

# St Barnabas' CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	101126
<b>Local Authority</b>	Westminster
<b>Inspection number</b>	354947
<b>Inspection dates</b>	8–9 February 2011
<b>Reporting inspector</b>	Madeleine Gerard

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	157
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alexander Phillips
<b>Headteacher</b>	Ann Townshend
<b>Date of previous school inspection</b>	17 October 2007
<b>School address</b>	St Barnabas Street London SW1W 8PF
<b>Telephone number</b>	020 7641 4232
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 18 lessons or parts of lessons taught by seven teachers and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, looked at work in pupils' books, tracking data showing pupils' attainment and progress, and the school's development plans. They considered the 59 responses received from parents and carers, the 77 responses to the questionnaire received from pupils in Years 3 to 6, and the 15 responses to the questionnaire received from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- the rates of learning and progress in English and mathematics and whether they are consistent in all classes and for all groups of pupils through the school
- the accuracy with which the school monitors the quality of its work and identifies priorities for improvement to ensure consistency of provision through the school.

## Information about the school

This is a smaller-than-average primary school with Early Years Foundation Stage children taught in one Reception class. The proportion of pupils from minority ethnic backgrounds is above average. Bangladeshi, Black African, other White backgrounds and other ethnic backgrounds are the largest groups. The proportion of pupils known to be eligible for free school meals is above average. There is an above-average proportion of pupils with special educational needs and/or disabilities. Most of these pupils have moderate learning difficulties or speech, language and communication needs. The number of pupils who speak English as an additional language is above average. A minority of these pupils are at an early stage of learning English. More pupils than average join and leave the school part-way through their primary education. The school operates and manages a breakfast club. The school has achieved Healthy School Status and the Eco-School Bronze Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Barnabas is a satisfactory school. One of its key strengths is that children get off to a good start in the Early Years Foundation Stage because adults work closely with them to ensure they make good progress in their learning. Teaching is satisfactory overall. Effective enhancements to the curriculum and teaching in English, such as detailed study of specific elements of good writing and regular opportunities for pupils to write in a variety of different styles, have successfully raised attainment in literacy for all groups of pupils. Although satisfactory, teaching and learning in mathematics are less consistent and are, therefore, a priority for development. This is because the numeracy curriculum has not always ensured that pupils build steadily on their knowledge and teachers' planning does not always focus sharply on what pupils need to do to practise and develop key mathematical skills. The school has good systems to track the progress pupils make. This is helping staff to check closely how well pupils are doing. However, teachers do not consistently use assessment information to match work to pupils' learning needs so that all pupils are suitably challenged in their work, particularly in mathematics.

Good gains in pupils' spiritual, moral, social and cultural development enable them to show care and consideration for one another. Pupils who arrive part-way through their education are helped to settle and make friends quickly in the school's inclusive and caring environment. Partnership with the parish church is strong and Christian values are reflected in all aspects of the school's work. Celebration of many festivals and faiths ensures that pupils have a good understanding and respect for other cultures and religions within the school, local and wider communities. Relationships are warm and friendly and all groups of pupils work and play together well. Older pupils support younger pupils with their reading each week and the pupil parliament team swiftly tidy away sporting equipment at the end of break times.

The headteacher and deputy headteacher form a strong team and work closely together with the staff and the governing body. Self-evaluation of the quality of the school's work is accurate. Priorities for improvement are appropriately identified and have led to improvements in key areas since the last inspection and raised attainment in English. Appropriate actions to develop the provision for numeracy have recently been selected, although they have not had time to show a sustained impact on improving pupils' academic outcomes in mathematics. Middle managers are developing their roles in supporting the school's leaders to improve the quality of provision in their subjects, although their systematic involvement in subject monitoring and evaluation is too limited. Given the school's track record since the last inspection, for example in promoting pupils' literacy skills, in improving the involvement of additional adults in supporting pupils' learning, and in successfully involving parents and carers in the work of the school, the school's capacity for sustained improvement is satisfactory.

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## What does the school need to do to improve further?

