

Inspection of a good school: Saint Barnabas Church of England Primary School

Spring Lane, Erdington, Birmingham, West Midlands B24 9BY

Inspection dates:

10 and 11 October 2023

Outcome

Saint Barnabas Church of England Primary School continues to be a good school.

The headteacher of this school is Emma Grice. This school is part of the Fioretti 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), Claire Grainger, and overseen by a board of trustees, chaired by Philip Wood.

What is it like to attend this school?

Pupils and staff flourish at this welcoming and harmonious school. Pupils arrive happily in the mornings. They greet their teachers and their friends with big smiles. There are caring and respectful relationships between all members of the school community. At Saint Barnabas, pupils encourage each other to be their 'best selves'.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils live up to these expectations. They understand how the school values guide them to work hard and achieve well. Pupils take pride in their work and celebrate the achievements of their peers.

Pupils set themselves high standards for behaviour and they behave well. Adults in school are consistent in how they apply the simple school rules. Pupils feel secure because they know what is expected of them. They know who to go to if they have a worry and trust adults to deal with any concerns.

The school plans a range of visits and activities that support pupils' learning in meaningful ways. Pupils talk enthusiastically about trips to concerts, galleries and museums. Pupils can join clubs including art, dodgeball, colouring, research and fact-finding, and prayer club.

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

The school has created an ambitious curriculum that ensures that pupils, including pupils with SEND, learn well. Leaders have sequenced the curriculum so that pupils develop their skills over time. In mathematics, pupils use consistent mathematical models and resources so they are familiar with the processes and equipment. This means they can focus on developing their mathematical knowledge successfully.

Teachers have good subject knowledge. They present subject matter clearly and model examples so that pupils know what to do. In the early years, staff take every opportunity to demonstrate learning using rich language. This encourages children to develop their own vocabulary. Across the school, pupils receive immediate feedback on their work. This enables them to address mistakes quickly. In subjects such as reading and mathematics, pupils learn in small steps. They regularly practise and revisit the learning. This makes the learning stick. However, in some subjects pupils are not remembering important information over time. The school does not always ensure that learning is structured to enable pupils to retain knowledge securely.

The provision for pupils with SEND is well organised. Staff are aware of pupils' individual targets. They have training that helps them to support pupils in the classroom. Some pupils benefit from the calm and quiet spaces in the 'Sunflowers' classrooms. Staff in Sunflowers provide effective, tailored support for these pupils. Pupils with SEND say they get the help they need to help them learn well.

Early years is a lively and purposeful place to learn. Staff work together to plan learning so that children build their knowledge from Nursery through to Reception. Activities are purposeful. Pupils make links in their learning that prepare them well for Year 1. For example, in the 'baby clinic' role play area children practise mathematics by weighing and measuring the babies. Children play and learn happily together. They are confident to have a go at new things.

Reading is a priority at Saint Barnabas. Pupils visit the library at lunchtime to read and relax. Pupils love to borrow books from the headteacher's special collection. Learning to read begins in Nursery, when children learn to listen carefully to sounds. Staff support pupils effectively and ensure that reading books match the sounds pupils know. Older pupils who need to catch up with reading get support from extra reading sessions and pre-teaching of what they will learn in class. They say this makes a difference and they feel well prepared for reading lessons.

The school has developed a well-thought-out behaviour curriculum. It includes specific lessons on how to behave in all aspects of school life. Behaviour is taught and practised. There are consistent approaches used through the school. As a result, pupils behave well in the classrooms. At lunchtime the playground is a busy, happy place where pupils care for each other.

The school has a rich and varied programme for personal development. Pupils value learning about the importance of equality and diversity. They are clear that difference should be valued and celebrated. Pupils visit several different places of worship. This helps

them to understand about other faiths and cultures. Pupils take on responsibilities including eco-warriors, safety squad, school council, sports leaders and the ethos committee. They are proud of these roles and say that they make a difference to the school. In the wider community, pupils support local projects and the whole school community welcomes and supports refugees.

Staff appreciate the way that the school prioritises keeping workload manageable for the team. Leaders, including governors, have made the well-being of staff and pupils a high priority. Staff feel listened to and are proud to work here.

The school is well led. Parents and carers are positive about the nurturing atmosphere and the approachable staff. They value the excellent pastoral support that the school provides for families. The trust and governors have an accurate understanding of the school's many strengths. The trust provides targeted and considered support that enables the whole school community to thrive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not ensured that new learning is delivered in a way that helps pupils remember it securely. This means that pupils are not able to recall key knowledge in some subjects confidently. The school should continue to develop strategies that support pupils to remember important information over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 first ungraded inspection since we judged the predecessor school, Saint Barnabas Church of England Primary School, to be good in May 2019.

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	147478
Local authority	Birmingham
Inspection number	10294682
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	Board of trustees
Chair of governing body	Tim Bond
CEO of the trust	Claire Grainger
Headteacher	Emma Grice
Website	www.stbarnabas-erdington.com
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to become an academy in September 2019. It is part of the Fioretti Trust of three primary schools.
- The most recent section 48 inspection of the school's religious character took place in March 2017.
- The school does not make use of any alternative provision.
- The school operates a breakfast club and an after-school-club.

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 her evaluation of the school.

- The inspector carried out deep dives these subjects: reading, mathematics, and art and design. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- 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 held meetings with the headteacher, the assistant headteachers, curriculum leaders and the special educational needs coordinator. She met representatives of the trustees, the chief executive officer of the trust and representatives from the local governing body.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans and records of governance.
- The inspector took account of responses to Ofsted's online survey, Ofsted Parent View, the pupils' survey and the staff survey. The inspector spoke informally with parents on arrival to school.
- The inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. The inspector met with groups of pupils from across the school.

Inspection team

Corinne Biddell, lead inspector

His Majesty's Inspector

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