

Barlby Primary School

Address: Treverton Street, North Kensington, London, W10 6DW

Unique reference number (URN): 100478

Inspection report: 28 April 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Barlby places inclusion at the heart of everything it does. The school's culture is supportive and firmly focused on meeting the needs of every pupil. This is consistently demonstrated in the way that leaders check and adapt provision to respond to pupils' changing needs. Leaders use effective strategies to assess and support each pupil and remove barriers to learning swiftly, including those linked to attendance and wider social and emotional needs. Staff know pupils well and adjust teaching so that every pupil can take part and succeed.

The school's 'Hub' plays a key role in providing targeted support for pupils who need more personalised provision in key stage 1. Leaders created this provision in response to the increasing number of pupils joining with complex barriers to learning. Skilled staff support pupils to stay engaged, manage their emotions and make secure progress from their different starting points. The Hub team also works with staff across the school to strengthen inclusive classroom practice.

The Orchard, the school's specially resourced provision for pupils with special educational needs and/or disabilities, offers highly tailored support. Leaders work closely with external professionals and parents and carers to put in place carefully thought-out approaches. These include, for example, therapeutic art sessions, counselling, multi-sensory storytelling activities and supported access to lessons. Pupils' work is also thoughtfully personalised to their individual needs.

The school uses additional funding well to provide targeted support which improves outcomes for pupils who face barriers to learning. For example, extra support through breakfast and after-school clubs helps pupils to attend regularly and be ready to learn in a calm environment.

Personal development and wellbeing

Strong standard ●

Barlby provides a rich and ambitious personal development offer that broadens pupils' horizons and builds their confidence, curiosity and character. Leaders take a strategic approach to supporting pupils' personal development and wellbeing. They ensure that opportunities are carefully planned from early years to Year 6. The curriculum promotes pupils' social, moral, spiritual and cultural development well through a wide range of experiences. These include plentiful opportunities in the arts, sports, dance, circus skills and cultural visits, for example. Partnerships with charities and local organisations extend this offer further. For instance, pupils take part in the Shakespeare Schools Festival and in workshops at art galleries. Pupils who face barriers to their learning benefit from dedicated music tuition. These experiences help pupils to develop ambition, resilience and a sense of belonging.

The school's relationship and sex education and health education curriculum is adapted to meet the needs of the school and local community. Pupils learn how to keep themselves safe, including online and in the local area. They talk confidently about healthy relationships, personal safety and managing risks. The curriculum promotes a secure understanding of

fundamental British values. As a result, pupils show respect, tolerance and appreciation of diversity in their daily interactions.

The school's personal development programme is highly inclusive. Leaders ensure that pupils with special educational needs and/or disabilities, pupils who join mid-year and those who need additional emotional support access the full offer. The school's pastoral provision is well established and responsive. Staff know pupils well and act quickly when concerns arise. Pupils feel supported and demonstrate growing confidence and aspiration. Social times are purposeful and safe, with structured activities that help pupils build friendships and social skills.

Pupils benefit from a wide, stimulating and carefully planned offer that supports their academic, social and personal development. This prepares them very well for life beyond primary school.

Expected standard

Achievement

Expected standard 

Children in early years develop secure knowledge, particularly in early language, reading and mathematics. They make progress from their starting points and are ready for Year 1. Further up the school, pupils talk confidently about their learning across subjects and increasingly use subject-specific vocabulary accurately.

In phonics, pupils' attainment in the phonics screening check is variable over time. This is largely due to a significant number of new joiners with previously unidentified complex barriers to learning. Leaders identify these pupils' needs quickly and put support in place. The impact of this work is not currently reflected in published outcomes.

In key stage 2, pupils' achievement in national tests has, over time, been close to national averages. This includes pupils who face barriers to their learning. Across the school, pupils typically build secure knowledge in reading, writing and mathematics. Pupils with special educational needs and/or disabilities and those who join mid-year make secure progress from their starting points. As a result, pupils are well prepared for the next stage in education.

