

# Inspection of a school judged good for overall effectiveness before September 2024: Barford St Peter's CofE Primary School

Church Street, Barford, Warwick, Warwickshire CV35 8EW

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Inspection dates: 15 and 16 October 2024

## Outcome

Barford St Peter's CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

Pupils flourish at Barford St Peter's. They love learning and attend regularly. Pupils display exemplary attitudes towards their learning. They meet the school's high expectations, and all pupils achieve well. Published outcomes are high. Pupils leave the school thoroughly equipped for the challenges of secondary education.

The school has high expectations for pupils' behaviour. Pupils are polite and well mannered. They are proud of their school and report that 'everyone is respected here'. Pupils understand the school rules and follow them closely. There is a calm and purposeful environment in classrooms and around the school.

Pupils feel safe. Relationships are strong between adults and pupils. Pupils celebrate difference and oppose any form of discrimination. They say that everyone is unique and treated equally. Pupils live out this belief in this inclusive school.

Pupils enjoy taking on leadership responsibilities across the school. They say that these roles make them feel proud and help them to set a positive example to others. For example, Year 6 buddies support new Reception children to settle in when they start school. Pupils of all ages play positively together. They show care and consideration towards each other. As a result, playtimes and lunchtimes are enjoyable for all.

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

The school has designed a broad and ambitious curriculum. Learning is carefully sequenced, so pupils build on their knowledge as they move through the school. There

are regular opportunities for pupils to recap on previous learning. The curriculum is designed to develop pupils' curiosity about the world. It makes links to the local area. For example, older pupils study the works of William Shakespeare and visit Stratford-upon-Avon. This enriches the curriculum and brings learning to life.

The curriculum is broad and balanced. For example, pupils develop a sense of time and learn a chronology of important events through the history curriculum. In Spanish lessons, pupils learn to speak using the correct pronunciation. Reading is prioritised from the moment children start school in the early years. There is a strong focus on developing children's communication and language. Pupils get regular opportunities to practise and consolidate their phonics knowledge. Staff read books to build pupils' vocabulary and develop their understanding of diversity. Pupils develop their reading skills and fluency as they move through the school. Everyone is a reader at Barford St Peter's.

The school's ambitious curriculum meets the needs of all pupils well, including pupils with special educational needs and/or disabilities (SEND). This starts in the early years. Subject content is broken down into steps of learning. The school has created a culture where pupils are resilient and take risks. Learning is adapted successfully to enable all pupils to progress through the curriculum. The school recognises that the curriculum in some wider curriculum subjects is still new. In these subjects, pupils do not yet make connections between their prior and current learning, or with other subjects. As a result, pupils do not always deepen their knowledge of the curriculum as well as they could.

The school has developed a nurturing and inclusive environment. All pupils are encouraged to participate in the wide variety of extra-curricular activities. In the early years, adults quickly get to know the needs of the children. Routines are established early, which helps children to follow instructions and settle into school. The curriculum for early English and mathematics is delivered well. The development of children's basic knowledge in these subjects is a high priority. The school swiftly identifies pupils with SEND. Staff have the expertise they need to support and adapt learning for pupils. As a result, pupils with SEND made positive progress through the curriculum.

The school's programme for personal development is exceptional. Pupils are well prepared for life in modern Britain. They learn about democratic processes through voting for new house captains. Pupils learn about tolerance, diversity and equality. They understand about healthy relationships and know what it means to be a good friend. Pupils know how to keep themselves physically and mentally healthy, as well as how to stay safe online and in the wider community. Pupils enjoy the enrichment experiences that the school provides. They benefit from a wide range of trips and external visitors which enhance the curriculum.

Governors rigorously ensure the school provides a high-quality education for all pupils. Staff appreciate the steps that the school takes to support their well-being and workload. They are proud to work at the school. Relationships between staff, pupils, governors and parents are extremely positive.

## 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 some wider curriculum subjects are recent. The precise knowledge that pupils need to learn and remember needs further refinement. As a result, pupils do not yet have the depth of understanding the school intends in some wider curriculum areas. The school should ensure it identifies the essential knowledge that pupils need to learn in all subjects, so that they achieve as well as the school intends them to across the curriculum.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in November 2014.

## 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

<b>Unique reference number</b>	125729
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10343910
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chairs of governing body</b>	Jane Hinde and Matt Adam
<b>Headteacher</b>	Mary Baker
<b>Website</b>	<a href="http://www.barfordstpeters.org">www.barfordstpeters.org</a>
<b>Dates of previous inspection</b>	28 February 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is a Church of England school. The last section 48 inspection took place in October 2021.
- The school does not use any alternative provision.
- The school runs a breakfast and after-school club for pupils.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and deputy headteacher. The inspector also met with a range of teaching and support staff.

- The inspector met with representatives from the local governing board.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour in lessons and around the school site.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View. The inspector also evaluated responses to Ofsted's online staff and pupil surveys.

### **Inspection team**

Matt Fletcher, lead inspector

His Majesty's Inspector

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