

# Barrow Hill Junior School

## Inspection report

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<b>Unique Reference Number</b>	101107
<b>Local Authority</b>	Westminster
<b>Inspection number</b>	335658
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Linda Pickles

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	223
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Hawke
<b>Headteacher</b>	Michael Matthews
<b>Date of previous school inspection</b>	9 July 2007
<b>School address</b>	Bridgeman Street London NW8 7AL
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## Introduction

This inspection was carried out by three additional inspectors. The inspection team visited 18 lessons delivered by 10 class teachers. They held meetings with governors, staff and groups of pupils. The inspection team did not meet with parents and carers. Inspectors observed the school's work and looked at various papers, including development plans, records of the school's monitoring of provision, safeguarding documentation and 65 questionnaires completed by parents and carers. They also looked at questionnaires from 100 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- teaching being sufficiently challenging to ensure all groups of learners are making as much progress as they can, particularly in writing and mathematics
- how well pupils understand their individual targets and how effectively marking helps them to improve their work further
- how the curriculum has developed since the last inspection, particularly in increasing opportunities for pupils to do extended writing across subjects
- the effectiveness of the school's leadership in securing and sustaining improvement based on accurate self-evaluation.

## Information about the school

Barrow Hill Junior is an average size school. The proportion of pupils who come from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language. A small minority are at the early stages of learning English. The largest groups of pupils are those from a White British and Any Other background. An average proportion of pupils are identified as having special educational needs and/or disabilities and the percentage of pupils who have a statement of special educational needs is below that found nationally, predominantly for moderate learning difficulties. The proportion of pupils who enter and leave during their junior school education is higher than usual. The school has awards for the promotion of healthy living and information and communication technology (ICT).

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Barrow Hill Junior is a good school. It provides a safe, caring and friendly environment where pupils enjoy their learning and feel valued. Almost all parents and carers who responded to the questionnaires are happy with their child's experience at school and all agree that their child enjoys school. This parent's comment is typical of many: 'My son loves going to school and is clearly lapping up the learning.' The school provides outstanding care, guidance and support for pupils and their families. Inspection evidence confirmed that pupils from many different backgrounds work and play together harmoniously and this is reflected in their outstanding social, moral, spiritual and cultural development. This, together with their excellent behaviour, makes a significant contribution to their good achievement. As one Year 6 pupil said, 'We're the role models because we're the oldest.'

Pupils enter the school with skills and knowledge that are broadly average for their age. Although they make good progress through the school and attainment is above that found nationally by the time they leave in Year 6, there is some variation in their rates of progress across different subjects. The school is currently developing teachers' skills in assessing pupils' achievement across the core subjects of English, mathematics and science, and has been particularly successful in improving attainment in mathematics at the higher levels. Also pupils now have many opportunities to do extended writing across a range of subjects and this makes a significant contribution to the good progress they make. Pupils with special educational needs and/or disabilities make good progress in line with their peers because of the well-targeted support they receive both in class and in small groups.

Pupils achieve well because the overall quality of teaching is good and the curriculum engages and interests them. However, in a small minority of lessons, activities do not provide sufficient challenge to enable pupils of different abilities to make the progress of which they are capable and their understanding is not checked closely enough. Marking gives clear guidance to pupils about how they can improve their work further and the school makes good use of individual pupil targets to involve pupils in assessing how well they are doing. These are well established and used consistently across the school.

The headteacher's purposeful leadership and clear strategic planning has ensured the school has successfully addressed the issues arising from the last inspection and maintained the school's outstanding qualities. Senior leaders and managers make good use of monitoring activities to identify priorities for improvement and the monitoring of pupils' individual progress is rigorous. The school recognises that its systems for monitoring the progress made by different groups require further development. Senior leaders and governors have an accurate understanding of the school's strengths and

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weaknesses and this underpins the school's good capacity to improve.

