

Fawbert and Barnard's Primary School

Address: London Road, Old Harlow, Essex, CM17 0DA

Unique reference number (URN): 144663

Inspection report: 14 July 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

Achievement

Expected standard 

Pupils typically achieve well. Younger pupils acquire the knowledge and skills they need for later learning. National tests and assessments show that the proportion of pupils attaining the expected standards in reading, writing and mathematics at the end of key stage 2 is close to the national average.

Disadvantaged pupils and pupils with special educational needs and/or disabilities generally achieve well from their starting points. Staff provide tailored support that helps them make progress and become more independent. The school prepares pupils well for the next stage of their education.

Overall, pupils achieve well across the curriculum and different year groups. This is reflected in the quality of their work. Typically, pupils make connections between their learning and apply their knowledge well. For example, in Year 4, pupils confidently write non-chronological reports drawing on their learning about ancient Egypt. Pupils do not learn as well where improvements to the curriculum are still being embedded.

Attendance and behaviour

Expected standard 

Attendance is consistently above national averages. This includes disadvantaged pupils and those with special educational needs and/or disabilities. Leaders regularly analyse attendance data to recognise emerging patterns. This helps them to quickly identify pupils at risk of becoming persistently absent. Leaders work closely with families so that they understand and value the benefits of attendance. Through these partnerships, leaders remove barriers to good attendance.

Leaders have established clear expectations for behaviour. Staff apply behaviour systems consistently. Pupils understand these expectations and systems. Across the school, behaviour is calm and orderly. Classrooms are purposeful and focused. Pupils demonstrate positive attitudes to learning. They listen attentively, follow routines and engage well in lessons. Pupils relate well to each other during social times. Staff build positive and respectful relationships with pupils. Pupils are safe and bullying is rare. When incidents of unkind behaviour do occur, staff and leaders address any issues quickly and effectively. Leaders monitor behaviour carefully. They use this information well to identify and address emerging concerns. Staff support pupils, including those with special educational needs and/or disabilities, effectively through a range of strategies that help them access learning successfully alongside their peers. As a result, disruption to learning is uncommon.

Curriculum and teaching

Expected standard 

Soon after the school joined the trust, leaders identified the need to improve the curriculum and the school's approach to teaching. They took swift action to address this. The curriculum is broad and well organised across all subjects.

Leaders ensure that reading is a high priority. Teachers deliver the school's phonics programme well. Staff help any pupils who need additional support to catch up quickly. As a result, most pupils become confident readers.

Leaders provide coaching and support for teachers. This focuses on clear, evidence-informed approaches to effective teaching methods. As a result, teachers generally use their accurate subject knowledge to provide clear explanations and design appropriate activities that support pupils' learning. Teachers do not consistently give pupils work that matches what they know and can do. This is because their checks on learning sometimes do not identify precisely and accurately how well pupils learn. As a result, some pupils do not make the progress they are capable of. This is particularly the case for the small proportion of pupils who are working just below the standards expected for their age, and those pupils who are already achieving well but could produce work of a high standard. Teachers do generally make suitable adaptations for pupils with special educational needs and/or disabilities, so that they can access the curriculum successfully/

Early years

Expected standard 

Leaders place a strong emphasis on the early years. Children receive a positive start to their education. Leaders have a clear understanding of the strengths of the provision. They identify appropriate priorities for further improvement.

Leaders have designed an ambitious curriculum which identifies the essential knowledge and skills that children are expected to learn. Learning is sequenced effectively so that children build on prior experiences and develop increasing confidence and independence over time.

Story time, rhymes and songs form a regular part of life in the early years classroom. Children join in with confidence and enthusiasm. These experiences help to develop children's vocabulary and foster a love of learning. Leaders design the learning environment carefully. Indoor and outdoor spaces provide rich opportunities for children to learn and play. High-quality interactions and targeted teaching develop children's knowledge across the curriculum. During the inspection, children engaged deeply in exploring which objects float and sink, linked to a story they had recently read.

Children develop secure knowledge and skills across all areas of learning. They increasingly apply these independently. By the end of Reception, most children use their phonics knowledge to read accurately and with increasing fluency. As a result, most children are well prepared for learning in Year 1.

