

Inspection of Barden Primary School

Burnley Campus, Barden Lane, Burnley, Lancashire BB10 1JD

Inspection dates: 25 and 26 June 2024

Overall effectiveness **Good**

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?

The school is a happy and harmonious place to be. Pupils are respectful and well behaved. They are keen to earn a range of rewards for concerted effort or regular attendance. Pupils proudly told inspectors how they attend tea parties with the headteacher for achievements such as practising their reading at home.

Pupils enthusiastically described the many things that they enjoy at school. They find their learning fun. Pupils relish opportunities to engage in adventurous activities as part of wider school life. Older pupils value time to carry out their 'buddy' roles with children in the early years.

The school has high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve well from their differing starting points. They are well prepared for the next stage of their education.

Pupils spoke positively to inspectors about the support and encouragement that they receive to overcome any barriers that they might face. They described staff as kind and patient. Pupils said that other pupils are eager to help them. They develop confidence to try their best and not become overwhelmed by new challenges as a result.

Pupils who speak English as an additional language, or those who are new to the school, are well supported by skilled staff. These pupils quickly settle into school and focus on their learning.

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

The school has developed and embedded a new and ambitious curriculum since the time of the last inspection. The revised curriculum has raised the bar for the achievement of all pupils. The impact of these changes on current pupils in the school is not reflected in the 2023 published data.

The school's revised curriculum is having a positive impact on pupils' learning. They are building up secure knowledge across the curriculum. This is particularly true in reading. Well-trained staff provide effective support to help pupils catch up if they have gaps in their knowledge or have missed part of their education.

The school helps pupils to make sense of their learning, for example by making effective use of topics, books and other resources to which they can relate. Teachers typically follow agreed strategies for ensuring that pupils build on what they already know. By the end of Year 6, pupils are well prepared for the transition to their chosen secondary school.

Typically, teachers deliver the curriculum well. However, in a few subjects, the revised curriculum has been introduced more recently. Teachers are still familiarising themselves with the content. In these subjects, there is less consistency in how well

teachers check pupils' prior learning before introducing new information. Occasionally, this impacts how securely some pupils build up their knowledge. At times, these pupils do not recall their learning as accurately as they should.

The school places a high priority on pupils learning to read. All staff are trained and supported in how to deliver the school's phonics programme effectively. This is implemented to a consistently high standard. Children are introduced to a rich diet of well-loved songs, stories and rhymes in the early years. These provide a firm foundation for children to learn how to use phonics to read words.

Pupils benefit from regularly practising their reading with carefully chosen books. Most pupils can read accurately by the end of Year 1. Those who find reading more difficult continue to benefit from the support of skilled staff. Pupils across the school enjoy times when they read independently or share class novels with their teachers. Pupils become proficient readers. This helps them to access other learning more easily.

The school ensures that teachers know how to identify and meet pupils' differing needs. Pupils with SEND achieve well. Pupils who attend 'The Nest', the school's special educational needs (SEN) unit, benefit from accessing this specialist provision as well as joining in with lessons and other activities with the rest of the school when they can.

Most pupils attend school well. Their positive attitudes to school are tangible. The school provides effective support for pupils whose attendance is causing concern. This enables these pupils to benefit from all that the school has to offer.

The school ensures that opportunities for pupils' personal development are woven through the curriculum, including for pupils in the SEN unit. There are also a wide range of high-quality activities on offer at lunchtimes and after school. Most pupils are keen to make the most of these. They develop new talents and interests as a result.

The school expects pupils to learn about different faiths and how these are lived out in people's lives. The school also expects pupils to understand and value the differences between people. However, some pupils do not have a clear enough understanding of these aspects of the curriculum. These pupils are not as well prepared for life in modern Britain as they could be.

There is a strong sense of teamwork at the school. Governors work closely with the staff to ensure that pupils achieve as well as they can. Staff value the support that governors and the school provide. This enables them to focus on their respective roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, there is variability in how well teachers make use of assessment information to design future learning for their pupils. This results in some pupils' knowledge not being as secure as it could be. The school should ensure that teachers take more careful account of what pupils already know before moving on to something new in these subjects.
- The school does not identify sufficiently well what it expects pupils to know about the differences between people. Pupils' understanding of diversity is variable. In particular, they struggle to recall what they have learned about other faiths. The school should ensure that the curriculum prepares pupils well for living in a modern and diverse society.

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	119260
Local authority	Lancashire
Inspection number	10348147
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	476
Appropriate authority	The governing body
Chair of governing body	Afrasiab Anwar
Headteacher	Claire Holgate
Website	www.barden.lancs.sch.uk
Date of previous inspection	25 April 2019, under section 8 of the Education Act 2005

Information about this school

- Many pupils in the school speak English as an additional language. Some of these pupils have lived in other countries before attending this school. Some join the school partway through the academic year.
- A new SEN unit has been established at the school since the previous inspection. This provision caters for up to 16 pupils with speech, language and communication difficulties. At the time of the inspection, 16 pupils were on roll. Most of these pupils have an education, health and care plan. Places at this SEN unit are commissioned by the local authority.
- The number of pupils on roll at the school has increased considerably since the time of the previous inspection.
- The school does not make use of alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's educational 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.
- Inspectors spoke with the headteacher and other leaders in the school. An inspector also spoke with members of the governing body, including the chair of governors.
- An inspector spoke with a representative of the local authority.
- 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.
- Inspectors observed pupils from Years 1 to 3 reading to a familiar adult. They also listened to pupils reading from other year groups.
- Inspectors carried out deep dives in early reading, mathematics, physical education, history and art and design. They spoke with the leaders of these areas of the curriculum. They also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.
- Inspectors also looked at samples of pupils' work and spoke with pupils about their learning in other subjects.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes. They observed pupils' behaviour as they moved around the school. An inspector also scrutinised leaders' records of pupils' behaviour.
- An inspector visited the school's breakfast club.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors spoke with parents and carers as they brought their children to school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. There were no responses to the online staff or pupil surveys.

Inspection team

Claire Cropper, lead inspector

His Majesty's Inspector

Julie Stevens

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