

# Sir James Barrie Primary School

## Inspection report

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<b>Unique Reference Number</b>	101000
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	376497
<b>Inspection dates</b>	7–8 December 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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	376
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lenny Shallcross
<b>Headteacher</b>	Gail Peyton
<b>Date of previous school inspection</b>	18–19 September 2008
<b>School address</b>	Condell Road London SW8 4JB
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<b>Email address</b>	admin@sirjamesbarrie.wandsworth.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	7–8 December 2011
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 29 lessons taught by 16 teachers, and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at work in pupils' books, tracking data showing pupils' attainment and progress, the school's development plans, and policies and records for safeguarding pupils. They considered responses to questionnaires received from 121 parents and carers, 208 pupils in Years 3 to 6, and 36 staff.

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

- How effectively pupils' progress is being tracked and assessment information used so that all groups of pupils are suitably challenged in their learning, including children in the Early Years Foundation Stage.
- Whether rates of learning and progress are consistently swift in all classes and for all groups of pupils, including pupils with special educational needs and/or disabilities and those who speak English as an additional language.
- How consistently the school's leaders and managers at all levels secure improvements and ensure consistency of provision through the school.

## Information about the school

This is a larger than average primary school, with Early Years Foundation Stage provision for children in two full-time Nursery classes and two Reception classes. Most pupils are from minority ethnic heritages, with a few from a range of different ethnic backgrounds. Forty per cent of pupils speak English as an additional language. A small minority of these pupils are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is above average. There have been a high number of staff changes over recent years, including two changes of headteacher. The headteacher joined the school in September 2011.

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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

Sir James Barrie Primary is a satisfactory school. In the Early Years Foundation Stage, children make satisfactory progress; they form positive relationships with adults and other children in the Nursery and Reception classes and are happy. Detailed records of the progress they make in their learning are kept. However, these are not always used to plan tasks for children to do in the indoor and outdoor spaces that build swiftly on what they know already. The quality of teaching through the rest of the school, although good in a minority of classes, is satisfactory. As a result, pupils make satisfactory, rather than good, gains in their learning overall. The school effectively tracks the progress that pupils make. However, teachers' planning does not consistently use assessment information to match work to pupils' learning needs. Consequently, expectations of what more able pupils can do are not always high enough, and sometimes tasks are too challenging for others. Teachers mark pupils' work in books very regularly, although written feedback and personalised targets are not always effective in helping pupils to move quickly up to the next level in their work.

Pupils enjoy opportunities to sing each week, play musical instruments and work with specialist sports coaches. However, the curriculum has not always ensured that pupils practise and build swiftly on their knowledge of key literacy and numeracy skills across a range of curriculum subjects. Recent enhancements to the curriculum, such as additional English and mathematics sessions before school for selected pupils in Years 1 to 6 and regular literacy and numeracy homework tasks, have been rightly introduced. These improvements have not had time to show their effectiveness in raising pupils' academic outcomes. Pupils' attainment by the end of Year 6 in English and mathematics is average.

Through perceptive and accurate self-evaluation, the new headteacher has a clear understanding of the school's performance and is already raising the staff's expectations about what pupils can achieve. Priorities for action are appropriately identified, although some initiatives are too recently introduced to show their impact on improving the quality of provision further. For example, the outdoor areas for children in the Nursery and Reception classes are currently undergoing significant redevelopment. Leaders, managers and members of the governing body are involved in monitoring the quality of the school's work, although this has not always been systematic enough to secure consistent improvements. Given the school's track record since the last inspection, for example in maintaining good behaviour, enriching the curriculum, raising previously low attendance to average overall, and

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the quality of the work observed, the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and increase rates of learning and progress in English and mathematics by:
  - increasing the proportion of good and outstanding teaching
  - using information from tracking pupils' progress, assessment and marking to plan work that is always well matched to all pupils' needs
  - ensuring marking and target setting consistently make clear to pupils how to improve their work
  - planning more regular opportunities for pupils to practise key skills across a range of subjects and monitor the impact of this work on pupils' achievement.
- Improve the use of assessment information in the Early Years Foundation Stage in order to plan tasks that build on what children know and can do already, including in the outside areas, to secure even swifter progress in their learning.
- Enhance the skills of leaders and managers at all levels, including members of the governing body, to ensure sustained improvements are made to the quality and consistency of the school's provision and pupils' achievement.

