

Sir John Lillie Primary School

Lillie Road, London SW6 7LN

Inspection dates	26–27 April 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, ambitious leadership and governance have successfully created a culture where pupils are expected to achieve their very best. Teaching is now consistently good or better across the school and outcomes at the end of each key stage have risen.
- The behaviour of pupils is outstanding. Parents are highly supportive of the school. They rightly value the positive relationships and very good attitudes to learning that are widespread in the school.
- Senior leaders monitor the progress of pupils and the quality of teaching carefully. They act quickly to address underperformance and provide effective training and support to improve teaching.
- Governors have a secure understanding of the school and its performance. They provide a good balance of challenge and support to ensure leaders' continued focus on ongoing improvement.
- Teaching quality has improved and children get off to an outstanding start in the early years. In the Nursery and Reception classes, children make excellent progress from their starting points.
- Teaching, learning and assessment are often excellent in English and mathematics. Progress is consistently good or better.
- The school has successfully addressed the actions identified as requiring improvement at the previous inspection. Leaders demonstrate determination to continue to improve the school.

It is not yet an outstanding school because

- Attendance for some pupils at the school, although improving quickly, is below that of other pupils nationally.
- Teaching, learning and assessment in the foundation subjects are not as secure as in English, mathematics and science.
- There is some inconsistency in the quality of teaching, learning and assessment across year groups. Teaching is not yet outstanding where teachers have recently joined the school.

Full report

What does the school need to do to improve further?

- Ensure that swift improvements in school attendance continue so that it is above average for all groups of pupils.
- Improve the quality of teaching, learning and assessment so that pupils make consistently outstanding progress across all year groups by:
 - ensuring that teachers who are new to the school continue to benefit from the effective monitoring, training and support the school provides
 - ensuring that teachers who are new to the school have good opportunities to learn from the very effective teaching, learning and assessment that exist in many year groups.
- Ensure that teaching, learning and assessment in all subjects match the often outstanding practice in reading, writing and mathematics by:
 - making sure that teachers accurately assess pupils' growing understanding and skills in the foundation subjects
 - making sure that teaching in subjects other than English, mathematics and science builds successfully on pupils existing knowledge and skills.

Inspection judgements

Effectiveness of leadership and management is good

- Determined leadership has ensured that, since the last inspection, all aspects of the school's work are now at least good with many examples of outstanding practice.
- Leaders and governors have high expectations of all staff and pupils. Leaders across the school ensure pupils are well supported and challenged to do their best. As a result, pupils understand, share and meet leaders' high expectations for their learning and behaviour.
- Senior leaders are committed to ongoing improvement in teaching, learning and assessment. They work well as a team, monitoring teaching and cross-checking the information they hold against pupil progress information. As a result, they are clear about any strengths and weaknesses in teaching. Senior leaders provide timely and focused additional support and take action to make sure no teaching is less than good. Leaders deploy additional resources to ensure that pupils do not fall behind while teaching improves.
- Leaders and governors are united in their conviction that 'we all expect more of ourselves'. Leaders track pupils' progress carefully and hold teachers to account if pupils are in danger of falling behind. They work with teachers to employ effective strategies to help pupils catch up, with a focus on quality class teaching.
- The school's good curriculum is enriched by art, music, French and sports specialists and the many educational outings the school provides. Spiritual, moral, social and cultural development is embedded throughout this well-planned curriculum. For example, older pupils considered the morality and impact of war on individual soldiers when looking at the first-hand account of a World War II veteran.
- Good links exist with the different faith groups within the school's community, promoting respect and celebrating diversity. The school shares curriculum content information with parents through the school's blog, tweets and regular newsletters. Parents are encouraged to take part in half-termly home-school challenges, like the recent bubble challenge to create a wand that would make the largest bubble.
- The democratically elected Children's Leadership Team supports the promotion of fundamental British values well. Pupils understand the importance of respect for all groups within British society. Teachers make strong links between history topics and British values through reflection on national events like Remembrance Day. Pupils have benefited from attending remembrance gatherings at Trafalgar Square, visiting Downing Street and from a range of trips, including visiting the battlefields in Europe. However, leaders recognise the need to ensure that the school checks the impact of this work to ensure it addresses any gaps in understanding.
- Middle leaders have drawn on the good support and expertise from senior leaders and external consultants and this is having a positive impact on pupil outcomes. They are taking increasing responsibility for checking standards and compliance with school policies and progress against identified school actions, working well individually and in teams. For example, the sports leader is ensuring that the school uses the primary sport premium well. The funding provides specialist physical education support to enhance class teachers' skills and in providing more opportunities for pupils to engage in sporting activities.
- Effective use of the pupil premium fund is supporting improving progress for the large number of disadvantaged pupils across the school. As a result, current records show that any remaining gaps are closing between disadvantaged pupils in the school and their peers.
- Since the last inspection the local authority has provided timely and effective support. They recognise that leadership is now effective and provide guidance and support as needed.
- **The governance of the school**
 - The governance of the school is transformed. Quick action was taken following an external review of governance. This has resulted in a skilled, informed and ambitious governing body who are very well informed about the school's strengths and areas requiring further development. They hold school leaders to account and closely monitor the impact of initiatives, visiting the school and scrutinising leaders' reports and school achievement information.
 - Governors ensure that good teaching is linked to pay progression and that underperformance is identified and acted upon swiftly to improve outcomes for pupils.
- The arrangements for safeguarding are effective. Records and arrangements for checking the suitability of staff to work with children are fit for purpose. Staff have had recent training and are aware of their duties under the 'Prevent' agenda. The school has developed a culture where the risks associated with

