

# Inspection of St Barnabas' Church of England Primary School

St Barnabas Street, Pimlico, London SW1W 8PF

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Inspection dates:

28 February and 1 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

Leaders encourage pupils to develop as respectful, ambitious learners in this tight-knit school. Parents and carers said that they appreciate the regular communication they receive from the school's leaders about their children's achievements at the school. One parent, typical of many, said, 'The leadership team really know and care about children here.'

Leaders have created a well-rounded curriculum that typically meets the needs of all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils are safe at the school. They enjoy their learning and are respectful of one another. Leaders do not tolerate bullying. Pupils, parents and staff agree that leaders deal swiftly with any incidents of unkind behaviour.

Leaders plan high-quality opportunities to support pupils' personal development. Teachers support pupils to maintain their physical and mental health. Leaders organise a range of clubs for pupils to attend. For example, cooking club is very popular. All pupils learn to play the violin from Reception until Year 2, and some pupils continue until the end of Year 6. Pupils are taught about democracy and participate in elections as part of the school's pupil parliament.

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

Leaders have designed a broad and well-balanced curriculum, which they continually refine and improve. The impact of this work is evident in strong pupil outcomes in reading, writing and mathematics at the end of Year 6. Leaders are working to sharpen curriculum thinking in a small number of subjects in early years.

Subject leaders' curriculum thinking is typically strong. For example, in mathematics, children use coins when role playing in Nursery. In Year 1, pupils are then taught the value of different currencies, including sterling. In Year 2, teachers introduce different currency symbols. In Year 3, pupils learn to add and subtract currencies and they calculate answers in pounds and pence in Year 4.

Teachers have thought carefully about what pupils will learn and when they will learn it. In most subjects, teachers follow leaders' curriculum thinking carefully and ensure that pupils learn and remember the planned curriculum. This is particularly the case in English, mathematics and science. However, in some other subjects, what leaders intend pupils to learn is not delivered as precisely.

In most subjects, teachers regularly check that pupils understand what they have been taught. Teachers then use this information to inform what pupils learn next, especially in early reading.

Leaders provide appropriate support for pupils with SEND. Those who need extra support receive it in class. However, on occasion, leaders have not sufficiently

considered how the curriculum may need further adaption to meet the specific needs of pupils with SEND.

Leaders prioritise reading. They have embedded a reading curriculum throughout the school. This starts in early years, when teachers recite a range of stories, poems and songs to children throughout Nursery and Reception. Teachers read to children at the end of every day. Children enjoy these interactive sessions. Children learn how to read and write from the beginning of Reception Year. Teachers quickly identify any pupils who fall behind and provide these pupils with appropriate support to catch up. Well-trained teachers and teaching assistants also support pupils at risk of falling behind.

Pupils and staff have strong, professional relationships in school. Teachers support pupils to be focused and ready to learn. Pupils said that their teachers treat them equally and use the school's behaviour system fairly. Pupils' behaviour rarely disrupts teaching. Teachers reward pupils for their positive behaviour.

Leaders organise a range of personal development opportunities in and beyond the curriculum. They make the most of the school's location. For example, they take pupils to visit local art galleries, concert halls and sports facilities. Leaders have thought carefully about how they teach pupils about different families and healthy friendships. Children begin by considering the question, 'Who am I?' in early years. They are then taught about wider friendship in Year 2 and ask, 'What makes up a family?' in Year 3. In Years 4 and 5, they are taught to identify the signs of positive relationships.

Staff enjoy working here. This is because leaders consider staff's well-being and provide regular opportunities for their professional development. Staff feel valued because leaders consider the impact any decisions that they make may have on teachers' workload. Those responsible for governance interact regularly with leaders, parents and pupils to ensure that leaders' actions have their intended impact.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture where all staff feel responsible for safeguarding. Staff are well trained so that they know how to identify that a child may be at risk of harm. Staff also take appropriate action if necessary. Leaders communicate regularly and promptly with external agencies. Pupils are encouraged to keep themselves safe from harm when online. Leaders also communicate regularly with parents to help them to keep their children safe.

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

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

- In some foundation subjects, the intended curriculum is not taught as leaders envisage. As a result, in these subjects, sometimes pupils cannot remember and do as much as they can in other subjects. Their recall of essential knowledge can be variable. Leaders should make sure that the intended curriculum is implemented faithfully in these subjects, so that pupils deepen their knowledge and understanding.
- Leaders have not considered in sufficient depth how the curriculum may need to be adapted on occasion for pupils with SEND. As a result, the curriculum is not appropriately adapted for all pupils with SEND. Leaders should ensure that the curriculum is appropriately adapted for pupils who require this. In particular, they should make sure that the intended learning for pupils with SEND is clear, including how pupils will learn and memorise subject content over time.

## 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 information from Ofsted Parent View 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.

## 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>	101126
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10242127
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	139
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kate McCarthy
<b>Headteacher</b>	Rachel Jewitt
<b>Website</b>	<a href="http://www.stbarnabasprimary.org.uk">www.stbarnabasprimary.org.uk</a>
<b>Date of previous inspection</b>	11 September 2017, under section 8 of the Education Act 2005

## Information about this school

- The school uses no alternative providers.
- The school's most recent section 48 inspection for schools of a religious character was carried out in July 2017. It is due for its next section 48 inspection by the end of 2024.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, the head of school and other senior leaders. Inspectors met with leaders with responsibility for pupils with SEND, personal, social and health education, behaviour, early reading and pupils' wider development.

- Inspectors carried out deep dives in early reading, mathematics, geography and art.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the school's policies and procedures for safeguarding. Inspectors looked at documentation related to safeguarding, including the school's record of pre-employment checks.
- Inspectors met with representatives from the governing body, the local authority and the diocese.
- Inspectors considered the respective responses to Ofsted's online surveys for parents, staff and pupils.

### **Inspection team**

Guy Forbat, lead inspector

His Majesty's Inspector

Diane Rochford

Ofsted Inspector

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