Inspection of an outstanding school: Barons Court Primary School and Nursery

Avenue Road, Westcliff-on-Sea, Essex SS0 7PJ

Inspection dates: 7 and 8 March 2023

Outcome

Barons Court Primary School and Nursery continues to be an outstanding school.

What is it like to attend this school?

Pupils excel at Barons Court. They play a full part in the life of the school. As a result, they become confident and creative young people by the time they leave in Year 6. Lessons are interesting and make pupils think hard. They are excited about learning new things and love coming to school.

Pupils' behaviour is exemplary. They have great empathy for those around them. Because adults have such high expectations of pupils, the environment is calm and purposeful, allowing for mutual respect for all. Pupils work hard in lessons and achieve exceptionally well.

Pupils are exceptionally well cared for. They feel safe in school. Their views and opinions are listened to and valued. Pupils know what bullying is, although it happens very rarely. They are confident that if they were concerned about anything an adult will help them resolve the issue.

Pupils benefit greatly from the opportunity to discuss and debate core values. Their leadership skills are nurtured through a range of roles, including school councillor, eco-councillor and mentoring younger pupils. They have a say in what happens in school.

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

Leaders have built on the outstanding strengths of the school. They have ensured that the school continues to provide an excellent quality of education in all respects.

The curriculum sets out a journey of learning for pupils. Leaders are precise about what pupils need to know and remember in each subject. Teachers plan activities that meet the needs of individual pupils. Pupils follow the rich and exciting curriculum extremely well.

Teachers have expert knowledge in the subjects they teach. This means they quickly identify and correct any mistakes pupils make. Pupils' learning is reinforced by structured opportunities for practising, using and recalling knowledge. Teachers are skilled at adapting their learning based on what pupils know and can do. They ensure that pupils with special educational needs and/or disabilities (SEND) get any help they need to learn alongside their classmates. Pupils, including pupils with SEND, achieve exceptionally well.

The school honours its commitment to improving the life chances of its community. A single method of teaching reading is securely implemented, reinforcing consistency in approach for all. Weaker readers catch up quickly because time is given to practise using phonics knowledge and build up fluency. In the early years, adults read to children regularly. They expose children to a richness of language and pronunciation.

When children join in the early years, they benefit from a carefully planned transition to school. This helps them make a great start to school life because they develop positive relationships with their peers and adults, allowing them to develop independence in a safe environment.

Pupils with SEND are catered for as well as their peers. For example, they are involved in outdoor learning alongside their classmates. This means that pupils learn the necessary health and safety rules, how to communicate, and how to experience leadership and problem-solving while being involved in outdoor learning, including residentials and beach days.

Leaders' aspirational vision is being realised, as staff are able to refine existing strong practices. Leaders at all levels place pupils at the heart of what they do. This ensures that leaders' actions focus on improvements that are in the pupils' best interests and that make a real difference.

The vast majority of pupils participate in the range of clubs on offer. Access to music lessons and performance enriches their experiences. Opportunities to perform and compete are plentiful. Pupils are passionate about their environment and proud of the work that adorns the corridors. The wealth of opportunities for pupils to enrich their personal development allows them to empathise, respect others and show kindness.

Pupils feel safe and happy at school. They enjoy their lessons and activities and are positive about the special events at school. Parents are very supportive of the school. They value the effective advice and strategies that leaders provide to enhance their children's learning.

Governors have a detailed knowledge of the work of the school. They are diligent in their work and hold leaders to account well for the quality of education. Staff are very proud of their school and appreciate the positive steps that leaders have taken to support their well-being and lessen their workload.

Safeguarding

The arrangements for safeguarding are effective.

A strong culture of safeguarding permeates the school. Staff know their role and responsibilities to keep pupils safe. Their regular training means they are alert to potential signs of harm. Staff raise concerns promptly. Leaders act on these quickly. They work with external agencies, when necessary, to ensure that pupils and their families get timely and appropriate support.

Leaders complete all required checks on staff before they start work in school. Governors play a key role in monitoring the safeguarding practices across the school.

The curriculum ensures that pupils understand risks, including those associated with online games and social media.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 school to be outstanding in March 2017

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' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	114787
Local authority	Southend-on-Sea
Inspection number	10255135
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	300
Appropriate authority	Local authority
Chair of governing body	Deborah Docherty
Headteacher	Julia Jones
Website	www.baronscourt.southend.sch.uk
Date of previous inspection	10 December 2020, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative education provider.
- The school holds the gold national accreditation from the Learning Outside the Classroom Council, the Green Flag from the Eco Council, the Equality and Diversity Award and the International School Award.
- The school supports the well-being of the parental community through an adult learning programme within its Community Learning & Information Centre.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives into these subjects: early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector held meetings with the headteacher and members of the leadership team. The inspector also held a meeting with the chair and members of the governing body. The inspector held separate meetings with a representative of the local authority and an external school support partner.
- The inspector spoke to parents at the end of the school day. The 74 responses made by parents to Parent View, Ofsted's online questionnaire, including 52 responses to Ofsted's free-text facility were also considered.
- The inspector took account of the 27 responses to Ofsted's online staff survey and 15 responses to Ofsted's online survey for pupils. The inspector spoke to a range of pupils throughout the inspection.

Inspection team

Ahson Mohammed, lead inspector	Ofsted Inspector

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