They learn to be tolerant, respectful citizens.

Governors care deeply about their school and their community. They are proactive and have a clear understanding of their roles. They understand what is going well and what needs to improve. Governors know their statutory duties and provide robust support and challenge for leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create an environment where pupils feel safe. Pupils learn to keep themselves safe online and in life. They know where to get help if they have concerns.

Staff receive regular safeguarding training. Leaders and staff know the children and families well. They check promptly for the reason when pupils are not in school. They act quickly to seek additional support from outside agencies when it is needed

Leaders ensure that thorough checks are carried out before staff start their roles and that these checks are accurately recorded. Governors understand their responsibilities with regards to safeguarding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Across most of the curriculum areas, leaders have focused on skills rather than the essential knowledge that pupils must build from the start of Reception to the end of Year 6. This means that pupils do not always learn or remember the key information they need for what comes next. Leaders should ensure that:
 - curriculum thinking for all subjects from early years onwards clearly sets out the knowledge that pupils should learn and by when

- teachers are well trained and supported to understand how pupils learn as well as what they should learn
- teachers understand precisely what they should be checking pupils have learned and remembered and that they use this information to adjust teaching where needed.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125838
Local authority	West Sussex
Inspection number	10227149
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair of governing body	Alex Nicholson
Headteacher	Simon Simmons
Website	www.barnsgreen.org.uk
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school manages the onsite pre-school club.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met with members of the governing body and had a telephone discussion with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and science.

- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors scrutinised a wide range of information, including a selection of the school's records. Inspectors spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. Inspectors spoke to the safeguarding leader about the recording and reporting of safeguarding incidents.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey, Parent View. They also took account of staff responses to Ofsted's online questionnaire.

Inspection team

Laura James, lead inspector

Her Majesty's Inspector

Deborah Bennett

Ofsted Inspector

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