

# St John's Primary School

Felix Road, West Ealing, London, W13 0NY

**Inspection dates** 1–2 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement has improved. Standards are now rising to close to the national average by the end of Year 6. From starting points which are well below those expected for their age, pupils make good progress.
- The good progress in the Nursery and Reception classes prepares children well for more formal work in Key Stage 1.
- The school has worked quickly to improve both attainment in reading and writing in the past two years.
- The headteacher and senior leaders work well together. They have been very successful in improving the quality of teaching since the previous inspection. The wider leadership team has a good knowledge of what is needed at St John's so pupils achieve their full potential.
- Disabled pupils and those who have special educational needs receive good support so that they can achieve well. This includes pupils in the specialist resource provision.
- Teachers manage their classes well and very good use is made of additional adults to help all pupils do their best work.
- Teaching is good. Teachers use information about pupils' progress to plan work which challenges them well. Teachers mark pupils' work so that pupils know what they need to do next to improve.
- The school's inclusive culture promotes pupils' spiritual, moral, social and cultural development. The school is a happy and lively community.
- Behaviour is good and this is greatly valued by the pupils and their parents. Pupils say that they always feel safe in school.
- The members of the governing body are highly ambitious and know the school well. They check the school's information and ask challenging questions.

### It is not yet an outstanding school because

- Pupils who join the school mid-year and at other times do not always make the same progress as their peers. This is especially true of those who speak English as an additional language.

## Information about this inspection

- Inspectors visited 31 lessons or parts of lessons. Two of these were jointly observed with the deputy headteacher.
- Inspectors heard pupils reading and looked at samples of pupils' work.
- Inspectors examined the 23 responses to the online Parent View survey as well as the school's own survey of parents' views.
- A discussion was held with a member of the local authority's advisory staff.
- Inspectors held formal and informal discussions with groups of pupils.
- Inspectors examined records of pupils' progress and other school documentation, including the school's records relating to safeguarding.
- The lead inspector held a discussion with two members of the governing body.
- Inspectors held discussions with parents and with staff.

## Inspection team

Tim McLoughlin, Lead inspector

Additional Inspector

Lynne Thorogood

Additional Inspector

Danvir Visvanathan

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school. There are two classes in each year from Nursery to Year 6. There are more boys than girls in the school. The school has undergone a number of changes of senior teaching staff since it was last inspected and is soon to be expanding further as part of a local regeneration scheme.
- St John's serves a diverse community. The proportion of pupils from minority ethnic backgrounds is above average.
- An above average proportion of pupils speaks English as an additional language. A significant number of pupils in the younger classes are at an early stage of learning English.
- More pupils than the national average are eligible for additional funding known as pupil premium (additional government funding for looked after children and pupils known to be eligible for free school meals).
- The proportion of pupils joining or leaving the school at times other than the usual start of the year is above average.
- The school meets the government's floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The proportion of pupils with special educational needs supported through school action is higher than average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above the national average.
- The school has specially resourced provision for pupils with special educational needs in the form of two additional resource bases for up to 29 pupils with speech and language difficulties. One is for children in the Nursery class and the other for pupils in Reception to 6.

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

- Make sure pupils who join the school other than at the usual times, including those who speak English as an additional language, make rapid progress and catch up with the others quickly.

## Inspection judgements

### The achievement of pupils

is good

- When children join the school in the Early Years Foundation Stage their skills and knowledge are well below those expected for their age. The activities provided and support from staff help them make a good start to their learning. They start Year 1 able to read and write. They have a good grasp of numbers so they are ready to do more formal work.
- Children in the school's additionally resourced provision for language development based in the Nursery class also make good progress. The 'ICAN' unit offers a nurturing environment and a partnership approach to learning which helps these children thrive.
- Pupils enjoy reading and read widely and often. Standards in reading in Year 1 are improving. The school encourages pupils to love reading as a priority and this helps pupils remain enthusiastic readers throughout the school.
- Pupils, including boys and those from minority ethnic groups, make good progress. By the end of Year 6, standards in English and mathematics have improved rapidly. More pupils than at the time of the previous inspection now reach average standards in English and mathematics. Attainment is rising in all subjects. The school uses effective systems to check the progress pupils make.
- Pupils in Key Stage 2 have worked hard to improve their writing skills over the past two years. They practise writing often and in a wide variety of styles. For instance, Year 3 pupils were learning to write an interesting information text using the brief notes they had taken the previous day on the history of football.
- Disabled pupils and those who have special educational needs make good progress as a result of the targeted support they receive. Those who are in the school's additionally resourced provision are very well integrated into the school and achieve well.
- Pupils who join the school part way through their primary education and who speak English as an additional language make slower progress than the others. They are not all helped to catch up quickly in order to achieve as well as their peers.
- Additional funding is used effectively to provide eligible pupils with extra support for their learning. It is also used to fund counselling and extra-curricular activities. Over the past two years, eligible pupils have made the same progress as the others. There is no gap in the attainment of these pupils and their classmates.
- The most able pupils are given work which challenges them and supports their good progress.

