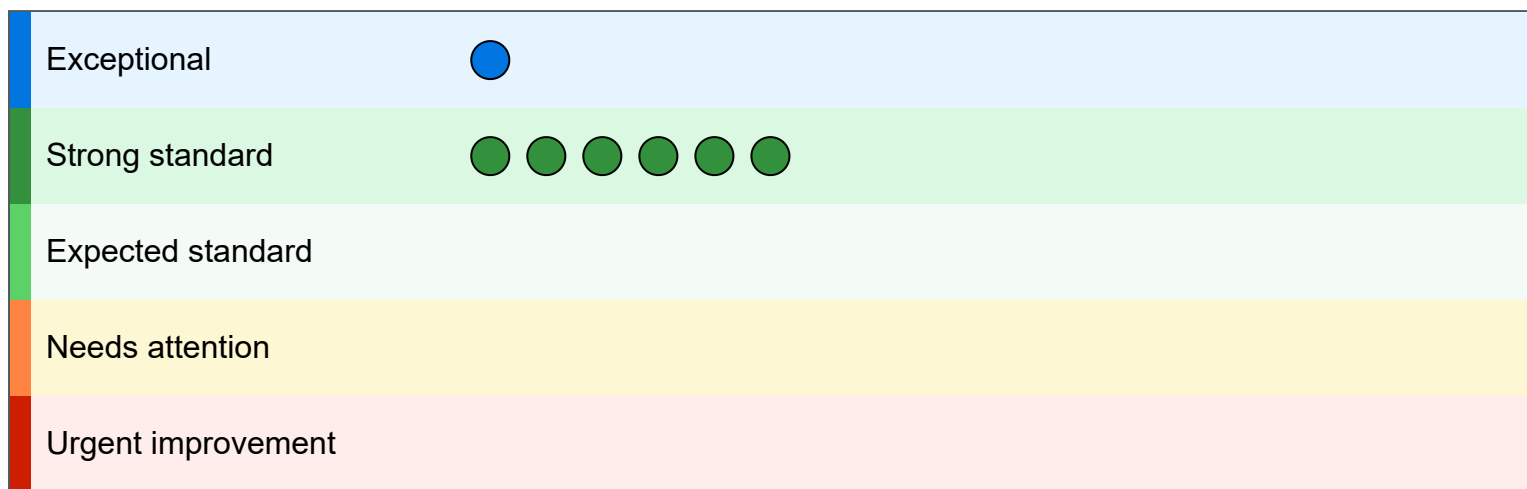


Pineham Barns Primary School

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

Unique reference number (URN): 144758

Inspection report: 10 February 2026



✔ **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.

Exceptional ●

Early years

Exceptional ●

Leaders have created an exceptional early years provision, where every child thrives from the moment they arrive. Transition arrangements are noteworthy. Staff visit families at home, work closely with nurseries and welcome children gradually. This ensures that children settle extremely quickly and that staff understand their needs with precision. The environment is rich in language, calm and purposeful. Staff are experts in early learning. They model ambitious vocabulary every day and use carefully chosen questions to deepen children's understanding. The curriculum is exceptionally well designed. Children revisit important ideas often so learning becomes secure. Reading is a clear priority. Children learn phonics from the start and quickly begin to read and write. Early writing and mathematics are taught with the same level of care and skill. Assessment is meticulous. Staff identify children's needs early and provide highly tailored support, including for children with special educational needs and/or disabilities and those who face other disadvantages. These adaptations remove barriers quickly and help children make sustained progress in their learning and development. Children show remarkable independence, cooperation and self-regulation. They explore with confidence and concentrate for ever-increasing periods. They behave exceptionally well, both indoors and outdoors. Children leave the Reception Year as confident, curious learners, who are exceptionally well prepared for Year 1 and beyond.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve well across the school. Published results over time show that pupils leave the school well prepared for their next steps. Attainment is above national averages. By the end of key stage 2, disadvantaged pupils achieve as well as other pupils in school. They often do better than non-disadvantaged pupils across the country. This reflects leaders' strong focus on early support and high expectations for every pupil. Pupils learn important knowledge securely and recall key ideas in English, mathematics and science. The impressive early years provision ensures barriers to learning are identified quickly. This helps staff to provide targeted help to support pupils with their future learning. Pupils also achieve well across other curriculum subjects. Their work shows that they understand key concepts and remember important content over time. Pupils, including those with special educational needs and/or disabilities, are confident learners, who move on from the school more than ready for their next steps.

Attendance and behaviour

Strong standard ●

Pupils are very rarely absent. They want to come to school because staff make them feel like they belong. Leaders forensically check any emerging patterns of absence and respond without delay. Families receive clear communication and timely support, which helps to build trust and remove barriers. When pupils need additional adjustments, such as personalised

plans or extra pastoral help, leaders provide this sensitively. As a result, pupils who were often absent in the past, including disadvantaged pupils, now attend more regularly.