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

- Ensure pupils make consistently good progress in English and mathematics across all year groups through improving the proportion of good and better teaching by:
  - using assessment information more rigorously to plan activities in lessons which build on and extend pupils' prior skills and knowledge to ensure pupils of different abilities achieve as well as they can
  - strengthening teachers' skills and expertise in assessing pupils' attainment in reading, writing and mathematics.

## Outcomes for individuals and groups of pupils

2

The quality of learning observed in lessons during the inspection was good overall and attainment in the older classes was above average. As the school has recognised, there are some aspects of learning which still have to become embedded in order for pupils to make consistently good progress in reading, writing and mathematics. Pupils display excellent attitudes to their learning in lessons, approach all tasks enthusiastically and seek to do their best. Pupils are motivated learners and respond extremely positively when given opportunities to share their understanding. An example of this was an outstanding lesson in Year 6 where pupils used data from a World Cup football league table to calculate percentages to determine which team had the best chance of winning. They listened attentively as a pupil demonstrated his method to the class and the teacher's skilful questioning structured the learning into small steps and checked pupils' understanding regularly. Pupils made excellent progress in the lesson because the task was extremely well matched to their abilities and allowed them to apply their mathematical skills in a real-life context. Pupils only make satisfactory progress where activities in lessons do not provide sufficient challenge to extend their skills and knowledge.

Pupils greatly enjoy school and are kind and considerate towards adults and each other. Pupils say they feel extremely safe at school and have full confidence that the adults will help them if they have any worries. Pupils have an excellent understanding of how exercise and a healthy diet contribute to their emotional as well as physical well-being and participation in games and sport at lunchtime is high. Pupils speak enthusiastically about their contribution to the school through the school council and organising the healthy tuck shop at break time. Younger pupils greatly appreciate the Year 6 'Worry Wipers' who look after them on the playground and make sure they are not lonely. Pupils' outstanding social, moral, spiritual and cultural development is shown by the high consideration and respect they have for each other's backgrounds and experiences. Pupils have an extremely well-developed understanding of right and wrong and regularly participate in fund-raising activities to help those who are less fortunate than themselves. The extent to which pupils develop workplace skills, together with their average attendance, means they are well prepared for the next stage of their education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

All teachers manage calm and well-organised classrooms and relationships between adults and pupils are positive. Teachers have good subject knowledge, plan activities that link to a real life context and use interactive technology effectively to engage pupils and sustain their interest. In the best lessons, expectations of what pupils can achieve are high and assessment information is used effectively to plan activities that are well matched to pupils' different ability levels to extend their skills and knowledge. Skilful questioning regularly checks pupils' understanding, clarifies misconceptions and ensures a brisk pace is maintained. In a small minority of lessons where progress is slower, tasks do not provide sufficient challenge for some groups of pupils so they spend too long consolidating skills they have already acquired. Marking gives pupils clear guidance about how they can improve their work further and systems for involving pupils in assessing their own learning are well established and consistent across all year groups and subjects.

The curriculum is well adapted to reflect pupils' backgrounds and experiences. Provision for the development of basic skills, including extended writing opportunities across a

<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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range of subjects, is good and pupils regularly use information and communication technology to support their learning. The school provides enjoyable and memorable experiences for its pupils. These include weekly Italian classes, learning the recorder and swimming lessons for Years 3 and 4 at the on-site pool. Good use is made of the school's location to enrich pupils' experiences through visits to the Royal Academy of Music and the Royal Institute. Themed weeks for sport and science, as well as a good range of extra-curricular clubs, promote pupils' high levels of enjoyment and are well attended.