Inclusion

Expected standard 

Leaders, including those in the trust, have strengthened the strategic leadership of special educational needs and/or disabilities (SEND). They have improved systems to identify pupils with SEND effectively. They ensure that more pupils with SEND get the help they need in a timely manner.

Leaders have high expectations of pupils with SEND. Leaders track pupils' progress closely. They use this information to adjust targets and inform future teaching for pupils with SEND.

Leaders also use it to check that the funding allocated to disadvantaged pupils is having the intended impact. Pupils with SEND and those who are disadvantaged make secure progress from their starting points, in learning and in their personal development.

Staff receive appropriate training, including in autism and English and mathematics interventions. This enables them to usually make effective adaptations for pupils who need additional support. Staff support pupils to remain in class and access the curriculum alongside their peers. This helps to prevent any gaps in learning from widening.

Through improved communication and responsive support, leaders work constructively with parents and carers to build confidence in provision for pupils with SEND. Some parents report that their children do not receive the support they need. Nevertheless, staff typically meet the needs of pupils with SEND in the classroom.

Leadership and governance

Expected standard 

School leaders, trust leaders and trustees share a clear and ambitious vision for the school. Leaders in the trust have provided effective support through recent changes in leadership and staffing. They have established an inclusive culture in which pupils' wellbeing and achievement are prioritised. Leaders at all levels work collaboratively and maintain a sharp focus on the school's improvement priorities. Staff are typically supportive of school leaders.

Since joining the trust, leaders have acted decisively to improve key aspects of the school's work. Effective changes have been made to systems and processes, including those relating to behaviour and provision for pupils with special educational needs and/or disabilities. Trust leaders provide an appropriate balance of challenge and support. They enable school leaders to identify priorities accurately and implement improvement strategies effectively. Trustees and governors fulfil their statutory responsibilities appropriately. They hold leaders to account for the quality of provision while remaining supportive of the school's ongoing improvement journey.

Professional development is prioritised and supports staff in developing their subject knowledge and classroom practice. Leaders are mindful of staff workload and wellbeing. They consider these carefully when introducing new initiatives and systems.

A sizeable minority of parents and carers remain dissatisfied with the school. This reflects a period of significant change in leadership and staffing. Trust and school leaders recognise the need to strengthen communication and engagement with parents and carers so that they have greater confidence in the school's work and the improvements made.

Personal development and wellbeing

Expected standard 

Leaders provide a coherent programme for personal development that runs through the curriculum and wider school life. They review and refine this programme to improve pupils' experiences. For example, leaders raise the profile of pupil leadership roles through assemblies.

The school's personal, social and health education (PSHE) and relationships curriculum is thoughtfully planned. Pupils learn about relationships and respecting differences. They also

explore important themes such as consent, stereotypes and how their bodies change as they grow. Pupils know how to stay safe, including online. They develop an understanding of money and its importance in everyday life. Typically, the PSHE curriculum enables pupils to build knowledge well. Pupils understand the importance of treating others with respect. However, their understanding of democracy, individual liberty and different beliefs and cultures is less well developed. Leaders recognise this and are taking steps to strengthen pupils' understanding.

Leaders use a whole-school approach to help pupils understand and manage their wellbeing. Calm spaces within classrooms and a range of sensory and supportive resources help pupils to manage their feelings and remain engaged in learning. Staff respond sensitively to pupils' individual needs and provide appropriate support when required. Pupils value the care and guidance they receive.

Pupils benefit from a range of opportunities that broaden their experiences and develop their talents. They take part in music, drama and educational visits. Opportunities such as peripatetic music lessons, work with drama groups and participation in large musical performances enrich pupils' learning. Older pupils develop confidence and teamwork skills as they rehearse and perform in a local theatre.

Leaders take positive steps to ensure that pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, access the personal development offer. Leaders track participation closely to ensure that opportunities are available to all pupils.

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

Pupils enjoy their learning. They are proud to be part of a caring and inclusive community. Typically, pupils speak positively about their learning. They take part in a range of wider experiences that help them develop confidence, responsibility and social skills.