radicalisation are aired and considered. The designated safeguarding lead works well with other agencies to support pupils and their families who need additional support. Staff understand how to identify risks and signs of abuse. The school acts swiftly and appropriately when concerns arise about pupils' welfare. Pupils say that they enjoy school, feel safe and that there is always an adult who they can talk to if something is worrying them or they need help.

Quality of teaching, learning and assessment is good

- Since the last inspection, leaders have wasted no time in helping teachers to develop their skills effectively, particularly in English and mathematics. Teaching is consistently good or better in key stages 1 and 2. Clear systems for marking, assessment and feedback in English and mathematics ensure that pupils are challenged, particularly the most able. For example, teachers do not typically give pupils the answers or correct their work. Rather, they challenge pupils to look for errors and areas for improvement in their own work, thus deepening their learning. Moreover, teachers use their deep knowledge of their pupils to effectively target questions to build on existing knowledge and challenge pupils, ensuring good progress.
- Leaders have put in place whole-school expectations for lessons and they check that teachers adhere to them. This means that the school has developed a model for teaching and learning that is consistent across the school. Approaches to teaching and learning are well understood by staff and pupils. For instance, pupils use a range of strategies they have learned if they are having difficulty completing a part of their work; these are called the '4Bs'.
- There is a great emphasis on developing communication skills throughout the curriculum, from promoting rich language use in the early years to questioning and debating as pupils move from key stage 1 to 2. Teachers take care to use precise language and clear explanations which aid understanding. This is particularly helpful to those pupils who are at the early stages of learning English, or who have English as an additional language.
- Inspectors saw many examples of outstanding practice in the teaching of reading, writing and mathematics. Here, teachers used assessment information skilfully to plan and deliver activities which built on pupils' existing knowledge and skills. However, in the foundation subjects, teachers take fewer opportunities to do this as systems to assess pupils' understanding and skills in these subjects are not yet securely in place. Work in class 'floor books' and pupils' learning journals demonstrates coverage of a broad curriculum, but teaching does not consistently build on pupils' existing knowledge and skills. Thus, pupils' progress in the foundation subjects slows when teaching does not take account of pupils' starting points.
- Leaders have rapidly improved the effectiveness of teaching, learning and assessment across the school. However, teaching, learning and assessment are not yet outstanding as some variability exists where teachers have recently joined the school and are less familiar with the curriculum. In mathematics, pupils sometimes repeat mathematical procedures because they are not given the opportunities to deepen their learning. In writing, pupils are not broadening their use of grammatical structures sufficiently well. Teaching does not consistently ensure that pupils develop a deeper fluency in literacy. Pupils sometimes rely too much on the repetition and use of familiar vocabulary and grammar.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils work well together and are confident to critique their own and each other's work constructively.
- The popular breakfast and after-school provision is well supervised. Pupils are happy to attend and enjoy the range of activities and the food on offer. Parents and staff join the children for breakfast in the family café. This is a positive start to the school day.
- Pupils have a good knowledge of how to keep themselves healthy and safe from harm. They know how to keep themselves safe when using the internet, that not all facts on the internet are necessarily correct and the importance of keeping passwords secure. They know who will help them if they are hurt or worried. They confidently talk about what bullying is and that they can talk to mediators, teachers, parents or a known adult if they have concerns.
- Adults successfully work together as a team, modelling respectful, professional relationships. This is replicated by members of the Children's Leadership Team who are highly regarded by their peers. As a

