

Barrington CofE VC Primary School

Address: Haslingfield Road, Barrington, Cambridge, Cambridgeshire, CB22 7RG

Unique reference number (URN): 110781

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have established effective systems and processes that promote regular attendance and are having an effective impact. Favourable relationships with families enable leaders to work closely with them to support consistent attendance. When attendance begins to decline, leaders respond swiftly and provide timely support. As a result, overall attendance is close to national averages and rates of persistent absence remain low. Attendance for pupils with special educational needs and/or disabilities is slightly lower. However, leaders understand individual barriers well and provide personalised support that helps many pupils attend more regularly and engage more successfully with learning over time.

Leaders maintain high expectations for behaviour and have implemented a range of strategies to improve standards across the school. The 'remind, rest, reflect and repair' approach is well embedded and contributes positively to pupils' behaviour. Leaders deal with incidents of unkindness, including bullying, promptly and effectively. As a result, pupils feel safe and confident that concerns will be addressed. However, a small amount of low-level disruption remains and occasionally reduces learning time. Behaviour during social times is positive. Pupils interact respectfully and inclusively with their peers across different year groups and key stages. Pupils who require additional support receive targeted help that enables them to improve their readiness to learn and experience success.

Personal development and wellbeing

Expected standard 

Leaders have strengthened the personal development programme through carefully considered recent improvements. The introduction of the new school values has provided a clear framework for pupils' personal growth. Staff reinforce these values consistently through assemblies and daily interactions. This helps pupils to develop a secure understanding of their meaning and importance. The recognition which pupils receive for demonstrating these values motivates them to embody them in their actions and attitudes. As a result, pupils speak confidently about the values and understand their contribution to the school community.

The personal, social, health and economic education curriculum supports pupils' wider development effectively. The relationships and health education programme equips pupils with important knowledge and understanding that they can articulate clearly. Pupils demonstrate a secure awareness of online safety and show an age-appropriate understanding of physical and emotional development. This enables them to make informed decisions and develop increasing independence.

Leaders ensure that pupils develop a strong understanding of diversity and difference. Carefully selected texts, thoughtful discussions and opportunities to explore a range of viewpoints, broaden pupils' perspectives. Learning about different religions alongside visitors sharing first-hand experiences enriches pupils' understanding of the wider world. The curriculum reflects a broad range of cultures, backgrounds and experiences, which helps pupils develop respect for and tolerance of others.

Pupil leadership is a growing strength. Leaders have expanded opportunities for pupils to contribute to school life and many choose to take on positions of responsibility. The democratic election process for the school parliament helps pupils understand representation and participation. Pupils take their roles seriously and show genuine commitment to improving the school.

Pastoral support is highly effective. Staff identify pupils' needs well and provide carefully targeted support, particularly for pupils with special educational needs and/or disabilities. Initiatives such as time with the school dog, additional therapies, brick club and mindfulness club successfully promote pupils' emotional wellbeing, self-awareness and resilience.

Needs attention

Achievement

Needs attention 

Pupils' achievement in reading, writing and mathematics is not as high as it should be. Some pupils' phonics knowledge remains underdeveloped, limiting their ability to read unfamiliar words independently. Gaps in learning persist for some pupils, particularly disadvantaged pupils and pupils with special educational needs and/or disabilities. Consequently, these pupils do not develop knowledge and understanding as securely as they could over time.

Pupils' handwriting often lacks accuracy and fluency. This hinders their ability to record ideas efficiently and reduces the attention they can give to the content of their work. Spelling is frequently inaccurate and staff do not consistently identify and address errors. As a result, weaknesses in pupils' written work remain unresolved. Leaders recognise these shortcomings and have plans in place to strengthen provision.

In the wider curriculum, pupils recall their learning with greater confidence. For example, in science, pupils use scientific vocabulary accurately when discussing plant reproduction. This reflects secure understanding and supports pupils in building knowledge successfully across related concepts over time.

Curriculum and teaching

Needs attention 

Generally, the curriculum is planned and sequenced appropriately. Some learning activities are matched well to pupils' ages and stages of development. However, inconsistencies in curriculum delivery limit the impact of this work and prevent pupils from learning as well as they could. Leaders have identified the key areas requiring improvement. However, planned actions are at an early stage and have yet to bring about meaningful change.