### The quality of teaching

is good

- Teaching has improved since the previous inspection and is consistently good. The headteacher and deputy headteacher have maintained a clear focus on teaching quality and made sure improvements reflect pupils' interests.
- Teachers plan lessons well and work is set at the right level of difficulty. Teachers are careful to check pupils' understanding during lessons. They adapt their planning quickly to support pupils' learning. Reading is well taught throughout the school. Pupils are passionate about books and enthuse about reading a rich variety of fiction and non fiction.
- Teaching in mathematics and English is good. Teachers make lessons demanding and interesting for pupils. For example, in an English lesson in Year 2, pupils writing a description of a setting learned how to edit and improve their work.
- Teachers mark pupils' work consistently well. Pupils find their feedback and comments helpful and easy to understand. Pupils know the standard of their work and what to do to improve further.
- In the Early Years Foundation Stage, children get off to a good start in learning. They form strong working relationships with the adults. Children are enthusiastic and work well together,

clearly enjoying learning both indoors and outside. Teaching assistants give good support. Staff make sure teaching of early reading skills is enjoyable.

- Children in the school's Early Years Foundation Stage resource base are very well supported. They make rapid gains in learning to speak. They start to enjoy written language and gain in confidence rapidly.
- Older pupils in the resource base are very well supported when they join mainstream lessons and when they are given intensive teaching in the unit.
- Parents speak very positively about teaching. They say that the teachers know their children very well.
- Teachers manage their classes very well in a way that does not impede progress. This means that no time is wasted. Teachers encourage pupils how to do their best work.
- Pupils who need extra help are taught well through an effective mix of individual and class support. Adults who work closely with these pupils make an important contribution to their good learning.
- Pupils speaking English as an additional language, who join the school part way through their primary education, are not as well supported. Recently-introduced approaches to help these pupils catch up have not had time to show their impact.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils care for and are very respectful of one another. They are friendly, move about the school quietly and are extremely polite. Pupils' good behaviour has a positive impact on their learning and helps the pupils to achieve well. Behaviour is not outstanding because, occasionally, pupils need to be reminded by staff of the behaviour that is expected.
- Attitudes to school are positive. Pupils are quick to settle to their work. They contribute well to assemblies and conduct around the school is sensible. Pupils set high standards for one another. They are very pleased to be a member of their school and are proud of the progress they make.
- The school promotes positive working relationships. The school fosters tolerance and an appreciation of differences. Adults emphasise that each pupil is unique. This was observed very clearly in a Year 4 class assembly where pupils celebrated their achievements. The school promotes equality and tackles discrimination successfully.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in the school, and say that there is very little bullying. Pupils are aware of different types of bullying, including on the internet. The school keeps careful records of the very few cases of bullying and effective steps are taken to deal with these problems.
- The school makes effective use of a nationally-recognised counselling organisation to help pupils to discuss issues of concern.
- Children in the Early Years Foundation Stage play and work well. They learn what good behaviour is expected and how to play with one another nicely. This is also true of the children in the school's 'ICAN' unit.
- Pupils at the school undertake a range of helpful jobs, such as Mini Mentors to help other pupils who are lonely. Playground behaviour is very good and this is helped by the school's investment in new play equipment and sports coaches who organise games with the pupils. Pupils appreciate this very much. Break times are a happy and productive part of the school day.
- Pupils with special educational needs in the additional resource unit are very well behaved and through this make a valuable addition to the life of the school.
- Attendance has improved and is now above average. Parents have responded positively to the new attendance policy which the school has adopted. This improved attendance has a beneficial impact on learning.

**The leadership and management are good**

- All staff and governors are strongly committed to ensuring the school is inclusive and look forward to its planned expansion. In preparation for this, the headteacher has restructured the school's senior management team and expanded the staffing at the school appropriately.
- The headteacher and deputy headteacher work well as a team. They have extremely high expectations of all staff to ensure pupils make good progress. Correctly, they have focused on driving up the quality of teaching. The school evaluates its effectiveness accurately. Improvements made since the previous inspection demonstrate the school's capacity to improve further.
- Leaders have not made sure that pupils who join the school part way through their primary education who speak English as an additional language do as well as the others. This is why leadership and management are good and not outstanding.
- The headteacher manages teachers' performance well. Her support and challenge and that of the subject leaders are greatly appreciated by staff. She is now more able to ensure a clear match between the quality of teaching and pay. Teachers have challenging targets, linked to the national Teachers' Standards, which are checked. Leaders are confident to tackle underperformance.
- The school offers a wide variety of subjects, which pupils really enjoy. Throughout the school there are examples of high quality writing. Music has been developed. At the time of the inspection, Year 4 pupils enjoyed showing their skills in African drumming in a performance for parents.
- The school makes good use of additional funds to promote physical education and sport. Specialist coaches help pupils to develop their skills in areas such as gymnastics. This supports the development of pupils' health and well-being, and raises standards.
- The school's leadership of both additional resource bases is effective in ensuring that pupils make good progress.
- The local authority has provided a good level of support since the previous inspection. This has included regular visits, meeting frequently with the headteacher, and advising the school's governors of the headteacher's performance management.
- **The governance of the school:**
  - The governing body fulfils all its statutory duties effectively, including in relation to safeguarding. The budget is well managed. Governors make frequent visits to the school to check, at first hand, the actions the school is taking to improve its effectiveness. They have a good knowledge of strengths and areas for development. They know how well pupils are performing in relation to others nationally. Because of this, they offer a good level of support and challenge to the headteacher. Governors know the quality of teaching. They have worked very effectively to manage teachers' performance robustly and have a very good understanding of what the school is doing to reward good teaching. They have high aspirations for the future of the school and are now in a strong position to ensure the school continues to improve.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101873
<b>Local authority</b>	Ealing
<b>Inspection number</b>	439943

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	458
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Josh Blacker
<b>Headteacher</b>	Marilyn Borlase
<b>Date of previous school inspection</b>	2 July 2009
<b>Telephone number</b>	020 8571 7925
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