result, the school is a harmonious place where pupils talk positively about their teachers and the support they receive from all adults across the school.

- Whole-school pupil attendance has improved and is now in line with the national average. The school's effective work with pupils and their families has reduced persistent absence.
- However, despite leaders' relentless drive to reduce absence, the attendance of White British pupils at the school remains below that of other pupils nationally, although it is improving quickly.

Behaviour

- The behaviour of pupils is outstanding. Pupils have excellent attitudes to learning. They focus very well and listen attentively in classes because they enjoy lessons and because of the very high expectations of all adults.
- The school building is extremely well maintained, clean and well organised. Pupils respond to this conducive learning environment very well. Pupils follow the dress code and wear their uniforms with pride.
- Pupils walk around the school sensibly and safely, the dining room is a pleasant place to be and behaviour during assemblies is exemplary.
- Pupils are polite and friendly. They eagerly hold open doors for visitors, staff and their friends.
- The school has worked well with pupils who have had difficulty managing their behaviour. Incidents of poor behaviour have reduced overtime and are rare.
- Pupils play enthusiastically with each other during playtimes and the lunch breaks. They confidently use the obstacle course, safely navigating the challenges the equipment offers and demonstrating high levels of skill. Pupils explore all areas of the exciting, inspiring and well-maintained playground. Pupils participate in the many activities on offer, from table tennis, chess and football to relaxing in the pergola or talking to friends by the pond.
- In discussions with inspectors, parents said that behaviour at the school is always good. Pupils confirmed that the very good behaviour seen during the inspection is typical of behaviour over time.

Outcomes for pupils

are good

- Leaders track pupils as individuals and hold teachers to account for their progress to ensure that no pupils fall behind. As a result, leaders have made sure that pupils' progress in learning the sounds letters make (phonics) at the end of key stage 1 and reading, writing and mathematics across the school has accelerated since the previous inspection so that outcomes are now good or better. At the end of Year 2 and Year 6, pupils' outcomes have been above the national average in reading, writing and mathematics for the last two years. In 2015, a significant number of pupils made good or better progress from their starting points, leaving the school well prepared for their move to secondary school.
- The additional teaching support provided through the use of the pupil premium funding helps disadvantaged pupils to make rapid gains. As a result, any gaps between disadvantaged pupils and their peers at the school are closing across most year groups in reading, writing, mathematics and science. At the end of key stage 2, disadvantaged pupils do better than other pupils nationally in reading and mathematics and they are in line with others nationally in writing. Like their peers, they are very well prepared for the next stage of their education.
- The most-able pupils achieve well, making the same rapid progress as others in the school. They are challenged effectively in reading and in mathematics where they make particularly rapid progress. This is reflected in the proportions reaching the highest standards in reading and mathematics in 2015 which were above average at the end of key stage 2.
- In the 2015 national assessments, the proportion of most-able pupils making more than expected progress was below average. However, the most-able pupils now make good progress in developing as writers. Older pupils, for instance, produce sophisticated writing using thought-provoking texts as a stimulus and starting point. They use increasingly complex language forms, grammar and punctuation.
- Inspection evidence from the work in pupils' books and the school's most recent records show that pupils who have special educational needs or disability make strong progress from their starting points. This success is due to well-established, comprehensive systems that are in place to identify individuals' specific needs and the planning of appropriate support alongside regular tracking of pupils' progress.

