

Barley Fields Primary

Address: Barley Fields Primary School, TS17 0QP

Unique reference number (URN): 149587

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

The school's published outcomes are typically above national averages. Despite a more recent slight decrease in 2025, due to the specific needs within this cohort, all pupils achieve well. Leaders are rightly proud of the work they have carried out with their staff to ensure that pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, are well prepared for their next stage of education.

Across the wider curriculum, pupils from the early years upwards secure the knowledge they need to make progress in each subject area. Pupils remember their learning well over time. They gain detailed knowledge and can talk in depth about subjects, such as science and computing.

Leaders ensure that pupils from higher starting points continue to achieve highly. The curriculum and teaching, where appropriate, demands more of these pupils, ensuring that all pupils reach their full potential.

Attendance and behaviour

Strong standard ●

From their time in the early years and then throughout their school life, pupils demonstrate high levels of independence and self-discipline. They are aware of, and benefit from, the school's well-established routines. The culture for high expectations is in place right across the school. Pupils know what is expected of them at all times. Pupils have extremely positive attitudes to learning. The learning environment is calm and purposeful. Pupils get on with their learning without disruption.

Staff know the pupils very well. This contributes to the positive relationships between staff and pupils. Pupils are respectful and supportive of one another, both in class and during social times. This fosters a strong sense of community. For those pupils that may need some help to manage their feelings and emotions, staff as well as other pupils act as role models to support them to succeed.

Attendance is typically above national averages for all groups of pupils. This is a result of the school's high expectations and the positive work carried out with parents and carers, as well as pupils. The expectation to come to school every day, and on time, starts in the early years. Children benefit from the school's approach to instilling these habits early on. They are eager to come to school.

Inclusion

Strong standard ●

The school's inclusive ethos is at the heart of its day-to-day practice. The school swiftly identifies pupils' individual needs. It carefully considers strategies to support pupils to benefit from all that the school offers. Staff benefit from regular training to develop their practice in supporting pupils. Productive relationships are established between the school and external agencies. The school is proactive, ensuring any advice given is used in a timely manner to

benefit each pupil. The school works effectively in partnership with parents and carers to enable pupils with special educational needs and/or disabilities or who are otherwise disadvantaged, to engage fully in their learning.

The school uses its pupil premium funding and resources successfully to maximise opportunities for disadvantaged pupils. Leaders are resolute in their ambition for all pupils to play a full and active part in the life of the school. The school's consistent and well-established approach supports pupils to develop the skills, confidence and independence to do this. Pupils achieve well and are well prepared for the next stage of their education.

Leadership and governance

Strong standard 

There is a strong, shared vision for pupils who attend Barley Fields. This vision of high expectations and ambition for all is shared by governors, members of the trust and staff across the school. As a highly inclusive school, this ambition extends to all pupils. This includes those with special educational needs/and or disabilities and those who may face other barriers to their learning and/or wellbeing.

Leaders have an accurate understanding of the school's context, its strengths and areas to work on. There is a clear rationale for improvement. Through the strength of the wider leadership team, any actions for improvement are dealt with swiftly. The school's rigorous approach to quality assuring these actions means that there is consistency in the education and care of pupils right across school.

A coherent professional learning programme is in place for all staff. This often aligns to the school development priorities. Leaders carefully consider the needs of pupils when carefully considering research for any new initiatives or approaches.

Parents and carers hold the school in very high regard. They are effusive in their praise. Parents are confident that their children are safe, well educated and well cared for.

Those responsible for governance fulfil their statutory responsibilities. As part of their role, along with trust and school leaders, they ensure that staff workload and wellbeing are well considered and supported.

Expected standard

Curriculum and teaching

Expected standard 

The design of the curriculum, across subjects, has been carefully considered to ensure that there is a consistency across classes within the same year groups. Thoughtful sequencing of the curriculum means that pupils learn the intended knowledge for their age, in line with national curriculum expectations.

Teachers' secure subject knowledge and their effective checking of pupils' learning enables them to shape the delivery of the curriculum for their individual classes. They skilfully adapt

their teaching so that most pupils secure the knowledge they need in the basics of reading, writing and mathematics before they move on. However, although leaders and staff are aware of the pupils who have not yet secured this knowledge, there is still a small group of pupils across school who do not have these needs addressed in a systematic and comprehensive way. This means that these pupils, at times, are accessing learning they are not yet ready for.

The variety of approaches and learning opportunities provided encourages pupils to develop the depth of their knowledge further. This includes allowing them to develop their own flair for writing, resulting in some high-quality writing across the curriculum.

Early years

Expected standard 

Children in the early years are welcomed into a warm and nurturing learning environment. Staff ensure that they get to know each child and their families well. Children are respected, listened to and supported with kindness and care. Staff appreciate the individual qualities of each child. Through well considered interactions, staff encourage children to respond and contribute to ensure that their voices are heard.

The school quickly establishes children's starting points. For those coming into school ready and willing to learn, staff are ambitious to build upon their knowledge. For those identified as needing some further support, staff are swift in their actions to ensure that this is put in place.

Communication and language are well considered. Books and stories are used to develop children's vocabulary and their knowledge of the wider world. Children are animated when they talk about their current story of 'The Rainbow Fish'. Opportunities for them to read with adults and each other develops an early enjoyment of reading.