- Raise attainment and increase rates of learning and progress in mathematics in Years 1 to 6 by:
  - enhancing the consistency of teaching so that all pupils make swift gains in their numeracy skills
  - planning the mathematics curriculum to build systematically upon pupils' prior learning
  - using information gained from tracking pupils' progress, assessment and marking to match work consistently to all pupils' needs.
- Develop the roles of middle managers in helping to secure sustained improvements to the quality of teaching and the curriculum in their subjects.

## Outcomes for individuals and groups of pupils

**3**

Pupils' achievement and enjoyment in their learning are satisfactory. The reason for this was illustrated in a Key Stage 2 mathematics lesson. Pupils were working hard to complete the tasks set, but made only satisfactory progress because they were not confident in their knowledge of mathematical methods, including multiplication tables, to calculate answers. Similarly, in a science lesson, the length of time spent listening to the teacher left limited opportunity for pupils to complete independent tasks and practise new learning. In a literacy lesson in Key Stage 2, pupils made good progress because the work was matched well to the range of abilities in the class. More-able pupils were challenged in their learning effectively when the teacher asked them individual, targeted questions during independent work. Pupils with special educational needs and/or disabilities make satisfactory progress because they receive additional help from adults in lessons and outside the classroom, individually and in small groups. Pupils with speech, language and communication needs make good gains in their speaking and listening skills because they have support tailored to their needs from specialist therapists and trained staff. Pupils who speak English as an additional language make similar satisfactory progress to their peers. They make good progress in their English literacy skills because these are promoted effectively by staff. More-able pupils are sometimes set work that is insufficiently challenging to extend their learning.

Pupils' self-confidence is boosted well through participation in cultural events and local festivals. The pupil parliament is rightly proud of its recent success in leading the school to achieve the Eco-School Bronze Award. It has also encouraged healthy eating through an assembly and through a workshop for parents and carers. Cycling proficiency training for older pupils, visits from the local emergency services and clear guidance on keeping safe when using computers promote pupils' good awareness of how to keep themselves from harm. Pupils who attend the breakfast club enjoy the healthy breakfast and the variety of activities available there.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Tasks in lessons are effective in promoting pupils' learning when they are planned well to enable pupils to practise key skills. For example, in a literacy lesson pupils were examining a newspaper article, written by an older pupil at the school, in order to identify key features of journalistic writing. Writing their own reports about a book they have read in class ensured the work was relevant and interesting. However, good teaching is not the consistent picture, as teachers' explanations and models of new learning are not always sufficiently clear and chosen appropriately to ensure all pupils understand quickly, particularly in mathematics. Older pupils find individual targets and teachers' feedback helpful in making clear what the next steps are in their learning, but this is not consistent in all classes.

Extra-curricular activities, including capoeira martial arts and football in partnership with a professional club, promote pupils' good attitudes to keeping fit and healthy. Popular lunchtime and after-school clubs support pupils in developing a wide range of skills and interests, including gardening in the local community, recorders, origami and French. Through links with a local secondary school, student volunteers hear pupils reading every week. Residential visits for older pupils foster outdoor learning and independence. Visits to a variety of local places of interest and themed events bring the curriculum to life. However, curriculum planning does not always ensure that tasks are matched consistently

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to all pupils' needs. Pupils' progression in numeracy is not fostered systematically enough throughout the school to ensure that all pupils develop their skills well.