A few staff maintain high expectations and engage pupils effectively in learning. These staff check pupils' understanding carefully and address misconceptions promptly. However, this practice is not consistent. Often, teachers' explanations lack clarity, resulting in confusion and incorrect responses. Consequently, pupils do not build their knowledge securely over time.

Some pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, complete activities away from their peers. As a result, they miss important learning and struggle to re-engage successfully with classroom activities. Staff do not adapt learning effectively to remove barriers and support participation.

In phonics, staff do not ensure that pupils engage fully in their learning or check for misconceptions. In contrast, in mathematics staff model learning clearly and demonstrate how resources support pupils' understanding. As a result, pupils apply their knowledge confidently to reason and solve problems.

Early years

Needs attention 

Children are resourceful and imaginative when engaging with the range of activities available throughout the early years. They participate enthusiastically in play and demonstrate positive attitudes towards learning. Staff do not consistently provide high-quality interactions that deepen children's learning and extend their vocabulary. As a result, sometimes staff do not build on children's interests and enhance their understanding.

Leaders demonstrate ambition for children in the early years and place a strong emphasis on ensuring a successful start to school. Well-planned transition arrangements enable staff to develop an understanding of children's needs while helping families establish positive relationships with the school and one another. Leaders also prepare children effectively for the move into Year 1, supporting their readiness for the next stage of education.

Staff are nurturing and supportive. Children respond well to the warm welcome they receive each morning and settle quickly into established routines. Positive relationships between staff and children contribute to a calm and welcoming environment.

Leaders have designed a curriculum that reflects children's interests and promotes independence. Staff provide support for children who face barriers to learning. However, a small number of activities do not have a clear purpose and are not matched closely enough to children's needs. This limits the progress they make.

Inclusion

Needs attention 

Leaders have recently begun to take appropriate action to identify and assess pupils' barriers to learning. They are developing a culture in which teachers increasingly recognise barriers and make suitable adaptations to their teaching. This work is beginning to improve provision for pupils. However, implementation remains inconsistent and effective practice is not yet secure across the school.

Leaders identify the barriers faced by pupils with special educational needs and/or disabilities effectively. They have introduced a range of targeted interventions to help pupils access learning and make progress. Leaders monitor this provision regularly and demonstrate a commitment to improving outcomes. However, targets are not yet precise enough to enable leaders to measure pupils' progress accurately or evaluate the impact of support with confidence.

As the school continues to grow, the number of disadvantaged pupils is increasing. Leaders recognise this and are taking appropriate steps to ensure support remains responsive to pupils' needs. Leaders help staff to build positive relationships with pupils and families to address barriers affecting attendance, engagement or wellbeing. This helps pupils feel supported and included.

Leaders ensure that any alternative provision is suitable and meets pupils' needs. They maintain effective communication to ensure pupils remain safe and receive appropriate support. Clear targets and collaborative working help pupils achieve their goals successfully.

Leadership and governance

Needs attention 

Leaders demonstrate a clear understanding of the school's strengths and the areas that require further improvement. They understand the school's context well and draw appropriately on support from the local authority and external agencies to strengthen improvement efforts. Leaders have introduced several initiatives to improve provision. However, staff have not implemented these consistently across the school and some actions have not secured improvements in outcomes quickly enough. Consequently, the full impact of leaders' improvement work is not yet evident and remains to be fully realised.

Leaders align professional development closely with school priorities. Training equips staff with the knowledge and skills required to implement new approaches and contribute to ongoing improvement.

Governors fulfil their roles effectively. They understand the school's priorities, recognise its strengths and maintain a realistic view of the challenges associated with growth. They support leaders in addressing these challenges while maintaining a clear focus on improvement. Governors also provide appropriate challenge and scrutiny, which strengthens decision-making and helps leaders maintain accountability for pupils' outcomes and wellbeing.

Leaders create opportunities for staff to share their views through surveys and regular discussions. They consider feedback carefully and work with governors to address concerns when they arise. As a result, staff report that leaders manage workload appropriately and support their wellbeing effectively.

