

# 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>	307593
<b>Inspection dates</b>	17–18 October 2007
<b>Reporting inspector</b>	Jo Curd

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 on roll</b>	
School	129
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Phillips
<b>Headteacher</b>	Ms A Townshend
<b>Date of previous school inspection</b>	5 July 2004
<b>School address</b>	St Barnabas Street Pimlico London SW1W 8PF
<b>Telephone number</b>	020 7641 4232
<b>Fax number</b>	020 7641 4229

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This relatively small primary school has one small class per year group. Most of the pupils come from nearby estates. A far higher proportion of pupils is eligible for free school meals, has English as an additional language or is from minority ethnic backgrounds, than in most schools. A higher proportion than the national average has learning difficulties or disabilities. The proportion of pupils who have statements of educational need is also higher than the national average. The school's small Victorian building has two small outdoor playgrounds. There is high mobility of pupils and teaching staff. The headteacher, deputy headteacher and senior teacher have all been in their current posts for less than 2 years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school in which all pupils achieve well. All the staff and pupils work well together, successfully creating a purposeful, happy and caring community throughout the school. One parent said, 'My son is very happy in St Barnabas School, he is making good progress and that is due to good management and teaching'. Another said 'I am really happy with the standard of education and care at St Barnabas. All staff are approachable, supportive and helpful'. A pupil said 'I love school, I love seeing my friends and learning'.

Leadership and management are good. The headteacher has established good teamwork, which is a strength of the school. Teachers, assistants and non-teaching staff have a shared vision for raising pupils' achievements and well-being. Effective monitoring and evaluation of teaching, learning, behaviour and achievement have successfully contributed to improvements in each. Leaders and managers have a good understanding of the school's strengths and weaknesses and a clear plan for future development. Although they have already identified a need for teachers to improve the way marking and targets guide pupils' future learning, improvements have not yet been implemented fully. Self-evaluation is accurate. Some of the school's judgements about the quality of its provision and outcomes were rather modest however, because of an ambitious view of achievement and a strong commitment to further improvement.

Children start their Reception class with knowledge, skills and experience below those expected for this age. Many need considerable support in learning how to play and share together. Due to good teaching, and an interesting and relevant curriculum, all the children achieve well and leave the Foundation Stage with standards broadly in line with those expected for this age. Detailed tracking of progress clearly shows that individual pupils continue to achieve well throughout the school. Standards at the end of Key Stage 1 in 2006 and 2007 were above the national average. By the end of Year 6, standards are broadly in line with the national average. This is a great improvement since the last inspection. Standards are not higher because of the negative impact of high mobility. A significant number of pupils leave or join the school at different times during each year. Many of the newcomers have little English and little experience of school. Assessments indicate that standards are likely to rise further in the future.

Pupils are well behaved, polite and considerate. Most enjoy school. They all try hard and make good progress even when, occasionally, teachers set work that is too difficult for some of them. Spiritual, moral, social and cultural development is good. The school's broad and effective curriculum and resources include a range of people and cultures. Pupils are well prepared for later life and learning in a culturally diverse society. Well-planned assemblies at the beginning of each day add to social cohesion and community spirit. Pupils contribute well through helping with tasks and through the 'Pupil Parliament'. Their opinions and views have contributed significantly to making playtimes safer and more fun. Squeals of laughter and whoops of delight indicate how much they value and enjoy their times here. Especially as they know how important exercise, along with eating fruit and vegetables, is for health.

The school has improved considerably since its last inspection. Given its effective leadership, committed and able staff and clear vision for the future, its capacity for further improvement is also good.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage is good. Its new teacher is ably supported by experienced assistants and other staff in school. Leadership and management are good. Although children start with a range of knowledge, skills and abilities, these are generally lower than in most other schools. Social skills are particularly low and many of the children need help learning to share and work together. Because of good teaching, good support and a broad interesting curriculum, all the children, including those with English as an additional language, make good progress in their learning and personal development. At the end of the year, standards are broadly in line with those expected for this age. Whilst children with additional needs, including those with learning difficulties and disabilities make good progress, some are still at low levels by the end of the year. Staff and children use the small outdoor playground adequately. Plans to rearrange and develop this space are due to be implemented shortly.

### What the school should do to improve further

- Improve teaching and learning by ensuring that activities are suitable for all pupils, especially those who find learning more difficult.
- Ensure that marking of work and targets for future development consistently show pupils the next steps for learning.

## Achievement and standards

### Grade: 2

Thorough and frequent assessments of pupils' work show that they are all achieving well. Pupils with additional needs benefit from experienced and well-focussed support. The high expectations of all staff ensure that all the pupils, including those who learn more quickly or easily, achieve well. Standards vary between different year groups because of pupils' mobility between schools and the additional needs of some. Standards, particularly at the end of Key Stage 1, are rising. In 2006 and 2007, they were above average at the end of Year 2. At the end of Year 6, they are currently broadly average. Standards in writing have risen significantly since the last inspection. Assessments of pupils in other years show that standards in all subjects are likely to continue rise in the future. Over the past two years, detailed tracking, good support and effective teaching have contributed to the school exceeding the challenging targets it set for its pupils in Year 6 tests.