Previously low attendance is now average because of the school's effective approach to monitoring and following up absences, including certificates and clear emphasis on regular attendance in newsletters to parents and carers. Transition arrangements support pupils well as they move up to their new class each year. Well-organised arrangements ensure that pupils make informed choices about their transfer to secondary school. Staff, including the inclusion manager and the parent support officer, work hard to support pupils' social and emotional development. They provide additional care and guidance to pupils who experience challenging circumstances and to their parents and carers. The breakfast club ensures a calm and healthy start to the school day and promotes social skills well through opportunities to make friends in other classes.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The governing body has a good knowledge of the school and is keen to help the school raise academic outcomes in mathematics. Most pupils achieve equally in their learning, with only those who are more able sometimes needing to be stretched more. All pupils, whatever their background or ability, have the chance to participate in activities in and out of school. Leaders, managers and the governing body drive improvements and embed ambition satisfactorily. This is because, despite recent enhancements, inconsistencies remain in the quality of mathematics provision and teaching is not yet consistently good. Some middle managers are developing their involvement in the school's improvement efforts, although their role in the monitoring of provision within their subjects is too limited. Safeguarding arrangements are good. Staff receive regular training. The school site is well maintained and secure. Community cohesion is promoted well as it ensures pupils have a strong awareness of the school and local community. Partnerships and projects with other schools in similar as well as contrasting communities successfully promote pupils' awareness of the lives of others. The school's developing links with a school abroad foster pupils' appreciation of global communities, as do the opportunities provided in the curriculum. Daily opportunities to speak to teachers, home-school contact books, weekly coffee mornings and workshops on a wide variety of topics for parents and carers are strengths in helping them support their children's learning and development.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children form positive relationships with staff and other children. They share resources readily. For example, children working together in the outside area enjoyed finding hidden toy animals in the sand tray and piling them up to match written numbers. Children playing a shopping game together took turns patiently to choose what to buy and count out the correct amount of pennies for their purchase. Sharing the outdoor spaces with pupils in Key Stage 1 at lunchtime promotes children's social skills well and helps to prepare them for moving up into Year 1. Children's knowledge of letters and the sounds they make is supported well because it is prioritised daily. Adults work with children in small groups to ensure they make good progress in problem solving, reasoning and numeracy. The Early Years Foundation Stage is well led and managed, which ensures that detailed records of ongoing observations are kept and these are used to plan further learning experiences. Parents and carers are encouraged to spend time in class with their children each week looking at their work and contributing observations of their children's learning at home to their learning record portfolios. Occasionally, information from ongoing assessments is not used to plan activities for children to choose for themselves in the outside areas that are tailored to their specific needs to promote even faster gains in their skills.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire evaluate all aspects of the school's work positively. In the survey, the overwhelming majority of respondents are happy with their children's experience at the school. All of them are confident that the school keeps their children safe. The inspection judged many aspects of the school's work to promote pupils' personal development to be good. While inspectors found strengths, notably in the teaching and curriculum for English, they found teaching overall, the curriculum, pupils' academic outcomes and aspects of leadership and management to be satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Barnabas C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	66	19	32	0	0	0	0
The school keeps my child safe	41	69	18	31	0	0	0	0
My school informs me about my child's progress	37	63	21	36	1	2	0	0
My child is making enough progress at this school	31	53	24	41	3	5	0	0
The teaching is good at this school	33	56	26	44	0	0	0	0
The school helps me to support my child's learning	30	51	27	46	2	3	0	0
The school helps my child to have a healthy lifestyle	34	58	23	39	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	46	27	46	2	3	0	0
The school meets my child's particular needs	30	51	27	46	1	2	0	0
The school deals effectively with unacceptable behaviour	36	61	22	37	2	0	1	2
The school takes account of my suggestions and concerns	37	63	20	34	1	2	0	0
The school is led and managed effectively	36	61	22	37	1	2	0	0
Overall, I am happy with my child's experience at this school	42	71	16	27	0	0	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 February 2011

Dear Pupils

**Inspection of St Barnabas C of E Primary School, London SW1W 8PF**

Thank you very much for your friendly welcome and for helping us when we visited your school recently. We enjoyed our visit and were pleased to see how well you all get on together and how well behaved you are in lessons and around the school. We were delighted to hear about your recent success in achieving the Eco-School Bronze Award. This letter is to tell you about the judgements that we reached.

St Barnabas C of E Primary is a satisfactory school. You told us you like coming and your parents and carers also like the school a lot too. You enjoy particularly the clubs and visits that the school organises for you. You have a good understanding of how to keep yourselves fit, healthy and safe. All the adults work well together to take good care of you. The youngest children get off to a good start in the Reception class. You make satisfactory progress through the rest of the school. Although attainment in tests in English at the end of Year 6 has improved, we would like you to do better in mathematics.

The staff are aware that you need to develop your numeracy skills quickly. We would like the school to make sure that you practise very regularly so that you build up a good knowledge of mathematics and do well. We have asked the staff to make sure that all of you are set work that is the right level of difficulty for you. All of you can help by telling your teachers if the work is too easy or too difficult. We would also like the school to make even more checks on its work so that it continues to improve. We would like all the lessons to be good ones.

Finally, we would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector (on behalf of the inspection team)

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