### **Outcomes for individuals and groups of pupils**

**3**

Rates of learning and progress, and pupils' overall achievement and enjoyment in their learning are satisfactory. This was evident in a mathematics lesson observed. Pupils listened carefully to explanations of new learning during whole-class teaching. They made satisfactory rather than better progress because expectations were not matched in difficulty to the full range of pupils' abilities in the class. Pupils worked purposefully to complete the activities set during independent work. However, some pupils were not stretched enough when they were expected to complete work they could already do easily before moving on to more challenging tasks. In another mathematics lesson, pupils concentrated on the work they were doing, although explanations and models of calculation methods were not sufficiently clear to ensure that all pupils developed new skills quickly. In an English lesson, the quality of learning was good; pupils worked well together in pairs to discuss their ideas and shared them confidently with the rest of the class. They became very involved in describing what they would need to survive in extremely cold weather. Higher attaining pupils were challenged to describe their equipment in greater detail. Those needing additional help appreciated working with an additional adult to write their own list of essential items.

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Pupils with special educational needs and/or disabilities, including those with speech, language and communication needs, enjoy working with adults in lessons and outside the classroom in small groups. They make satisfactory rather than good progress overall because the quality of their learning is uneven. All groups of pupils make similar progress. Pupils at an early stage of learning English as an additional language make satisfactory progress because they work hard with additional adults to complete the same work as other pupils.

Pupils enjoy school. The school council sometimes takes a leading role, for example in distributing harvest festival goods to the local community. Lunchtime monitors support other pupils well in the dining hall. However, opportunities for pupils to contribute more widely within the school and local community are limited. They have an adequate understanding of how to keep themselves safe from harm and are confident that adults at the school will help them should any problems occur. Pupils adopt healthy lifestyles soundly. They enjoy using sports equipment at break-time and taking part in sporting competitions against other local schools. Positive social skills, average attainment and average attendance mean pupils are satisfactorily prepared for the next stage in their education. Although pupils have a sound awareness of a variety of cultures and faiths, opportunities are sometimes missed to develop their knowledge and understanding of other cultures and faiths within the school, local and wider communities. The extent of pupils’ spiritual, moral, social and cultural development is satisfactory overall.

*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>3</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</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>3</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

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## How effective is the provision?

Good relationships between staff and pupils, and the effective way consistently good behaviour is encouraged, help to foster pupils' positive attitudes to learning. They have a clear understanding of what they are going to learn in class because teachers consistently explain this at the start of the lessons. Pupils' good social skills are promoted successfully through opportunities to discuss their learning in pairs and small groups. For example, pupils working together in a mathematics lesson sensibly discussed their understanding of fractions and dividing imaginary sweets between different numbers of children. When teachers' lengthy explanations leave little time for independent work, or when pupils are expected to do fairly similar tasks despite the range of abilities in the class, the pace of pupils' learning and progress slows. Opportunities to ensure that all pupils know their targets and what to do to move up to the next level in their work are sometimes missed.

Topic themes capture pupils' interest well. For example, pupils in Year 5 worked hard to practise their persuasive language skills by writing a speech demanding support for destitute children in Victorian times. Enhancements to the way joined-up handwriting is taught are effectively helping pupils to take pride in presenting their written work neatly. However, the curriculum does not always support pupils in building steadily on their English and mathematics skills. This is because planning does not always ensure that tasks are consistently well matched to all pupils' needs and opportunities for pupils to practise their skills across a range of subjects are sometimes missed. Themed events, including book week and mathematics day, successfully bring the curriculum to life. Pupils in all classes took part in the half-term challenge to explore London landmarks and produce a model of their favourite attraction. Similarly, while pupils in Years 1 to 6 have opportunities to develop their thinking skills through philosophy lessons, those in Year 4 learn to play the trumpet. Recently introduced extra-curricular clubs, including football, cheerleading and table tennis, are popular.

Staff know pupils well as individuals and provide effective care and guidance to pupils who experience challenging circumstances. Links with outside agencies supply helpful advice and guidance for vulnerable pupils. The coordination and monitoring of support for pupils with special educational needs and/or disabilities is satisfactory. The quality and effectiveness of additional provision for these pupils are not always checked regularly enough to enable rapid improvements to their learning to be made. Transition arrangements ensure that pupils make informed choices about their transfer to secondary school. Effective strategies have recently been introduced to promote regular attendance, including comparing attendance rates in each class during weekly assemblies. These steps have been successful in raising attendance recently through helping to ensure the school community is clear about the importance of attending school regularly and on time.

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*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>3</b>

## How effective are leadership and management?

All pupils, whatever their background or ability, have equal opportunities to make satisfactory progress in their learning and the chance to participate in activities in and out of school. The governing body fulfils its statutory duties. Safeguarding arrangements are satisfactory. The school site is secure and staff receive regular training on safeguarding. The school has made satisfactory progress in its promotion of community cohesion and understanding of different religions and ethnicities that make up the local, national and global communities.