Leaders have established a well-sequenced and detailed curriculum to ensure that children have the basic skills needed to successfully access learning in key stage 1. There is a clear and effective focus on teaching children the foundational knowledge they require. For example, to prepare children for writing, the school is robust in its approach to ensuring that children have the opportunities to develop their physical skills, which will help them to control writing equipment effectively at a later stage.

Personal development and wellbeing

Expected standard 

The school's programme for personal development is carefully designed to meet the needs of the pupils who attend this school. Central to this is the school's ambition to ensure that pupils become kind and thoughtful individuals, who are ready for the wider world.

The curriculum includes the school's work to deliver relationships, sex and health education to pupils. There is an emphasis on pupils learning how to keep themselves safe and well. Pupils know what they need to be physically healthy. They talk confidently about what constitutes a healthy relationship with others. Pupils learn important knowledge about online safety in an age-appropriate way.

Pupils benefit from effective pastoral support. Leaders know pupils and families very well. They ensure that those most in need of this additional support receive it in a timely way. Targeted activities help pupils to develop their confidence and self-esteem.

From the early years, pupils learn how to cooperate and play well together. By the time pupils reach key stage 2, they demonstrate high levels of maturity and are confident to share their opinions. Pupils are particularly knowledgeable about the importance of respecting the rights of others.

The coherent and appropriate programme of personal development extends across the taught curriculum to the wider opportunities and experiences on offer. Pupils, including those who are disadvantaged, benefit from trips and visitors to school. Guest speakers are chosen to inspire pupils during 'career days'. Through this work, the school ensures that it challenges stereotypes related to gender.

Regular learning activities in the school forest areas provide pupils, including children in the early years, with the chance to develop character. Pupils delight in exploring and challenging themselves, developing resilience, perseverance and problem-solving skills.

'Pupil governors' take pride in ensuring that the pupil voice is heard. Through the recent introduction of a pupil newspaper, pupils across school can share their ideas and express their thoughts, which are valued by all.

What it's like to be a pupil at this school

Pupils attending Barley Fields Primary School are proud of their school. They are warm and welcoming and they demonstrate the highest level of respect to others. Pupils develop positive relationships with staff and each other. Everyone is made to feel welcome and included. Staff know the pupils extremely well. There is a strong family ethos that permeates through the school. This ensures that this big school successfully achieves its aim of feeling like a small school.

Pupils quickly settle into routines and understand the high expectations for behaviour and learning. This starts in the early years. Pupils behave very well in lessons and demonstrate a commitment to their learning. Pupils of all ages get on well with each other. Older pupils are effective role models for their younger peers. Pupils say that bullying is rare.

Leaders have rightly prioritised developing the curriculum to meet the needs of all groups of pupils. This includes a growing number of pupils who join the school with special educational needs and/or disabilities. Barriers to learning are swiftly identified so that the right academic offer is put in place for each child. A recent renewed focus on securing foundational knowledge requires some further work to ensure that all pupils are accessing the knowledge they need to build successfully on what they already know and can do. Published test outcomes demonstrate that pupils achieve well and are ready for their next steps in education.

Pupils enjoy their learning and fully benefit from the school's rich wider offer. They relish the opportunities given to fulfil additional roles in school, for example, as digital leaders, pupil governors and school councillors. Pupils have a genuine say in what is happening in their school. They are valued and nurtured as individuals.

Next steps

- Leaders should ensure that they are making effective choices about what to teach, and when and how to teach it, so they can more accurately secure the foundational knowledge for all pupils at the early stages of reading, writing and mathematics.
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About this inspection

This school is part of Prince Regent Street Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Julia Armstrong, and overseen by a board of trustees, chaired by Kay Steven.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, deputy headteacher, assistant headteacher as well as staff, phase leaders. The lead inspector met with the CEO and representatives from the trust board and local governing body. This included the chair of the trust board and the chair of the local governing body.

Headteacher: Mrs Caroline Taylor

Lead inspector:

Sarah Gordon, His Majesty's Inspector

Team inspectors:

Jessica McKay, His Majesty's Inspector

Matthew Harrington, His Majesty's Inspector

David Milligan, Ofsted Inspector

Tracy Duffy, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 25 November 2025

School and pupil context

Total pupils

683

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

706

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

5.82%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.78%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

19.18%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25	69%	62%	Close to average
2023/24	76%	61%	Above
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25	86%	75%	Above
2023/24	85%	74%	Above
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25	78%	72%	Close to average
2023/24	93%	72%	Above
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25	79%	74%	Close to average
2023/24	87%	73%	Above
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25	54%	47%	Close to average
2023/24	78%	46%	Above
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25	69%	63%	Close to average
2023/24	89%	62%	Above
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25	54%	59%	Close to average
2023/24	89%	58%	Above
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25	54%	61%	Close to average
2023/24	78%	59%	Above
2022/23		59%	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25	54%	69%	-15 pp
2023/24	78%	67%	10 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	69%	81%	-12 pp
2023/24	89%	80%	9 pp
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25	54%	78%	-24 pp
2023/24	89%	78%	11 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	54%	81%	-27 pp
2023/24	78%	79%	-2 pp
2022/23		79%	

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	3.4%	5.1%	Below
2023/24	4.3%	5.5%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	6.7%	14.3%	Below

Year	This school	National average	Compared with national average
2023/24	7.9%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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