

Inspection of Barnes Primary School

Cross Street, Barnes, London SW13 0QQ

Inspection dates: 3 and 4 November 2022

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

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since June 2008.

What is it like to attend this school?

Pupils get off to an excellent start to their education at this school. They are happy and kept safe. Pupils said that this is because there are always adults there to help them. Pupils appreciate the worry box and dedicated email they can use to report any concerns they may have.

Behaviour is exemplary. Pupils are polite and helpful. They are keen and willing to go the extra mile for others. Bullying is rare. If it does occur, it is dealt with swiftly by adults.

Pupils are hardworking and produce work of high quality in different subjects. The broad and ambitious curriculum prepares pupils exceptionally well for the next stage of their education.

Pupils across the school have access to a wide offer of enrichment opportunities. The curriculum in all subjects is enhanced by a programme of educational visits or workshops. For example, pupils have visited London Zoo and Richmond Park to support their learning in science.

Pupils are rightly proud of their school and are keen to take on the wealth of responsibilities offered. For example, they can become members of the eco-council, school council or playground monitors. They take these responsibilities seriously because they know that their ideas are listened to. This helps them to understand the importance of democracy.

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

Leaders have designed an ambitious curriculum that sets out the knowledge, skills and vocabulary that pupils need to know in every subject. Careful thought has been given to how the curriculum is sequenced to help pupils know and remember more over time. Teachers regularly check pupils' understanding of previous learning. They address any errors and misconceptions before moving on to more complex learning. For example, in physical education, pupils talk with confidence about the concept of core strength. They explained how this, and the importance of regular practice, helps them to learn and improve in dance and yoga.

Similarly, in mathematics, careful thought has been given to the small steps needed to deepen pupils' understanding of number. In the early years, for example, children practise counting fruit and cups during snack time, further developing their mathematical language. This prepares them well for more complex addition and subtraction in Year 1.

In the early years, staff accurately identify children's learning needs. This information is shared so that all adults understand how they can best support children's learning and development. The curriculum is well designed so that meaningful learning opportunities are provided to support children to learn and remember more.

A strong reading culture is evident across the school. Both storytelling and the careful choice of all reading materials encourage pupils' love of reading. This is because leaders prioritise this area as soon as children begin school. Teachers are well trained and deliver the phonics programme consistently and with precision. Regular checks are made to ensure that pupils are keeping up. Those at risk of falling behind are given high-quality support to address the gaps in their knowledge. As a result, they catch up quickly. Pupils are given ample opportunity to practise reading using books that are closely matched to the sounds that they have learned. This means that pupils learn to read with accuracy, fluency and confidence.

Teachers are skilled at ensuring that pupils with special educational needs and/or disabilities receive high-quality support. For example, effective extra help ensures that any gaps in pupils' knowledge are addressed swiftly. As a result, these pupils experience the same ambitious and carefully designed curriculum as their peers.

Behaviour in lessons and around the school is excellent. Low-level disruption is very rare, and this means that lessons are focused solely on learning. Most pupils have excellent attendance and punctuality. Effective support is put in place for those whose attendance needs to improve.

Provision for pupils' personal development is exceptional. A wide variety of enrichment activities are available. These are popular and appreciated by pupils. Examples include 'Barnes voices', tennis, craft, chess, rugby, yoga and mindfulness. The curriculum has been designed to help pupils learn about important topics to prepare them for life in modern Britain. Pupils are taught about issues such as equality and diversity and have the opportunity to discuss and debate complex ethical issues.

Leaders, including those responsible for governance, have created an ambitious culture that puts pupils' learning at the centre of everything they do. Leaders at all levels share a real commitment to ongoing school improvement. They have a detailed and accurate understanding of the school's strengths and the areas they want to improve even further.

Staff, including those at the start of their careers, are highly positive about the school. They are proud to work here and appreciate the opportunities that they have to develop professionally. Staff reported that leaders have made well-being a high priority.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure safeguarding is a high focus and central to the school's culture and ethos. The curriculum has been designed to help pupils know how to stay safe. For example, pupils can explain the risks associated with smoking, including e-cigarettes.

Staff and governors know their responsibilities because they have been well trained. Robust procedures are in place to ensure that any concerns are quickly identified.

Leaders seek appropriate support from a range of agencies so that pupils and their families receive the support that they need.

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

Unique reference number	102902
Local authority	Richmond Upon Thames
Inspection number	10228753
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	476
Appropriate authority	The governing body
Chair of governing body	Alexander Russell
Headteacher	Sue Jepson
Website	www.barnesprimaryschool.co.uk
Date of previous inspection	2 March 2020, under section 8 of the Education Act 2005

Information about this school

- The school operates across two sites, both located in the same road.
- Breakfast and after-school club provision is offered on site but is managed by an outside provider.
- Leaders use no alternative provision.
- The deputy headteacher was newly appointed to the school in September 2022.

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.

- The inspectors met with the headteacher, the deputy headteacher and members of staff. They also spoke with a representative of the local authority and met with four governors, including the chair of the governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, music and history. For each deep dive, the inspectors met with subject leaders to discuss 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 other subjects as part of this inspection. This included early mathematics in the Nursery and Reception classes.
- The lead inspector looked at a range of documents, including leaders' priorities for improvement.
- The inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and carers and staff were gathered through discussions and by considering responses to Ofsted's online surveys.

Inspection team

Samantha Ingram, lead inspector

His Majesty's Inspector

Lorraine Slee

Ofsted Inspector

Sylvia Kerambrum

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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