Although, in the past, members of the governing body have not done enough to challenge the school over pupils’ academic and personal outcomes, they are developing skills in holding the school to account. For example, they are successfully supporting the school in improving pupils’ attendance. Leaders, managers and members of the governing body drive improvements and embed ambition satisfactorily. Through a series of observations and checks, the new headteacher has quickly gathered an accurate picture of the school’s overall effectiveness. Despite recent enhancements in the quality of provision, a few inconsistencies remain because the checks all leaders make on how well the school is doing have yet to become rigorous and regular enough. Some recently appointed middle leaders are developing their roles though are not yet fully involved in supporting the school’s drive for improvement.

*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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage work and play well together. For example, children in the Nursery enjoyed talking about the weather and singing songs about the cold with a specialist music teacher. They thought carefully about the questions they were asked, were confident to answer and listened carefully to one another’s suggestions. There is an appropriate balance of adult-led tasks and opportunities for children to choose tasks for themselves. Children in the Reception class enjoyed practising with adults their knowledge of letters and the sounds they make. Working with the teacher, pupils worked hard to find the missing letters in short words. Another group, also working with an adult, developed their knowledge of letter sounds and keenly practised writing letters on mini whiteboards. The Early Years Foundation Stage is satisfactorily led and managed, which ensures that the progress children make in Nursery and Reception classes is regularly documented. However, these records are not always used systematically to plan activities for children to choose for themselves in order that they make even faster progress. As the school is aware, opportunities for children to develop their skills in all areas of learning in the outside spaces are sometimes restricted. Children make satisfactory gains in the Early Years Foundation Stage, although their attainment remains below average by the end of the Reception class.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

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## Views of parents and carers

The response rate of parents and carers to the questionnaire was average. A large majority of the responses were positive. Most of those who responded are happy with their child's experience at the school and almost all confirm that their children enjoy their time there. A few parents and carers do not agree, for example, that the school takes account of their suggestions and concerns. A very small minority do not agree that unacceptable behaviour is dealt with effectively. Another few disagree that the school meets their children's particular needs. During the inspection, inspectors found that the needs of all groups of pupils are met satisfactorily and that behaviour is managed well by staff at the school. Inspectors also found that the school has introduced a number of changes in response to the views of parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Sir James Barrie 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 376 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	60	46	38	1	1	0	0
The school keeps my child safe	58	48	60	50	2	2	0	0
The school informs me about my child’s progress	53	44	58	48	7	6	0	0
My child is making enough progress at this school	45	37	61	50	7	6	0	0
The teaching is good at this school	56	46	55	45	4	3	0	0
The school helps me to support my child’s learning	60	50	53	44	5	4	0	0
The school helps my child to have a healthy lifestyle	49	40	56	46	5	4	2	2
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)	43	36	57	47	6	5	0	0
The school meets my child’s particular needs	42	35	60	50	10	8	1	1
The school deals effectively with unacceptable behaviour	46	38	55	45	8	7	2	2
The school takes account of my suggestions and concerns	37	31	58	48	12	10	1	1
The school is led and managed effectively	43	36	62	51	4	3	0	0
Overall, I am happy with my child’s experience at this school	56	46	58	48	2	2	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**



9 December 2011

Dear Pupils

### **Inspection of Sir James Barrie Primary School, London SW8 4JB**

Thank you very much for your friendly welcome and for helping the inspectors when we visited your school recently. We enjoyed our visit and seeing the models of well-known London landmarks that all of you made as part of your half-term holiday homework project. This letter is to tell you about the judgements that we reached about your school.

Sir James Barrie Primary is a satisfactory school. You enjoy coming to school, behave well and get along positively with each other. You have a satisfactory understanding of how to keep yourselves fit, healthy and safe. You enjoy all the new clubs and activities that the school organises for you. The youngest children get off to a satisfactory start in the Nursery and Reception classes. You make satisfactory progress through the rest of the school. You reach similar standards in English and mathematics to most other pupils nationally by the end of Year 6, although we would like you to do better. The leaders in the school do a suitable job of running your school. In order to help you to make faster progress, we have asked the adults at your school to do several things.

- Make sure all the lessons are good ones, that all of you are set work that is the right level of difficulty for you and you practise your literacy and numeracy skills very regularly. We have asked the staff to make sure that each of you knows clearly what you need to do in order to move up faster to the next level in your work in English and mathematics.
- Ensure that children in the Nursery and Reception classes make even faster progress in their learning.
- Make sure all leaders carry out even more checks on the school's work so that it continues to improve.

All of you can help by telling your teachers if the work is too easy or too difficult and by remembering your targets and regularly checking for yourselves that you are meeting them. Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard  
Lead inspector

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