Attendance and behaviour

Expected standard 

Attendance continues to improve and is now comparable to national figures for all pupils. This has been achieved despite significant challenges the school faces. This includes high numbers of pupils who start the school at non-standard times, with some new arrivals joining with a history of disrupted education or other difficult circumstances. Leaders take a strategic and targeted approach to attendance. They work closely with families and external agencies to remove barriers quickly. Support is tailored for pupils who face additional challenges. As a result, attendance has strengthened across all groups, including for pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils.

Behaviour for learning is supported by clear routines and consistent expectations. Pupils understand the school's systems, including rewards such as house points and respect tickets. Leaders work with families and adapt provision to meet the needs of a changing cohort, including work to ensure that pupils are ready to follow school routines and focus on their learning. Inclusive strategies help pupils to manage their emotions and stay engaged in lessons. If pupils need additional support, the school's SEND provision helps pupils get back to learning as soon as possible. Social times are well organised, for example, with zoned areas that provide pupils with safe and purposeful activities. Leaders deal with concerns, including bullying, promptly and maintain a supportive behaviour culture.

Curriculum and teaching

Expected standard 

Leaders have a secure understanding of the quality of the curriculum and teaching. They make informed decisions that strengthen provision and support ongoing improvement. They have established an ambitious, broad and balanced curriculum that, overall, builds pupils' knowledge, language and skills and prepares them well for their next steps. The curriculum is carefully sequenced, and leaders ensure that teachers have the subject knowledge they need to teach it effectively.

Reading is a clear priority. Phonics is taught well, helping pupils read accurately and fluently. The school's checks on learning and targeted support help pupils who need extra practice with reading to catch up quickly. Across the school, teaching promotes the development of pupils' vocabulary, enabling pupils to use subject-specific language confidently. In mathematics, for example, pupils are encouraged to explain their thinking using the correct mathematical terms.

Teaching is highly inclusive. Staff adapt lessons for pupils with special educational needs and/or disabilities (SEND) so that they can access the curriculum alongside their peers. Pupils with SEND routinely benefit from support that is well matched to their needs.

In a few subjects, leaders continue to refine the curriculum so that pupils' knowledge is secured and deepened over time. This work is embedding across the school. Nevertheless, teaching typically ensures that pupils are well prepared for the next stage in education.

Early years

Expected standard 

The early years provides a rich, language-filled and engaging environment where children learn through purposeful teaching. Leaders have a clear vision for children's development over time and ensure that the curriculum is well structured. Staff provide activities and resources that promote communication and language, early reading and number as well as children's physical development and imaginative play. Staff model vocabulary effectively and adapt provision precisely to meet children's individual needs.

Children make secure progress from their starting points, including children with special educational needs and/or disabilities and those who face barriers to their learning. For example, focused writing activities and effective support for motor-skill development, together with targeted support for those who need it, help children to apply their early reading and writing skills with increasing independence. Children use ambitious vocabulary, engage positively with staff and talk confidently about their learning.

Leaders respond well to the high level of evolving needs and barriers to learning. They work closely with families and external professionals to ensure that support is timely and well matched to children's development. Routines are well established, and children demonstrate growing independence across the day. Children's wellbeing is prioritised, As a result, children feel safe, settled and ready to learn.

The early years is a well-led, nurturing and purposeful environment where children are supported to make secure progress across the curriculum. Children are well prepared for Year 1.

Leadership and governance

Expected standard 

Leaders have created a positive and supportive working culture. Staff wellbeing and workload are a high priority, and this is greatly appreciated by staff. Leaders provide precise support and effective professional development to ensure that staff have the right expertise to meet the needs of pupils with special educational needs and/or disabilities and those who face barriers to learning. Staff speak positively about Barlby as a place to work.

Leaders have a clear and accurate understanding of the school's strengths and priorities. They respond effectively to these priorities, including those related to changes in the school's context and the increase in pupils with complex barriers to learning. For example, leaders have expanded the specially resourced provision, the Orchard, and created the Hub to provide bespoke in-house support. Leaders maintain a sharp focus on inclusion and wellbeing and make decisions in the best interests of all pupils, and particularly those who face barriers to their learning.

Governors provide strategic oversight and meet their statutory duties. They engage closely with school life, offer balanced support and challenge and check improvement work carefully. Their work helps to maintain high expectations across the school, such as with the recent improvements in attendance.

