

# Inspection of Barrow Hill Junior School

Bridgeman Street, St John's Wood, London NW8 7AL

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Inspection dates: 24–25 September 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this school?**

Pupils enjoy school and say, 'Learning is fun.' They show a real interest in books and are developing a love of reading across the school. Pupils told us, 'We are a book school.' Pupils are proud of the high-quality art work on display. They enjoy taking part in musical projects. These boost their self-esteem and enrich their personal development. Visits to places of interest and taking part in sports clubs spark pupils' enjoyment and excitement.

Through the values of trust, respect and fairness, pupils learn about how to be a good citizen. They can share their ideas and show respect about the views of others. The school council, 'worry wipers' and school house captains provide opportunities for pupils to take and show responsibility. Pupils' behaviour in lessons and around the school is good. They are rarely absent from school.

Pupils feel safe and well cared for. They know who to talk to if they have any concerns and said that staff are very good at listening. They are confident that staff would sort out any problems they have. Pupils say that bullying very rarely happens but, nevertheless, understand the different ways in which it can take place.

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

In English and in mathematics, pupils are taught in smaller groups. This allows teachers to give them quicker support and challenge when they are needed. In mathematics, teachers plan very well and in a logical way. They know exactly what pupils must do to build on their previous learning. Pupils show good recall of what they have learned earlier in the school. They use this knowledge to tackle more complex problems. It is no surprise that standards in mathematics are high.

Some pupils start Year 3 with low phonics knowledge and skills. Teachers promptly identify pupils who need extra help. These pupils get focused phonics and reading support in small groups. This helps pupils to catch up and become confident readers. Pupils read a wide range of high-quality books at school and home. Teachers support pupils' understanding of new language they meet in their reading. Pupils are taught how to improve their reading, so they can become fluent readers. They are encouraged to read books with more challenging content as they become older.

Pupils learn history, geography, religious education and other foundation subjects through a combined approach which the school calls its 'creative curriculum'. The themes of the 'creative curriculum' link to books they are studying in English. For example, in Year 6 pupils learn about 'love and conflict' using Shakespeare's 'Romeo and Juliet' and ancient Greek myths. Pupils learn about a good range of religions and their traditions. They show a good understanding of this subject. However, in geography, history and physical education it is not as clear how pupils' learning of specific knowledge and skills is developed over time. Leaders have identified these

as weaker areas and have started work on making changes to the way these subjects are delivered.

Staff are positive about the support they get from leaders. Teachers receive effective training aimed at developing their teaching and subject knowledge in English and mathematics. However, teachers have not had recent training in geography or history.

Staff understand the needs of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND receive the support they need to help them meet their personal, social or academic targets. This helps them to achieve in line with their peers.

Leaders make sure that pupils are well-supported personally and their well-being is a priority. Pupils learn about how to lead healthy lives. All pupils have opportunities to engage in wider learning, such as performing in musical productions and art projects. Pupils have a good knowledge of British values and understand differences in the world. This prepares them well for life in modern Britain.

Governors understand their role and are ambitious for the school. They support and hold leaders to account when necessary. They understand the strengths of the curriculum and challenge leaders to develop areas that are not as strong. Governors are dedicated to keep improving the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have made sure a strong culture of safeguarding exists to keep pupils safe from harm. They are knowledgeable about the risks faced by pupils. Leaders work with families and external agencies to support vulnerable pupils. Staff are well trained, and know what signs to look for and how to share concerns.

Pupils learn about keeping themselves safe, including personal safety and on the internet. The school provides parents and carers with helpful information about the dangers of their children using social media.

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

### **(Information for the school and appropriate authority)**

- Transitional arrangements have been applied to this school. The sequence of learning in geography, history and physical education does not ensure that pupils know more and remember more.
- The curriculum programmes for history, geography and physical education require further development to make sure they build pupils' secure knowledge over time.
- Leaders should ensure that teachers' subject knowledge in history, geography and

physical education is as strong as in other subjects, such as English and mathematics.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	101107
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10110396
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gabrielle Joseph
<b>Headteacher</b>	David Tomlinson
<b>Website</b>	<a href="http://www.bhjs.co.uk/">www.bhjs.co.uk/</a>
<b>Date of previous inspection</b>	2 October 2018

## Information about this school

- Barrow Hill Junior School is an average-sized primary school.
- The proportion of pupils with SEND, including those with education, health and care plans, is below the national average.
- The school does not use alternative provision.

## Information about this inspection

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

- We held meetings with the headteacher, senior leaders including for English and SEND, and a range of subject leaders and staff.
- Senior leaders joined us on visits to lessons in all year groups, during which we talked to pupils about their learning. Senior and subject leaders also joined us to look at work in pupils' books. Pupils met with us to talk about their learning.
- Pupils from Year 3, Year 4 and Year 5 read to us. Pupils took the lead inspector on a tour of the building to talk about their experiences at school.
- The lead inspector met with the members of the governing body, including the

chair of governors. He also met with the local authority school improvement adviser.

- We considered reading, mathematics, physical education and history in depth. This included looking at curriculum planning, teaching and learning in these subjects.

### **Inspection team**

Andrew Hook, lead inspector

Her Majesty's Inspector

Katerina Christodoulou

Ofsted Inspector

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