

Inspection of Red Barn Community Primary School

Linden Lea, Portchester, Fareham, Hampshire PO16 8HJ

Inspection dates: 26 and 27 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2012.

What is it like to attend this school?

Pupils at Red Barn receive an excellent education. The school has the highest expectations and aspirations for pupils, who make the most of the high-quality provision and rise to the challenge of the ambitious curriculum. This supports pupils to achieve extremely well across the curriculum. Consequently, pupils' published outcomes in mathematics and reading in 2023 at the end of key stage 2 were exceptional.

Relationships between staff and pupils are extremely strong and based on mutual respect. As a result, pupils behave impeccably well. They are attentive and enthusiastic in lessons. At lunchtimes, pupils benefit from choosing their own clubs, such as reading, or leading games themselves. Staff and pupils are on hand to help others, showing great empathy and kindness. There is a harmonious and caring atmosphere across the school, which means pupils are very happy and safe.

Wider curriculum opportunities are planned carefully to enhance pupils' learning. Trips and visits reinforce different areas of the curriculum. Pupils are keen to represent their school in a variety of ways and proud to take up the exceptional leadership opportunities on offer. These include being young governors and science ambassadors. As a result, pupils work together to take ownership of their learning.

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

The school is unrelenting in its ambition, and this is highly evident in the design of the curriculum. It reflects the context and experiences of pupils in this community. In every subject, the content is carefully considered to make sure pupils build the knowledge and skills that they need. This starts in the Reception class where pupils learn, remember and use important knowledge very successfully. As a result, pupils, including those who are disadvantaged, achieve extremely well.

The teaching of reading is especially strong. In phonics, there is clear and systematic teaching, which is precisely matched to pupils' needs. This helps those pupils who have joined the school needing extra support to become fluent and confident readers. Once pupils have moved beyond phonics, the school focuses on core reading skills, including retrieval, inference and language for effect. Staff also ensure that pupils experience a wide range of interesting and diverse texts. Pupils learn how to decode words effectively, as well as learning to read with animation and interest.

Staff use their expert subject knowledge to enthuse pupils in their learning. Pupils are engaged in lessons and are keen to show what they know. They can reflect on what they have previously been taught to support their new learning. Staff ask precise questions and regularly give pupils time to think and talk about their learning. Across all subjects, pupils work well collaboratively and show perseverance with their learning. During regular debates and discussions, pupils show respect for others' views and make thoughtful contributions. As a result, pupils are very

confident and articulate, with a highly secure understanding of what they have been taught.

Disadvantaged pupils, including pupils with special educational needs and/or disabilities (SEND), achieve extremely well. This is because, in every subject, there is careful consideration of where pupils may need extra help and what this should look like. Teachers routinely check and assess pupils' understanding and use this information to shape their teaching accordingly. Skilled staff provide catch-up sessions, which help pupils to learn and be ready to learn more. The school ensures that any pupils who need specialist support for their mental health and well-being receive it. The level of pastoral care offered by the school is impressive.

Pupils' behaviour in lessons and during social times is excellent. Pupils learn that everyone has the right to learn, be respected and be safe. They understand these rights and enact them daily. Attendance is high for all pupils. Where it falls below expected levels, the school offers support to ensure that pupils' attendance improves.

The provision for pupils' personal development is exceptional. Pupils benefit from very well-considered opportunities outside of the curriculum. The leadership roles on offer at the school are particularly impressive. Pupils learn the skills of effective leadership through such roles as cyber ambassadors and road safety officers. As a result, pupils become confident and resilient citizens. Through the curriculum, pupils also gain an in-depth knowledge of current issues, such as diversity and equality. Pupils learn that 'you can be who you want to be'.

Governors have a detailed and accurate understanding of the school's many strengths. Leaders at all levels work together very effectively so that pupils realise the school's vision.

Safeguarding

The arrangements for safeguarding are effective.

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	116079
Local authority	Hampshire
Inspection number	10296213
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	211
Appropriate authority	The governing body
Chair of governing body	Chris Hatton
Headteacher	Sam Way
Website	www.redbarnprimaryschool.co.uk
Date of previous inspection	28 November 2018, under section 8 of the Education Act 2005

Information about this school

- This is a below-average size primary school.
- The school does not currently use any alternative provision.

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 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.
- Inspectors met with senior leaders, staff and pupils. The lead inspector also met with the representatives of the governing board.
- The inspection team carried out deep dives in these subjects: reading, mathematics, history and religious education. They discussed the curriculum with

subject leaders, teachers and pupils. Inspectors also visited lessons and looked at samples of pupils' work.

- Inspectors considered the responses to the Ofsted Parent View questionnaire, including the free-text comments. They also took account of the responses to the confidential staff survey and gathered the views of both staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, 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 reviewed and scrutinised a range of the school's documents, including leaders' plans for improving the school, minutes of governing board meetings and records of attendance and behaviour incidents.

Inspection team

Neil Pilsworth, lead inspector

His Majesty's Inspector

Maxine McDonald-Taylor

Ofsted Inspector

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