Parents generally hold positive views of the school. They value leaders' transparent communication about developments and changes. This openness helps parents and carers understand both the successes and challenges linked to the school's growth. Parents appreciate this approach and welcome further opportunities to engage with the school's continuing development.

What it's like to be a pupil at this school

Pupils are happy, safe and nurtured well. They develop positive relationships with staff, which help create a caring and supportive environment. Pupils enjoy coming to school and attend regularly. They enjoy learning about their favourite topics and spending time with their

friends. Pupils value the opportunities available to them and appreciate being part of the school community.

Breaktimes and lunchtimes are calm, enjoyable occasions. Pupils make the most of the wide range of activities on offer, engaging positively with one another. Play leaders support their peers by organising games and encouraging participation, bringing together pupils of different ages. As a result, pupils play cooperatively. Incidents of bullying are rare. When unkind behaviour does occur, staff address it promptly and effectively. Pupils trust staff to listen to their concerns and help resolve any issues.

Most pupils concentrate well during lessons and engage positively in their learning. They contribute to class discussions by sharing their answers and ideas confidently. Pupils generally complete tasks effectively. However, activities do not always focus sharply enough on the intended learning. Consequently, some pupils do not make the progress they could. Pupils with special educational needs and/or disabilities benefit from a range of strategies that leaders have introduced. However, staff do not consistently adapt learning effectively to enable these pupils to access the curriculum alongside their peers. As a result, some pupils do not achieve as well as they could.

Pupils can participate in the recently expanded range of leadership opportunities. They can serve as junior travel ambassadors, school parliament members and ministry representatives. These roles are available across several year groups. They provide pupils with opportunities to contribute to school life. Pupils value these positions of responsibility. Many roles require pupils to complete an application process or secure election by their peers. Consequently, these opportunities are highly regarded and help pupils develop confidence, responsibility and leadership skills.

Next steps

- Leaders should ensure that curriculum design, assessment and classroom adaptations consistently meet pupils' needs effectively. This includes removing any barriers for those pupils with special educational needs and/or disabilities.
- Leaders should ensure that all staff consistently uphold high expectations for pupils' learning, so that all pupils achieve well across the curriculum.
- Leaders should ensure that interactions in the early years are of high quality and are effective in developing children's understanding and vocabulary.
- Leaders should check the effectiveness of new initiatives systematically and take swift action where intended improvements are not realised.

About this inspection

The chair of the board of governors in this school Claire Stoneham.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, senior teachers, teachers, support staff, pupils and some parents during the inspection. They also spoke to representatives from the governing body and local authority.

Inspectors confirmed the following information about the school:

The headteacher started in her role in September 2024.

This school is registered as having a Church of England religious character. It is in the Diocese of Ely. Its last section 48 inspection was in February 2020.

The school makes use of 2, unregistered, alternative provisions.

Headteacher: Agata Richards

Lead inspector:

Katie Devenport, His Majesty's Inspector

Team inspectors:

Simon Eardley, Ofsted Inspector

Bryony Surtees, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context

Total pupils

165

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

200

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

14.55%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.85%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.91%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	61%	Below
2024/25 (final)	40%	62%	Below
2023/24 (final)	45%	61%	Below
2022/23 (final)	44%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (final)	67%	75%	Below
2023/24 (final)	85%	74%	Above
2022/23 (final)	72%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	72%	Below
2024/25 (final)	60%	72%	Below
2023/24 (final)	45%	72%	Below
2022/23 (final)	50%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	73%	Close to average
2024/25 (final)	53%	74%	Below
2023/24 (final)	85%	73%	Above
2022/23 (final)	72%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	46%	Close to average
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	43%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	71%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	57%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	57%	59%	Close to average

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	68%	-26 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	43%	66%	-23 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-21 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	71%	78%	-7 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	78%	-31 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	57%	77%	-20 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	80%	-27 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	57%	79%	-22 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.8%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	6.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.3%	13.0%	Close to average
2023/24 (3 term)	10.0%	14.6%	Below
2022/23 (3 term)	16.8%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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