

Inspection of Barrowby Church of England Primary School

Church Street, Barrowby, Grantham, Lincolnshire NG32 1BX

Inspection dates: 8 and 9 October 2024

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2011. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

This school enables pupils to 'let their light shine'. Pupils enjoy coming to school and describe it is a special place. They told inspectors that 'everyone has the right to feel happy, valued and loved, including staff, children and visitors'.

The school has high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve very well. They develop their resilience. One pupil captured the school's culture and said, 'If you put "yet" at the end of any sentence that starts with I cannot, it changes everything.'

Parents and carers almost unanimously support the school. One parent reflected the views of many when saying, 'staff care deeply and are invested in each and every child's learning journey, both educationally and spiritually'.

Pupils say their voices are heard. They feel empowered to have an impact on school life through the many leadership opportunities that staff provide. Pupils take up a wide range of roles, including in the school council, as environmental officers and as members of the fundraising committee. They take part in a legacy project before they leave the school through which they help to bring about improvements to pupils' experiences.

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

The curriculum is broad, ambitious and inspiring. The school has carefully designed this curriculum so that pupils build their knowledge exceptionally well in all subjects. This starts in the early years where the curriculum provides precise guidance about what to teach and when. Children benefit from carefully planned opportunities to practise and apply their learning independently. Children are very well prepared for key stage 1.

Teachers are experts in the subjects they teach. They check pupils' understanding regularly and skilfully address any misconceptions. Teachers help pupils to think in complex ways, including about how to design and carry out scientific experiments and how to discover what happened in the past using historical sources. In the early years, staff help children to use a range of sophisticated subject-specific language. For example, when learning about the physical attributes of birds.

Pupils recall and connect their learning confidently. They can compare hierarchies across various historical civilisations. Pupils are inspired by great artists such as Frida Kahlo and Yayoi Kusama. They develop their artistic skills and their ability to express themselves. Children in the early years quickly develop their knowledge across the curriculum. They proudly show off their independent writing.

Staff expertly teach children how to read. Children not only quickly become accurate readers, they also develop a love of reading. Pupils regularly practise their reading, both in school and by taking books home which have been carefully matched to their ability to read. Any pupils at risk of falling behind their peers are identified quickly and provided with personalised support so that they catch up.

Pupils with SEND have their needs identified promptly. Staff know pupils well and provide them with effective and bespoke support. As a result, pupils with SEND achieve very well. The school monitors the provision for pupils with SEND closely to ensure that no pupil is left behind academically or left out of school life.

Pupils' behaviour is exceptional. They are determined to do their best each and every day. This begins in the early years, where children are focused on their learning and resilient in the face of challenges. Pupils' attendance is high. They are invited to contribute to the life of the school and take pleasure in doing so.

The provision for pupils' personal development is exemplary. The school has provided an ambitious wider offer which fosters pupils' interests across sport, music and the arts. Pupils take up these opportunities. They develop their confidence and broaden their horizons. Pupils are very well prepared for life in modern Britain. They have a deep understanding of the relevance and importance of fundamental British values and protected characteristics. Pupils learn about faiths and beliefs which are different from their own. They respectfully discuss and compare different religious views and practices.

The school is determined to consistently evolve and improve. Each aspect of the school's provision is under constant review. As a result, the school takes swift and effective action to develop the quality of the school's provision, for example by providing training to help staff further improve their teaching of writing. Staff comment positively on the quality of care they receive in relation to their workload and well-being. They take great pride in working at the school and have pupils' best interests at heart.

Safeguarding

The arrangements for safeguarding are effective.

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	120513
Local authority	Lincolnshire
Inspection number	10298422
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair of governing body	Steven Clark
Headteacher	Len Batey
Website	www.barrowby.lincs.sch.uk
Date of previous inspection	22 and 23 November 2011, under section 5 of the Education Act 2005

Information about this school

- The school does not currently make use of any alternative provision.
- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005, most recently in June 2024.

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 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 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, other senior leaders, subject leaders, staff, the chair of the local governing board, and other governors.
- Inspectors carried out deep dives in reading, mathematics, religious education and art and design. 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 also met with subject leaders in modern foreign languages and science. They reviewed curriculum documentation in history and geography as well as samples of pupils' work in these subjects. Inspectors spoke with pupils about their learning in modern foreign languages, design and technology, computing, music, history and physical education.
- 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 met with parents in person at the school gates. Inspectors also considered responses to the Ofsted surveys for school staff and pupils.

Inspection team

Matthew Fearn-Davies, lead inspector

His Majesty's Inspector

Ellenor Beighton

Ofsted Inspector

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