

# Inspection of St Barnabas and St Philip's CofE Primary School

58 Earls Court Road, Kensington, London W8 6EJ

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Inspection dates: 30 April and 1 May 2024

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Good**

Previous inspection grade

Requires improvement

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

Pupils are rightly proud of their school. They talk positively about the recent changes that have taken place. Pupils know they are listened to and appreciate the opportunities to contribute to decisions. Because of this, they demonstrate both maturity and a full commitment to school life. Pupils readily take on the wide range of responsibilities available, including roles in the school parliament as eco-warriors and play monitors. Elections for these roles provide pupils with an understanding of democracy and prepare them well for life in modern Britain.

Behaviour in classrooms and around the school is exemplary. This is because pupils are taught about the importance of positive behaviour. They recognise that the school values of friendship, trust and peace help them understand how to behave well. Pupils' commitment to learning is clear and disruption in lessons is rare.

The curriculum is broad and ambitious. It is well designed so that learning in all subjects is broken down into small steps. This is helping pupils, including those with special educational needs and/or disabilities (SEND), to deepen their knowledge and understanding. Pupils are highly enthusiastic and are typically well prepared for the next stages of their learning.

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

Since the previous inspection, there have been significant changes to the school's leadership and staffing. Leaders, including those responsible for governance, have worked quickly to improve the curriculum. Their meticulous approach has resulted in rapid improvements, most notably in English and mathematics, where pupils achieve highly. Although work has started in improving other aspects of the curriculum, this has been more recent.

Leaders have created a strong reading culture. Children start learning letter sounds as they start in Reception. Pupils are given regular opportunities to practise reading using books that are carefully matched to the sounds they know. Staff are well trained and supported to deliver the phonics programme with precision. Skilled staff are deployed effectively to ensure those at risk of falling behind are helped to catch up. This means all pupils, including those with SEND, learn to read fluently and accurately.

In all subjects, and areas of learning in early years, leaders have identified the key knowledge and vocabulary they expect pupils to learn. Learning has been organised to provide opportunities for pupils to revisit and practise important ideas. This helps them to learn and remember more, deepening their understanding over time. For example, in mathematics, children in Reception practise counting. This foundation helps pupils to understand place value and add and subtract larger numbers later on. Similarly, in geography, pupils learn increasingly complex map skills. This enables them to build on what they have learned before and apply their learning on fieldwork visits.

Teachers check carefully that pupils learn the intended curriculum. Assessment is used effectively to identify and address any gaps or misconceptions pupils may have. However, in some subjects, recent changes to the curriculum are not fully embedded. In these instances, pupils do not have as deep a knowledge and understanding.

Pupils with SEND are identified swiftly and supported effectively. The consistent approach to teaching and learning enables those with SEND to keep up with their peers. Leaders work closely with outside agencies to secure the support that pupils need to access the same ambitious curriculum, wherever this is possible.

Pupils show high levels of self-control and are fully engaged in their learning. This means the school is calm and inclusive and classrooms are purposeful. Effective systems are in place to ensure that pupils attend well. Leaders are committed to improving the already high levels of attendance even further.

Provision for pupils' personal development is exceptional. A wide variety of enrichment activities are available, such as football, piano, coding, cookery and fencing. Each class takes part in a visit each half term. This significantly enriches the curricular offer. The curriculum has been designed to help pupils learn about important topics to prepare them for their future lives. High importance is placed on respecting diversity and equality of opportunity. Workshops for older pupils around the theme of identity support this further. All pupils learn to play a musical instrument. The enrichment offer is carefully considered to ensure that all pupils benefit.

Staff are overwhelmingly positive about the support they get to manage their workload and well-being. They value the opportunity to be part of a rapidly improving school and are fully committed to leaders' high expectations.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some aspects of the curriculum are at an earlier stage of implementation. In these instances, pupils have not secured as deep a knowledge and understanding. The school should continue its work to ensure that the ambitious and well-designed curriculum is fully embedded so that pupils know and remember more and make connections in their learning.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	100493
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10323243
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gill Dandy
<b>Headteacher</b>	Rebecca Timms
<b>Website</b>	<a href="http://www.sbsp.rbkc.sch.uk">www.sbsp.rbkc.sch.uk</a>
<b>Dates of previous inspection</b>	19 and 20 October 2021, under section 5 of the Education Act 2005

## Information about this school

- The school is a smaller than average-sized primary school.
- The school runs a breakfast and after-school club.
- The current headteacher and deputy headteacher were appointed in September 2022.
- The school uses one registered alternative education provider.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the deputy headteacher and members of staff. They also spoke with a representative of the local authority and the diocese and met with six governors, including the chair of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, the inspector met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- The views of pupils, staff, and parents and carers were gathered through discussions and Ofsted's surveys were considered.

### **Inspection team**

Samantha Ingram, lead inspector	His Majesty's Inspector
Jamie Hallums	Ofsted Inspector

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