Generally, pupils achieve well. This is reflected in their performance in national tests and assessments and the quality of their work. Pupils are suitably prepared for their next stage of education. Pupils with special educational needs and/or disabilities progress well from their starting points. Some pupils do not achieve as well as they could because occasionally learning is not adapted to their needs.

Pupils attend school regularly. They recognise the importance of being in class every day. Pupils behave well and show consideration for one another. They move sensibly around the building and work well together in lessons. Pupils willingly celebrate the success and achievements of others.

Pupils feel they belong at the school. They help each other. Older pupils take pride in supporting children in Reception through the school's buddy system. These relationships help the younger children settle quickly. They also help the older pupils to develop as caring and responsible role models. Bullying is not tolerated. It is dealt with swiftly if it does occur. Pupils know that adults will listen to them if they have any worries.

Pupils learn how to keep themselves safe, including when using the internet. They recognise online dangers and the risks to avoid in their local community. They know the actions to take to avoid harm.

Pupils attend a school that has experienced significant changes in leadership and staffing. Some pupils' parents and carers remain dissatisfied. Leaders work to strengthen communication and engagement with families to build confidence in the school's direction and ongoing improvements.

Next steps

- Leaders should ensure that teachers consistently use checks on pupils' understanding to adapt learning, so that all pupils make strong progress from their starting points.
 - Leaders should continue their work to improve communication with parents and carers and staff about pupils' learning and behaviour and the ongoing development of the school so that pupils can be supported more effectively to achieve well.
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About this inspection

This school is part of NET Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jo Coton, and overseen by a board of trustees, chaired by Peter Shephard.

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 partnership headteacher and other school and trust leaders. The lead inspector met with members of the board of trustees, including the chair, and representatives of the local governing body. The lead inspector also met with the CEO.

The inspectors confirmed the following information about the school:

Since the previous inspection the school has moved to a different multi-academy trust. It has also had several changes of headteacher. The headteacher was not present during the inspection. An interim headteacher was present during the inspection.

The school currently uses no alternative provision.

Headteacher : Andrea Hanson

Lead inspector:

Mark Carter-Tufnell, His Majesty's Inspector

Team inspectors:

Sarah Fowler, Ofsted Inspector

Nicola Shadbolt, 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 14 July 2026

School and pupil context

Total pupils

209

Close to 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

210

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)

13.40%

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

1.44%

Below 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

9.57%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	65%	61%	Close to average
2024/25 (final)	52%	62%	Below
2023/24 (final)	77%	61%	Above
2022/23 (final)	66%	60%	Close to average

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	78%	74%	Close to average
2024/25 (final)	62%	75%	Below
2023/24 (final)	87%	74%	Above
2022/23 (final)	86%	73%	Above

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	81%	72%	Above
2024/25 (final)	79%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	83%	71%	Above

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	77%	73%	Close to average
2024/25 (final)	62%	74%	Below
2023/24 (final)	87%	73%	Above
2022/23 (final)	83%	73%	Above

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	40%	46%	Close to average
2024/25 (final)	25%	47%	Below

Year	This school	National average	Compared with national average
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	60%	62%	Close to average
2024/25 (final)	50%	63%	Below
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	70%	59%	Above
2024/25 (final)	63%	59%	Close to average
2023/24 (final)	S	58%	S
2022/23 (final)	71%	58%	Above

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	55%	60%	Close to average
2024/25 (final)	38%	61%	Below
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	40%	68%	-28 pp
2024/25 (final)	25%	69%	-44 pp
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	60%	80%	-20 pp
2024/25 (final)	50%	81%	-31 pp
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	70%	78%	-8 pp
2024/25 (final)	63%	78%	-16 pp
2023/24 (final)	S	78%	S
2022/23 (final)	71%	77%	-6 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	55%	80%	-25 pp
2024/25 (final)	38%	81%	-43 pp
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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)	4.0%	5.2%	Below
2023/24 (3 term)	3.7%	5.5%	Below
2022/23 (3 term)	3.9%	5.9%	Below

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)	6.6%	13.0%	Below
2023/24 (3 term)	3.3%	14.6%	Below
2022/23 (3 term)	3.9%	16.2%	Below

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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