

Inspection of Saint Barnabas Church of England Voluntary Controlled Primary School

Jubilee Terrace, Leeman Road, York, North Yorkshire YO26 4YZ

Inspection dates:	24 and 25 June 2025
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 attending this inclusive school. They welcome other pupils who join the school at different points in the year. Everyone is quick to make friends. Pupils are happy and safe. Pupils recognise the many positive changes in the school. They describe improvements made to learning. They find it challenging and fun. Pupils enjoy learning.

Pupils rise to the increased expectations the school has for them. Pupils say that lessons are calm. This means they learn without disruption. Pupils can focus on the more challenging learning that is being set. The outcomes that pupils achieve in statutory assessments have been low over time. The improved education they receive is now helping them to progress well through the curriculum. The school has high standards for what pupils should achieve. The improvements in the curriculum help pupils to confidently remember and apply their learning over time.

Pupils are proud to take on leadership roles in the school. Friendship ambassadors offer support to peers at playtimes. Children in the early years enjoy socialising with older pupils. They feel cared for by their 'buddies' in Year 6. These leadership roles help develop pupils' communication skills. They are keen to give back to the school community.

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

The school has made many successful refinements to the curriculum. The curriculum identifies the important knowledge pupils need to remember. This ensures that there is high ambition for what pupils can achieve. Following curriculum improvements, pupils' recall from the curriculum is notably improved. For example, pupils share in detail their previous learning about the stone age.

Staff check what pupils know and remember from the curriculum effectively. If gaps are identified, they swiftly intervene. This ensures that pupils do not develop misconceptions over time.

In the early years, children develop strong letter formation. As they get older, pupils develop increased stamina to write at length. However, pupils' attainment in writing at the end of key stage 2 has been well below average. The school are aware of this and have taken assertive action to improve the curriculum and the consistency with which writing is taught. However, some older pupils have not fully benefitted from the changes and some weaknesses in their writing remain.

Pupils in the early stages of reading benefit from helpful support. They develop strong phonics knowledge. Those pupils who need extra assistance are swiftly identified. Appropriate intervention ensures that these pupils catch up with their peers. Pupils discuss with enthusiasm their class reading books. They enjoy reading every day. Carefully selected books help pupils to develop an enjoyment of reading.

Staff understand the support pupils with special educational needs and/or disabilities (SEND) require. The school accurately identifies pupils' level of need. Pupils with SEND

access the curriculum well. Staff adapt tasks to help pupils learn. For example, bespoke resources help pupils with SEND access and progress well through the curriculum.

Children in the early years are in well-established routines. They independently engage with learning tasks. Well-designed learning activities help children develop important skills. For example, 'busy finger' activities, such as placing mini pom-poms into a bowl with a set of tweezers, develop their fine motor skills. Outside, children design an obstacle course. This develops creativity and gross motor skills. The knowledge pupils gain, and the strong routines, ensures that they are well prepared for their next stage of learning.

Pupils learn important topics in their personal, social and health education lessons. For example, younger pupils describe how to be a good friend. Older pupils understand what healthy relationships are. These important lessons help pupils understand how to be a good friend as well as what to expect from a friend. Pupils are proud to welcome residents of a local care home into their school. They all enjoy their afternoon playing music with each other. Pupils develop a deep care and respect for others.

The school has raised the standards they expect for pupils' behaviour. There are consistent expectations across the school. The impact of this work is recognised by all members of the school community. The school has developed strong partnership work with parents. This has helped to ensure that pupils' attendance at school has notably improved.

The school has made rapid improvements. Staff, leaders and governors have high expectations for pupils. They are outward looking and keen to seek good practice. This ensures a constant focus on school improvement. The school and governing body work together to raise standards. Governors offer appropriate support and challenge. This ensures that the school is an improved place for pupils to attend. Staff know they are valued and are proud to work in the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Changes to the writing curriculum have not fully addressed the absent knowledge for some older pupils. They have not fully benefitted from the changes and some weaknesses in their writing remain. The school should ensure that there is increased emphasis on identifying and addressing these gaps in knowledge.
- The school has made many recent refinements. This includes to the curriculum pupils study. Some of these refinements are still embedding and yet to impact on the outcomes pupils achieve. The school should continue to embed, monitor and evaluate

the impact of these changes so that more pupils meet national expectations by the end of key stage 2.

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	121473
Local authority	York
Inspection number	10379358
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair of governing body	Anne Williamson
Headteacher	Jill Richards
Website	stbarnabasprimary.co.uk
Date of previous inspection	2 February 2024, under section 8 of the Education Act 2005

Information about this school

- The school is currently being supported by Pathfinder Multi Academy Trust.
- The school uses two alternative provisions. One is unregistered.
- The executive headteacher joined the school in the summer term of 2024.
- The school runs breakfast- and after-school club provision for its pupils.
- The school is part of the Anglican Diocese of York. The school is inspected under section 48 of the Education Act 2005. The last section 48 inspection of the school was in November 2024. The next inspection is due within the next five years.

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 evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher and head of school during the inspection.
- Inspectors carried out deep dives in these subjects: early reading, history and mathematics. For each deep dive, the 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 also visited some science and religious education lessons. He also reviewed a sample of science work.
- To evaluate the effectiveness of safeguarding, the inspector/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.
- The lead inspector met with members of the governing body, including the chair. He also spoke with a representative of the local authority.
- Inspectors met with groups of pupils and staff formally throughout the inspection and spoke with them informally at social times and in lessons.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Andrew Gibbins, lead inspector

His Majesty's Inspector

Aidan Sadgrove

Ofsted Inspector

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