Outstanding levels of care and support and close collaboration between teachers and adults make an excellent contribution to pupils' progress and emotional well-being. The school works closely with external agencies to ensure pupils' welfare and learning needs are met, including support for those pupils whose circumstances have made them vulnerable. Pupils who have special educational needs and/or disabilities or who enter the school at the very early stages of learning English are supported exceptionally well by trained staff. Excellent transition procedures ensure new pupils settle quickly and those moving to the next phase of their education are well prepared and confident. The school has rigorous systems for monitoring attendance and has been successful in reducing the proportion of pupils who are persistently absent.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher, ably supported by senior leaders, has high expectations that are shared and understood by staff. There is a strong sense of team work throughout the school and a commitment to sustaining continuous improvement. The leadership team is well established and closely monitors all aspects of the school's provision and its impact on outcomes for pupils. Subject leaders evaluate teaching and progress in English and mathematics and the school is currently developing further the monitoring role of subject leaders in the non-core subjects. The school's inclusive ethos is securely focused on promoting equality of opportunity and tackling discrimination. This aspect is judged good rather than outstanding because not all pupils are being successfully helped to achieve their full potential. Challenging targets are set and the school recognises that pupils will need to continue to make good progress in order to reach them.

Governors support and provide good challenge and have clear systems and procedures for holding the school to account. Link governors regularly visit the school and are

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influential in contributing to the school's strategic planning. Procedures for safeguarding are good and staff and governors have a secure understanding of the safety and welfare needs of pupils. The school has positive links with parents and carers and correspondence between home and school is regular and informative. The school promotes community cohesion well within school and success in this aspect makes a significant contribution to the harmonious relationships that exist both within school and the wider community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

From the returned questionnaires, it is clear that the school enjoys the confidence and support of almost all parents and carers. The overwhelming majority agree that the school keeps their children safe and they are happy with their children's experience at the school. A very small minority noted concerns about the extent to which the school takes account of their suggestions and how well the school keeps them informed of their children's progress. These concerns were shared with the headteacher. The inspection team judged that the school has good links with parents and carers and they are provided with regular opportunities to discuss their children's progress.



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

Ofsted invited all the registered parents and carers of pupils registered at Barrow Hill Junior 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 223 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	57	28	43	0	0	0	0
The school keeps my child safe	42	65	22	34	0	0	0	0
The school informs me about my child's progress	25	38	35	54	5	8	0	0
My child is making enough progress at this school	25	38	37	57	3	5	0	0
The teaching is good at this school	33	51	30	46	2	3	0	0
The school helps me to support my child's learning	24	37	35	54	3	5	0	0
The school helps my child to have a healthy lifestyle	24	37	36	55	3	5	2	3
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)	23	35	37	57	1	2	0	0
The school meets my child's particular needs	18	28	41	63	3	5	0	0
The school deals effectively with unacceptable behaviour	21	32	40	62	2	3	1	2
The school takes account of my suggestions and concerns	14	22	39	60	6	9	0	0
The school is led and managed effectively	32	49	31	48	1	2	0	0
Overall, I am happy with my child's experience at this school	39	60	25	38	1	2	0	0

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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



25 June 2010

Dear Pupils

Inspection of Barrow Hill Junior School, London, NW8 7AL

Thank you for making us feel so welcome when we visited your school recently. We really enjoyed talking to you and listening to your views. You told us that you really enjoy school and learn a lot in lessons. We found that Barrow Hill Junior is a good school.

These are the things we think are good about your school.

- You behave extremely well and are very kind and considerate to each other.
- You have an excellent understanding of the importance of healthy living and how to keep yourself safe.□
- Pupils from lots of different backgrounds get on really well together in class and on the playground.
- The adults in school take very good care of you and check that you are doing well in your learning.
- You make good progress because teaching is good.
- Marking in your books tells you how to improve your work and involves you in checking how well you are doing.
- The governors help the headteacher and staff to make sure you do well.

To help your school become even better, we have asked the headteacher to:

- make teaching better by making sure that work in lessons is hard enough for everybody and asking teachers to check your understanding
- check how well different groups of pupils are learning.

You can help by coming to school every day and continuing to work hard. We wish you all the very best wishes for the future.

Yours sincerely

Linda Pickles

Lead inspector

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