

Inspection of Pineham Barns Primary School

Dragonfly Way, Pineham Village, Northampton, Northamptonshire NN4 9FF

Inspection dates: 25 and 26 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pineham Barns is a vibrant school. There is a real buzz about the place. Pupils enjoy their learning. They told inspectors, 'It's a school near woodlands and that means we can go on walks and take pictures of nature.' Pupils are proud of their school. They told inspectors, 'Everybody is together. We are like one big family.' Pupils said that they feel safe.

Staff have very high expectations of pupils. They prioritise pupils' personal, academic and spiritual development. The school's values permeate its work. Pupils embody the values. They are aspirational. Love of learning is at the heart of the curriculum.

Pupils are polite and respectful. Their behaviour is outstanding. Pupils know what is expected of them. They work hard and care for each other. Pupils know that bullying is not tolerated. One pupil told inspectors, 'Everyone is really kind here.' Pupils know that staff quickly sort out any problems.

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, said, 'The principal has cultivated a staff who are engaging, energetic and remarkably driven.' Parents appreciate the wide range of extra-curricular opportunities available to pupils. They like that the school staff are approachable.

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

Leaders have developed a strong curriculum in most subjects. The curriculum has been organised to ensure that pupils build their knowledge and skills gradually. Leaders ensure that pupils' vocabulary develops progressively in most subjects. Pupils can explain the meaning of complex subject vocabulary. For example, in geography, pupils can explain the difference between human and physical features of the landscape. Other pupils can explain what overpopulation means. However, some curriculum thinking is not as ambitious. In some subjects, leaders have not identified precisely the key knowledge that pupils need to learn from Reception to the end of key stage 2.

Reading is a central priority in the school. Books have a high profile in classrooms. There is a consistent approach to the teaching of phonics across the school. The daily phonics sessions are highly structured. Pupils build up their phonic knowledge to enable them to learn to read. Most pupils use their phonic knowledge to sound out unfamiliar words. Books are almost always matched to the letters and sounds pupils are learning. Staff regularly check how successfully pupils learn new sounds. If pupils fall behind, staff provide pupils with extra phonics sessions.

Pupils enjoy mathematics. They explain their learning well using mathematical vocabulary. For example, pupils use 'improper fraction', 'mixed number', 'numerator' and 'denominator' when discussing fractions. Teachers take the time to explain the

learning. They provide regular opportunities for pupils to recap their mathematical knowledge. Leaders have set out the order in which pupils learn new knowledge, so that pupils build their understanding and skills securely. However, pupils do not have enough opportunities to reason mathematically and solve increasingly sophisticated problems.

Children enjoy their learning in the early years. They have positive attitudes towards staff and each other. The learning environment, both inside and outside, is very engaging. Teachers ensure that there is a sharp focus on communication and language. They provide tasks related to the children's learning. For example, children count verbally beyond 20 when estimating. On occasions, some of the learning is not as meaningful for the children. For example, some children lose focus when working independently. Leaders are checking the curriculum to ensure that all areas of learning in the early years prepare children for the learning which they will encounter as they move up through the school.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) access the full curriculum. Teachers provide strong support and ensure that resources are suited to pupils' needs. They regularly check how successfully pupils access the curriculum. Leaders work very well with external agencies. They communicate well with parents.

Leaders create a respectful culture. They support pupils to be confident and resilient, and to develop strength of character. Leaders promote equality of opportunity and diversity very effectively. Pupils know how to eat healthily and keep fit. A high proportion of pupils attend extra-curricular clubs. Pupils like their responsibilities in school, such as well-being champions, reading ambassadors and Pineham trustees. There is inconsistency in some key stage 2 pupils' knowledge of different faiths and beliefs.

Trustees and representatives of the multi-academy trust (MAT) know the school well. They understand the school's strengths and what needs to improve. Trustees fulfil their statutory responsibilities. Leaders work very well with staff. They provide regular training and consider the staff's well-being. Leaders take account of the staff's workload. Staff are overwhelmingly positive about the leaders and the professional support from the MAT.

Safeguarding

The arrangements for safeguarding are effective.

There is a very strong culture of care at the school. Leaders provide support for vulnerable pupils. Leaders ensure that they provide regular training for staff. Staff pass on concerns promptly. They know how to spot pupils who are at risk. Record-keeping is comprehensive. Leaders work well with external agencies. Representatives of the MAT regularly check the school's safeguarding procedures.

Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe. Pupils know how to stay safe, including when online. Pupils know who to go to if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The key knowledge and content that pupils need to learn in some subjects are not sufficiently well considered and sequenced, unlike in other areas of the curriculum. In some subjects, it is not yet fully clear what pupils should learn and by when, to build their knowledge over time. Leaders should ensure that curriculum thinking for all subjects sets out the knowledge that all pupils, including those with SEND, from Reception to the end of key stage 2, should know and by when.
- Not all pupils have sufficient opportunities to reason mathematically and solve problems. In some year groups, pupils do not have opportunities to make useful connections between mathematical ideas or to anticipate practical problems. Leaders have plans in place to address this. They should ensure that there are sufficient opportunities for all pupils, across all years, to develop their mathematical reasoning.

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	144758
Local authority	West Northamptonshire
Inspection number	10212018
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	288
Appropriate authority	Board of trustees
Chair of trust	Becky Hickford
Principal	Caroline Stewart
Website	https://pinehambarns.school/
Date of previous inspection	16 June 2017, under section 8 of the Education Act 2005

Information about this school

- The principal was appointed in April 2017.

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 principal, assistant principals, curriculum leaders, the leader with responsibility for the provision for pupils with SEND, and a sample of teaching and support staff.
- The lead inspector met with representatives of the trustees and the chief executive officer of the trust.
- Inspectors carried out deep dives in reading, mathematics, science and geography. For each deep dive, inspectors met with subject leaders, looked at

curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors examined a range of school documents, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding leader. Inspectors considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the responses to Ofsted's free-text service. Inspectors also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector

Her Majesty's Inspector

Elizabeth Mace

Ofsted Inspector

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