The school is calm, orderly and welcoming. Pupils behave well in lessons and around the school. They treat each other kindly and move sensibly through shared spaces. Staff apply expectations consistently, using a warm and relational approach that pupils understand. Behaviour incidents are rare and dealt with quickly and fairly. Pupils say they feel safe and know who to talk to if they are worried. They understand the school's rules and can explain how these rules help them to manage their behaviour. Bullying, discrimination and unkind language are not tolerated. Leaders respond thoroughly if issues arise. Staff know pupils well. Pastoral support is effective. As a result, pupils learn a range of strategies to help them manage their own emotions.

Curriculum and teaching

Strong standard ●

Leaders have built a well-organised curriculum that is taught consistently well. The curriculum is set out so that pupils build their knowledge step by step. Leaders review the curriculum often to keep it ambitious and suitable for all pupils. Subjects such as English, mathematics and science are highly effective. Teachers demonstrate a thorough understanding of how pupils' knowledge builds over time. New staff receive high-quality guidance so they teach well. Leaders make sure teachers have strong subject knowledge. As a result, teachers give clear explanations and use resources well so that they help pupils to understand new ideas.

Reading is prioritised. Phonics is taught with accuracy. Pupils use their decoding skills confidently, when reading new words. Across the whole curriculum, teachers break learning down into logical steps. Lessons revisit key ideas. This helps pupils to deepen their thinking and embed their knowledge. Teachers use regular checks to see what pupils understand. Teachers adapt lessons when pupils need more practice.

Pupils with special educational needs and/or disabilities, and those who face other disadvantages, successfully access the same curriculum as their peers. This is because teachers plan learning around each pupil and provide effective support to help them when needed.

Inclusion

Strong standard ●

Leaders place a high priority on inclusion. They make sure pupils' needs are identified early and understood well. This starts in the Reception Year, when children start school in small groups. This allows staff to build relationships and plan additional support for those children who need it. Leaders have high ambitions for disadvantaged pupils, including those with special educational needs and/or disabilities (SEND) and pupils known to social care. Staff act quickly to reduce barriers so every child can take part in learning. Leaders are experienced and well informed. Inclusion is central to school decisions.

Staff receive training that helps them make simple, effective changes in the classroom. Leaders also work closely with external professionals to secure specialist advice when needed. Pupils with SEND access the full curriculum. Teachers consistently tailor support to meet pupils' needs. This allows pupils to achieve well and successfully overcome any

barriers to their learning. Leaders closely monitor pupils' progress. They use this information to ensure future learning fills any gaps. Parents speak positively about the school's inclusive approach. They value the extra help, transition support and pastoral care their children receive. Leaders use funding for disadvantaged pupils, along with support for pupils known to social care, very effectively.

Leadership and governance

Strong standard ●

Leaders take timely, well-considered action that is sharply focused on securing the best possible outcomes for all pupils. They have established a clear, consistent and ambitious approach to teaching. Staff, including early career teachers, feel highly supported. A well-designed professional development programme helps staff improve their skills over time. Leaders model highly effective teaching themselves. This provides opportunities for staff to learn from expert practice. Staff value the attention leaders give to managing workload and promoting wellbeing.

Partnerships with parents are strong. Leaders communicate openly and build trust through regular, clear information. Leaders are proactive in strengthening dialogue with families. Pupils' needs sit firmly at the heart of decision-making. Leaders are unwavering in their commitment to disadvantaged pupils, those with special educational needs and/or disabilities, and pupils known to social care. This commitment is evident in the school's safeguarding practice, curriculum design, inclusive provision and pastoral care. Leaders also maintain a sharp focus on developing middle leaders. This ensures that consistently high-quality teaching is sustained across all subjects.

Governance is highly effective. Trustees know the school and its community well and use this insight to guide strategic decisions. They fulfil statutory duties with diligence. Safeguarding, equalities and school improvement priorities are checked rigorously. Trustees offer robust challenge and well-informed support, drawing on a wealth of professional expertise.

Personal development and wellbeing

Strong standard ●

Leaders have designed a personal development curriculum that helps pupils to understand themselves and the wider world. Leaders' vision for pupils to leave the school fully prepared for life in modern Britain is clear and understood by staff and pupils. This vision is seen in daily school life and in the way that pupils talk about respect, difference and inclusion.

Pupils learn about the fundamental British values and a wide range of faiths and cultures. They know that families can look different and why respecting others matters. Visits, such as to a Buddhist temple, and opportunities to meet people from different backgrounds help pupils to understand diversity and develop curiosity about the world. Pupils reflect on their own beliefs and confidently discuss right and wrong. They develop social skills, such as cooperation and problem-solving and understand the importance of kindness.

Pupils are proud of their leadership roles, including planet protectors, reading ambassadors and wellbeing champions. Such roles help pupils build character, develop responsibility and contribute to their school community. Pupils describe the school as a place where 'we include everyone'. Their positive interactions show this in action.

