

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

58 Earls Court Road, Kensington, London, W8 6EJ

Inspection dates: 19 and 20 October 2021

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Requires improvement
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Adults' expectations for all pupils are not consistently high, particularly in early reading and mathematics. Generally, pupils do not behave well across the school. During breaktime for example, pupils do not behave as positively as they should. When pupils are not clear about what is expected of them in class, they lose focus.

Pupils enjoy coming to school and are safe. Leaders are quick to deal with issues of bullying should they arise. The school has strong provision for pupils' character development. They have rich opportunities to develop their interests. This includes in sport, culture, and the environment. Pupils speak confidently about the school's values of friendship, trust and peace. All pupils are included in what the school has to offer. Pupils are respectful of those from different backgrounds.

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

Pupils' personal development is promoted through exploring real-life questions. For example, teachers introduce them to issues about stereotyping and discrimination. Pupils contribute to life beyond the school, including raising money for charities. Teachers organise many opportunities for pupils to learn about the local area through outings. They help pupils to foster a sense of awareness of global issues and empathy for the environment. Pupils have considered how to reduce greenhouse gases and the importance of sustainable tourism. In the early years, children are taught about different festivals and celebrations. Adults help children to understand their feelings and how to manage their concerns.

In Years 1 and 2, pupils have not built their reading confidence and fluency securely. Leaders have recently introduced a new phonics reading scheme. This is not implemented as well as it could be. Additional sessions are beginning to help pupils to use phonics to read unfamiliar words. However, teaching is not enabling pupils to catch up quickly. This includes the weakest readers and those who have special educational needs and/or disabilities (SEND). Pupils read books that match the sounds they know. Older pupils enjoy reading a variety of high-quality texts and talk about their reading preferences and favourite authors. Children in the early years enjoy listening to well-selected stories.

The sequencing of subject plans is not routinely strong. For instance, in history schemes of work do not typically identify important knowledge that pupils need to know. Plans do not ensure that pupils deepen their understanding about key concepts such as 'empire'. Pupils do not learn routinely about different historical interpretations. In some other subjects, including physical education and science, plans are sequenced well to help pupils build on their previous learning.

The implementation of curriculum plans is variable. For example, in mathematics, while pupils know strong arithmetic strategies, teachers do not typically develop

pupils' reasoning and problem-solving skills. Adults do not assess and check pupils' understanding regularly or clarify any pupils' misunderstanding in a timely manner. This means that some pupils continue to make mistakes. Sometimes adults do not provide pupils with clear instructions, including in the early years. As a result, pupils lose attention, including those with SEND. This limits their learning. In the early years, children have opportunities to access a broad curriculum. They enjoy the learning which adults plan for them. However, adults sometimes miss opportunities to deepen children's understanding, for example, through rich discussions.

Adults identify and respond to the needs of pupils with SEND and adapt the curriculum. Leaders liaise with external agencies to provide specialist support in a timely way.

Staff feel supported because leaders prioritise their well-being. Leaders acknowledge that recent curriculum changes and changes to the school's timetable have added to teachers' workload. Staff said that leaders explained the importance of these changes and try to help them maintain a work-life balance.

Governance has changed over the last few years. Governors have improved their systems of accountability, including in finance. They keep up to date about leaders' work. Governors are reflective and know the school's priorities, including for curriculum development.

Parents appreciate the school's caring ethos. They value the work teachers do to keep their children safe and happy.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are knowledgeable and committed to keeping pupils safe. They know families well. Leaders liaise with external agencies in a timely manner. They act on information quickly and manage concerns effectively should they arise.

Staff receive regular training to make sure they know and fulfil their safeguarding duties. They deal with any concerns should they occur. Pupils are taught how to keep themselves safe, including online. They know the importance of sharing any concerns they may have with adults.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Phonics sessions do not help pupils to build up their reading fluency effectively. Additional catch-up sessions do not help pupils to revise previously learned sounds and move on to new ones as quickly as they should. Leaders should

ensure that all adults' expectations of what pupils can achieve are high enough to enable them to quickly catch up.

- The school's subject plans are not fully embedded. In mathematics, opportunities to reason and problem-solve are not consistent. In some subjects, plans are not sequenced well enough so that the important knowledge and concepts that pupils need to learn over time are clearly identified. Leaders should ensure that all subject plans identify the key knowledge the pupils need to learn in a coherent manner.
- Adults, including in the early years, do not address pupils' misconceptions in a timely manner. They do not check or explain as well as they should, which sometimes leads to pupils being confused about what is expected of them. Leaders should ensure that all adults, including in the early years, use assessment information carefully and check pupils' understanding.

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.

If you are the school and you are 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

Unique reference number	100493
Local authority	Kensington and Chelsea
Inspection number	10199369
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair of governing body	Andy Buckler
Interim Headteacher	Vera Vagic
Website	www.sbsp.rbkc.sch.uk
Date of previous inspection	14 February 2007, under section 5 of the Education Act 2005

Information about this school

- The school has a Church of England religious character. The school's previous section 48 inspection took place on February 2018.
- The previous substantive headteacher left the school in July 2019. The school then entered into a soft federation with another school. This ended in July 2020. An interim senior leadership team was then put into place.
- The school does not use any alternative provision.

Information about this inspection

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

- The inspectors did deep dives in these subjects: early reading, science, mathematics and physical education. They visited lessons and looked at subject planning documents and pupils' work. They considered other subjects as part of this inspection.

- Inspectors met with school leaders, the chair of governors and members of the governing body. An inspector also met with a representative from the London Diocesan Board for Schools. They also met with members of staff.
- Inspectors met with groups of pupils. These meetings were used to gather pupils' views, including about their learning, behaviour and safety.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding, pupils' personal development and behaviour. They also considered the views of parents and staff, including through surveys.

Inspection team

Noeman Anwar, lead inspector

Her Majesty's Inspector

Lynn Martin

Ofsted Inspector

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