## Personal development and well-being

### Grade: 2

Most of the pupils are happy to come to school. Many particularly appreciate opportunities to meet, work and play with friends. Pupils have made a significant contribution to reviewing and rewriting the school's behaviour policy. They are all very clear of expectations, rewards and sanctions and all behave well. They respond quickly to teachers' requests and are keen to learn. Social cohesion between the many groups in this highly diverse school is good. Attendance has increased and is now in line with the national average. Because of good communication and relationships with parents, punctuality is improving but there are still a few latecomers each day. Pupils have a good understanding of how to keep themselves healthy and safe and successfully learn to play and work together well. Because of their good cooperation, relationships and achievement, they are all well prepared for later life and learning.

## Quality of provision

### Teaching and learning

#### Grade: 2

Staff are ambitious for all their pupils to achieve well. They are encouraging, supportive and, as several pupils said, '...kind'. They plan and prepare lessons well. Although staff support all pupils effectively, work is not always sufficiently well matched to individual needs and is occasionally too hard for some, particularly for those who find learning more difficult. Pupils respond quickly to teachers' requests, enabling them to use time well for learning. Most teaching assistants are experienced and skilful. They make a significant contribution to lessons and to pupils' learning. Visits, visitors and special days contribute well to pupils' enjoyment and learning.

### Curriculum and other activities

#### Grade: 2

Pupils enjoy the school's full and broad curriculum. A range of interesting activities, including school performances, an Ancient Greek Day where pupils dressed in togas and 'laurel wreaths,' and African story tellers all contribute to successful learning, enjoyment and achievement. Links between subjects are at an early stage but are developing well. Provision for Physical Education (PE) and Information and Communication Technology (ICT) have both improved since the last inspection. Staff use new resources for ICT well to enhance learning. Despite very limited physical space, each class has two lessons of PE each week. Local personnel and resources, including sports coaches and a nearby park, further extend achievement and health. Enrichment through a range of very popular clubs, visits and visitors further enhances enjoyment and interest. 'Education through football' and links with Chelsea Football club are proving particularly successful in motivating boys to write.

### Care, guidance and support

#### Grade: 2

Good care and support successfully help all pupils' achievement and confidence. Staff know pupils well and are sensitive to and supportive of their various needs. Communication with parents is good. Parents are gradually becoming more involved in the school and in their children's learning through learning workshops, after school clubs and coffee mornings. One parent said 'The school is small but very safe, friendly and welcoming, the children are very happy and staff are very approachable.' Systems to ensure pupils' health and safety are secure. Staff successfully guide pupils' learning through praise and discussion. Leaders and managers have accurately identified shortfalls in the way marking and targets guide pupils' learning, and have started to address them. Their use is currently inconsistent and does not always show pupils how they can improve.

## Leadership and management

#### Grade: 2

The headteacher is caring, committed and able. She has successfully established a strong team of staff who work well together and share a vision for pupils' achievement, personal development and well-being. Every member of this team is important and are all contributing their strengths and supporting those areas that need developing. The way teachers, assistants and non-teaching

staff welcome pupils and families in the mornings is just one example of this unity, cohesion and effective team spirit. The senior leadership team and many subject leaders are relatively new to their posts but they are astute and developing their roles well. Effective monitoring and evaluation have contributed to improvements in teaching and standards. The frequency and rigour with which achievement is tracked and monitored is a prime example of this. Governors are supportive and challenge leadership where necessary. The school is highly inclusive and successfully ensures equal opportunities for all. Leaders manage finances wisely, successfully ensuring that expenditure contributes to the good achievement and personal development of all.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

31 October 2007

Dear Pupils

Inspection of St Barnabas' CofE Primary School, London, SW1W 8PF

Thank you for being so friendly and welcoming when I visited your school recently. All the things you told me about your school really helped me with my work. I particularly enjoyed looking at some old toys and listening to the African storyteller with some of you. I was very impressed with the way all of Year 6 donned togas and 'laurel wreaths' as part of their 'Ancient Greek Day'.

You certainly have fun and enjoy your time at St Barnabas. The teaching and learning are good and you all achieve well. All your staff work well together to provide a pleasant environment and interesting things for you to do. Your good behaviour, consideration for others and help around the school, also help to make it a happy place to work and learn.

I have asked staff to do two things to make your school even better. One is to make sure that activities and tasks in lessons are suitable for you all, including those of you who sometimes find learning difficult. Secondly is to make sure that their marking and the targets they give you clearly show how you can improve your work.

Perhaps you could help by telling your staff activities that particularly help your learning and when you find marking and targets useful.

With best wishes for the future,

Jo Curd

Lead Inspector