Parents and carers are highly positive about the school, particularly its support for inclusion and wellbeing. Leaders' positive relationships with families and external professionals strengthen the school's work and contribute to a cohesive, community-focused culture.

What it's like to be a pupil at this school

Pupils at Barlby arrive each morning to a warm welcome and purposeful start to the school day. They feel safe, happy and well cared for in this nurturing community. Pupils say that school is a place where they can learn, enjoy themselves and be listened to. They value the kindness of staff and trust staff to help them when needed. Pupils learn how to keep themselves safe, including, for example, online and when meeting new people outside of school. They understand clearly what bullying is and can distinguish it from other behaviours. They report that bullying is uncommon and that staff respond quickly to any concerns.

Pupils enjoy their lessons and speak with pride about what they know and can do. They use subject-specific vocabulary consistently when discussing their learning. Across subjects, pupils typically recall and apply important knowledge securely. For example, in mathematics, they describe with accuracy how fractions work and use this understanding to solve problems. Pupils build on prior learning effectively. They enjoy reading at home and in school and use their reading skills to support their learning across the curriculum. Children in the early years also talk confidently about their learning and, overall, demonstrate secure development in each area of the curriculum. They are fully included in wider school life.

Pupils talk proudly about their leadership roles, for instance, as school councillors who help to improve the school community. They understand the school's values and can explain how these guide their actions. Pupils enjoy being recognised for demonstrating these values. They describe the school as inclusive and say that everyone is encouraged to take part in all aspects of school life. Older pupils enjoy helping younger ones with routines, such as moving safely around the building. This helps to support a calm and orderly environment. Pupils enjoy coming to school, are proud of their school community and their achievements. They demonstrate positive attitudes to learning and behave well.

Next steps

- Leaders should ensure that recent improvements in attendance are sustained so that all pupils attend regularly, are ready to learn and continue to achieve over time.
 - Leaders should sustain their work to further refine the curriculum and how it is taught, especially in the small number of subjects where this work is less embedded, thereby enabling pupils to deepen their knowledge and achieve consistently highly over time.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

The co-chairs of the board of governors in this school are Henry Yates & Ludo Hunter-Tilney.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body, as well as a representative from the local authority.

The inspectors confirmed the following information about the school:

The Orchard is the school's specialist resourced provision, funded by the local authority. It caters for up to 20 pupils with a primary need of autism. All pupils in The Orchard have an education, health and care plan.

The school runs its own breakfast club and after-school club.

The school does not use any alternative provision.

Headteacher: Anthony Mannix

Lead inspector:

Karen Kent, His Majesty's Inspector

Team inspectors:

Nicholas Flesher, Ofsted Inspector

Helen Lockey, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

368

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

370

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

54.52%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

10.87%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

25.27%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25 (final)	54%	62%	Below
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	59%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	74%	Below
2024/25 (final)	68%	75%	Below
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	67%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	72%	Close to average
2024/25 (final)	68%	72%	Close to average
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	65%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	73%	Close to average
2024/25 (final)	70%	74%	Close to average
2023/24 (final)	69%	73%	Close to average
2022/23 (final)	74%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	46%	Close to average
2024/25 (final)	45%	47%	Close to average
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	62%	Close to average
2024/25 (final)	55%	63%	Close to average
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	63%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (final)	66%	59%	Close to average
2023/24 (final)	56%	58%	Close to average
2022/23 (final)	53%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	60%	Close to average
2024/25 (final)	55%	61%	Close to average
2023/24 (final)	59%	59%	Close to average
2022/23 (final)	67%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	68%	-21 pp
2024/25 (final)	45%	69%	-24 pp
2023/24 (final)	44%	67%	-24 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-19 pp
2024/25 (final)	55%	81%	-26 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	63%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-20 pp
2024/25 (final)	66%	78%	-13 pp
2023/24 (final)	56%	78%	-21 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	53%	77%	-24 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-19 pp
2024/25 (final)	55%	81%	-25 pp
2023/24 (final)	59%	79%	-20 pp
2022/23 (final)	67%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.0%	5.2%	Above
2023/24 (3 term)	7.6%	5.5%	Above
2022/23 (3 term)	8.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	27.0%	13.0%	Above
2023/24 (3 term)	26.9%	14.6%	Above
2022/23 (3 term)	31.1%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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