

Inspection of Barton Primary School

Furrlongs, Newport, Isle of Wight PO30 2AX

Inspection dates: 24 and 25 September 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This school sits at the heart of the local community. Families are included in school life through the termly 'share my learning' event. The school holds cooking workshops for families, which are popular. They also value the support they receive from the school's pastoral team, including the 'Family Liaison Officer'.

There are high expectations set for pupils' achievement. Following disappointing outcomes in some subject areas, the school acted with determination to improve the curriculum and teaching. As a result of this work, pupils achieve well in much of their learning. Visitors to the school help to bring learning to life. These interactions show pupils how their learning links with future employment opportunities and secondary education. There are also many sporting and music opportunities, which build on pupils' talents and interests.

Expectations for behaviour are high, and most pupils live up to them. They are polite and respectful to each other and their attentive staff. However, in some lessons a few pupils do not concentrate and need reminders to be fully attentive. At break and lunchtimes, pupils enjoying being active and playing harmoniously with their friends. They appreciate the range of equipment and activities available to them, including the popular climbing area.

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

The school is passionate about making sure that the curriculum is relevant and accessible to all pupils. In every subject area, it is clear what pupils need to learn and when. The school gives careful consideration to the support needed for pupils with special educational needs and/or disabilities (SEND) and makes sure it is in place. This means that they achieve well. Pupils with SEND are accurately identified and the school seeks external expertise when appropriate. In 'The Cabin', pupils with more complex needs receive a highly personalised approach to support their social and emotional regulation.

The teaching of reading is given high priority. The school has acted quickly to bring about improvement. There are clear expectations for how pupils learn to read using the school's chosen phonics scheme. In many lessons, pupils use their growing knowledge of letter sounds to break down words and read with increasing fluency. This is particularly strong in the early years, where children accurately read and write simple words. However, across the school there is still some variability in how well pupils learn to read, including those who need to catch up quickly.

Pupils enjoy mathematics and develop appropriate knowledge and skills. This is because the school recognised that pupils had not been achieving as well as they should and raised their expectations. The mathematics curriculum includes regular recaps of previous learning in every lesson. This means that pupils build on their accumulated knowledge when they encounter new learning. Children in early years use mathematical language and vocabulary well. They enjoy exploring their environment, where staff help them to recognise numbers and complete mathematical activities. For example, children have

wooden figures with their faces on and use them to check how many children are at school each day.

Most pupils are attentive and focused in their lessons. They understand how their 'behaviour ladders' work and are proud when they are recognised in the school's newsletter for their hard work and achievements. However, there are a few pupils who do not give learning their full attention. This means that they sometimes distract others and need reminders to fully engage in the right behaviour for learning.

Pupils' attendance at school is good. The number of pupils who are persistently absent has reduced. This is because the school promotes the benefits of high attendance and supports families well who need extra help. Pupils want to come to school because they enjoy learning. The school's breakfast club offers a fun and nutritious start to the school day. It also means that pupils are punctual and ready to learn in their lessons.

The school values are brought to life through the personal development programme. Pupils enthuse about their wider opportunities. Those who participated in the recent residential at Kingswood are proud of the way they developed their independence and resilience. Pupils gain much from their 'No Outsiders' lessons and assemblies. They learn about the importance of showing kindness and empathy to others. As a result, they are welcoming to all and show a strong appreciation for diversity and difference. The pupils who are the school's 'equality and rights advocates' help other pupils to understand the difference between equity and equality. They also share their growing awareness of the protected characteristics.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is variability in the way pupils learn how to read. This means that some pupils do not build the skills they need to become fluent readers as quickly as they should. The school must ensure all staff have the training they need to effectively teach all pupils to read.
- In some lessons, the expectations for behaviour are not high enough. This means that a few pupils are not fully attentive and, at times, affect the learning of others. The school should ensure that staff have consistently high behaviour expectations so that all pupils have positive attitudes towards their learning.

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	118163
Local authority	Isle of Wight
Inspection number	10341465
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair of governing body	Ursula Hutchinson
Headteacher	Mark Snow
Website	www.bartonprimaryschool.co.uk
Dates of previous inspection	22 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school currently uses one registered alternative provider.
- At this school, the number of pupils who qualify for pupil premium funding is well above the national average.
- The school has an above average number of pupils with SEND, including those with education, health and care plans.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and computing. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 lead inspector had meetings with senior school leaders, representatives from the governing body and the local authority.
- The inspectors analysed responses to the staff survey and spoke to staff about their views of the school.
- The inspectors took account of the responses to the Ofsted online parent survey, Ofsted Parent View and the additional free-text responses. An inspector also spoke with parents on the morning of the second day of the inspection.
- The inspectors evaluated responses to Ofsted's online pupil survey.

Inspection team

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