Support for pupils' wellbeing is carefully organised. Staff notice concerns quickly and provide the right level of help, including tailored support for pupils with special educational needs and/or disabilities (SEND). Leaders continue to refine this so that pupils get the right kind of help, when they need it. The curriculum for relationships, sex and health education is thoughtfully designed and uses high-quality resources. Pupils learn how to keep themselves safe, including when online. They know about protecting personal information and behaving responsibly on social media.

Leaders are increasing their efforts to ensure that disadvantaged pupils and those with SEND take part fully in the school's broad and varied enrichment opportunities. Pupils grow into thoughtful, respectful and confident young people, who understand difference, value community and are ready for life beyond school.

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

Pupils achieve well and enjoy their learning. They confidently explain what they know in English, mathematics and science. Pupils speak proudly and with real interest about their work. The school's well-planned and carefully sequenced curriculum helps pupils build knowledge step by step. High-quality phonics teaching ensures pupils learn to read fluently at an early stage. This gives them a secure foundation for future learning.

Disadvantaged pupils achieve as well as their peers and often better than pupils nationally by the end of key stage 2. This reflects the school's high ambition for every child. Staff identify pupils' needs early and provide the right support to help them succeed. This begins with excellent early years transition, including for the most vulnerable. As a result, pupils make secure and steady progress from their starting points. This includes pupils with special educational needs and/or disabilities and those who are known, or previously known, to social care.

Pupils develop a deep sense of belonging. They are fully included in school life. Relationships are warm, positive and respectful. Pupils work well together, support each other and take pride in contributing to their community. Leadership roles, such as planet protectors, reading ambassadors and wellbeing leaders, give them meaningful responsibilities. They help pupils to grow in confidence.

The school's personal development programme widens pupils' experiences and raises their aspirations. Pupils learn about equality, the fundamental British values and a range of faiths and cultures. They are excited to visit places of worship, including a Buddhist temple. Clubs and enrichment opportunities are targeted so that disadvantaged pupils access and benefit fully from a wide range of activities.

Pupils thrive in a calm, purposeful environment. Behaviour is consistently positive because expectations are clear. Pupils feel safe. They say concerns, including any rare cases of bullying, are dealt with quickly and effectively.

Next steps

- Leaders should continue to refine the school's approach to monitoring, ensuring that pupils have regular, accurate opportunities to practise and apply knowledge and skills across the curriculum so that pupils consistently achieve the ambitious aims of the curriculum.
 - Leaders should ensure that they continue to refine their approach to personal development to ensure that all pupils benefit from opportunities to enhance their social development and wellbeing.
-

About this inspection

This school is part of Preston Hedges 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), Paul Watson, and overseen by a board of trustees, chaired by Mike Brinkley.

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. Inspectors spoke with the executive principal, senior leaders and members of the trust board, including the chair of the board and the CEO.

The inspectors confirmed the following information about the school:
The school does not currently use any form of alternative provision.

Executive Principal: Mrs Caroline Stewart

Lead inspector:

Luella Dhoore, His Majesty's Inspector

Team inspectors:

Ruth Hurcombe, Ofsted Inspector

Dawn Ashbolt, Ofsted Inspector

Joanne Sanchez-Thompson, Ofsted 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 10 February 2026

School and pupil context

Total pupils

421

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

420

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)

10.45%

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

1.43%

Below 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

5.46%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	87%	61%	Above
2024/25 (revised)	87%	62%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	83%	61%	Above
2022/23 (final)	93%	60%	Above

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	93%	74%	Above
2024/25 (revised)	93%	75%	Above
2023/24 (final)	90%	74%	Above
2022/23 (final)	100%	73%	Above

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	89%	72%	Above
2024/25 (revised)	90%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	93%	71%	Above

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	91%	73%	Above
2024/25 (revised)	93%	74%	Above
2023/24 (final)	86%	73%	Above
2022/23 (final)	93%	73%	Above

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	84%	46%	Above
2024/25 (revised)	83%	47%	Above
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	95%	62%	Above
2024/25 (revised)	92%	63%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	89%	59%	Above
2024/25 (revised)	92%	59%	Above
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	84%	60%	Above
2024/25 (revised)	83%	61%	Above
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	84%	68%	17 pp
2024/25 (revised)	83%	69%	14 pp
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	95%	80%	15 pp
2024/25 (revised)	92%	81%	11 pp
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	89%	78%	12 pp
2024/25 (revised)	92%	78%	13 pp
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	84%	80%	5 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (2 term)	3.6%	5.2%	Below
2023/24 (3 term)	3.8%	5.5%	Below
2022/23 (3 term)	4.5%	5.9%	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 (2 term)	4.7%	13.3%	Below
2023/24 (3 term)	5.4%	14.6%	Below
2022/23 (3 term)	9.3%	16.2%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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