

# Inspection of Barrow Hedges Primary School

Harbury Road, Carshalton, Surrey SM5 4LA

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Inspection dates: 18 and 19 July 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

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

Pupils are rightly proud to be part of this inclusive, kind and friendly school. They benefit from positive and respectful relationships with adults and other pupils. This starts in the early years, where children learn to play well together. These strong foundations and clear and consistent expectations mean that pupils' behaviour is exemplary. Pupils understand the importance of being accepted, 'whoever you are'. This helps to ensure that pupils feel safe and are kept safe at school.

Leaders are highly ambitious. This is realised for pupils both in their academic and personal development. Pupils study a rich and interesting curriculum. They produce work of high quality in different subjects. Pupils embody the school values of kindness, inclusion, honesty, respect and ambition. As a result, pupils are very well prepared for the next stage of their education.

Pupils develop their interests through a programme of additional activities, including knitting, gymnastics, choir, dance and positivity. Pupils readily take on additional responsibilities, such as becoming digital leaders.

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

Leaders have designed a rigorous and ambitious curriculum. In each subject, important knowledge is explicitly identified and sequenced so that pupils return to and deepen their understanding from early years onwards. For example, in design and technology, pupils practise cutting food safely by using the claw and bridge grip. Older pupils apply these skills when performing more complex cooking skills, such as making their own pastry. Similarly, in science, children in early years learn about the features of different animals. Pupils build on this knowledge when classifying living organisms and learning about their life cycles.

Effective use is made of assessment to check that pupils understand what they have learned. Teachers routinely identify and address any misconceptions to ensure they do not persist and limit pupils' understanding. This helps pupils to develop a strong understanding across the curriculum.

Reading is a high priority for all pupils. Children in the Nursery practise listening to sounds as a foundation to learning to read. They are encouraged to bring in an object from home that links to the sound they are learning about. This strong start is built on through the well-delivered phonics programme. All staff are trained and supported to be experts in reading. Pupils practise reading with books that are consistently well matched to the sounds they know. This helps to ensure that they develop as confident and fluent readers. Timely and appropriate intervention is put in place for those pupils who need additional help to read well. Reading is celebrated and valued. For example, there are dedicated assemblies that promote the importance of reading.

Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. Leaders work well with external agencies and specialists to establish the right support. This information is communicated with staff, who make appropriate adaptations to tasks and activities. This means that pupils with SEND are well supported to access the same ambitious curriculum as their peers, wherever possible.

The provision for pupils' wider personal development is exceptional. All pupils participate in a range of well-designed activities and experiences. For example, pupils recently visited France and Belgium to lay a wreath at the Menin Gate. Opportunities for pupils to debate and discuss 'big questions' are part of regular philosophy sessions. This supports pupils to be confident and thoughtful speakers, who articulate their ideas and opinions clearly and are respectful of the views of others.

Pupils' behaviour around the school and attitudes to their learning are exemplary. This is because they understand the well-established routines. Leaders have effective systems in place to support families to ensure their children attend school regularly and on time.

Staff appreciate the support they receive from leaders to develop professionally and to manage their workload and well-being. Leaders, and those responsible for governance, have a detailed and accurate understanding of the school's effectiveness. They are ambitious for pupils and keen to develop this strong school even further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that all staff have received appropriate training and are vigilant to the needs of pupils. This ensures that any concerns that may arise are reported swiftly. Leaders make appropriate and timely use of external agencies. They are tenacious in following up any referrals they have made to secure the right support for pupils and their families.

Leaders have designed a curriculum that helps pupils stay safe, including when online. Pupils learn about healthy and respectful relationships and how to keep safe on public transport. Pupils are confident to raise any worries they may have through the worry boxes or going to 'The Den' if they want to talk about their concerns with an adult.

### **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>	145977
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10268026
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	683
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Simpson
<b>Headteacher</b>	Louise Wood
<b>Website</b>	<a href="http://www.barrowhedgesprimary.co.uk">www.barrowhedgesprimary.co.uk</a>
<b>Date of previous inspection</b>	20 and 21 April 2022, under section 8 of the Education Act 2005

## Information about this school

- Barrow Hedges Primary School is part of the Cirrus Primary Academy Trust.
- The school does not make use of any alternative provision.

## Information about this inspection

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

- Inspectors discussed the continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of staff.
- Discussions were held with members of the local committee. Inspectors also spoke with the chair of trustees and the CEO of the Cirrus Primary Academy Trust.
- Inspectors carried out deep dives in these subjects: art and design, computing, early reading, history and mathematics. For each deep dive, inspectors met with

subject leaders to discuss the curriculum, visited lessons, spoke to pupils about their learning and looked at samples of their work.

- Inspectors also considered the curriculum in other subjects.
- Inspectors looked at a range of documents, including leaders' self-evaluation and priorities for improvement.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through both discussions and their responses to Ofsted's online surveys.

### **Inspection team**

Sophie Healey-Welch, lead inspector	His Majesty's Inspector
Stephen Hall	Ofsted Inspector
Ruth Dollner	Ofsted Inspector
David Atter	Ofsted Inspector

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