Early years provision

is outstanding

- Leadership in the early years provision is outstanding. From their individual starting points, children make excellent progress because of highly effective leadership and management, strong teaching and the excellent provision on offer. This is reflected in the higher-than-national proportion of children achieving a good level of development at the end of the early years in 2015.
- The early years leader and other teachers sharply identify areas of learning that need to develop further by, for example, analysing progress information. For instance, the Nursery currently focuses on developing communication skills because the progress information showed that children were making relatively slower progress in developing these skills.
- Teaching, learning and assessment are outstanding. The school's phonics programme begins in the early years and is very effective in developing both writing and reading skills. As a result, the children are very well prepared to read and write. Pupils go on to achieve well in the phonics screening check in Year 1.
- Topic books provide regular opportunities for children to practise writing across a wide range of subjects and they secure rapid gains and make good progress in this area. Staff are skilled and knowledgeable in developing and building on children's curiosity and interest. All this takes place in a safe, calm and well-maintained learning environment that celebrates children's achievements.
- Communication with parents is frequent. Good relationships are formed through opportunities, like the 'stay and play' sessions, for parents to support their child's learning. Parents receive regular feedback on their child's progress and are able to contribute to ongoing assessment through recording 'wow' statements about what has happened at home in their child's special book. Staff track children's achievements by gathering a wide range of evidence. They record this well in each child's special book. These books are attractively presented and contain rich evidence of what children know, understand and can do.
- Activities are enjoyable and varied. As a result, the children are exceptionally well motivated, show good concentration and persevere in their tasks. The children's behaviour is outstanding. They develop a wide range of social skills, making activity choices independently or with friends. They share resources well, for example art materials when making sea collages or plastic bricks when building models. Staff are quick to support learning or move it on as the need arises.

School details

Unique reference number	100338
Local authority	Hammersmith and Fulham
Inspection number	10001998

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	378
Appropriate authority	The governing body
Chair	James Doheny
Headteacher	Sue Hayward
Telephone number	020 7385 2107
Website	www.sirjohnlillieprimary.co.uk
Email address	admin@sirjohnlillie.lbhf.sch.uk
Date of previous inspection	24–25 October 2013

Information about this school

- This school is larger than the average-sized primary school.
- The early years comprises one full-time Nursery class and two Reception classes.
- Pupils come from a wide range of ethnic backgrounds. The largest group of pupils are from Black African backgrounds with White British pupils forming the next sizeable ethnic group.
- The proportion of pupils who speak English as an additional language is high and above average.
- The proportion of pupils who have special educational needs or disability is above the national average.
- The proportion of disadvantaged pupils supported through the pupil premium funding is well above the national average. The pupil premium is additional government funding that schools receive to support those known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils who join or leave the school other than at the usual times is above average.
- The school organises and manages breakfast and after-school provision.
- The school meets the government's floor standards, which set out the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors visited 21 lessons or parts of lessons. Some of these were joint observations with a senior leader. Inspectors also observed pupils at the breakfast and after-school provision, at the start of the school day and at break and lunchtimes. During the inspection, Year 6 were on a pre-planned educational visit.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and a representative of the local authority. Inspectors listened to pupils read, looked at work in pupils' books and scrutinised the school's information showing pupils' progress and attainment.
- Inspectors examined a range of documentation provided by the school, including the school's own self-evaluation. Records relating to behaviour, attendance and safeguarding were also considered.
- Inspectors spoke to around 24 parents informally to hear their views of the school. These discussions took place before the start of the school day. Too few responses were made to the Ofsted online questionnaire, Parent View, to be reported on directly. Inspectors considered the 27 responses to Ofsted's optional, online staff survey and the 31 responses to the questionnaire completed by pupils.

Inspection team

Michelle Winter, lead inspector

Rosemarie McCarthy

Brian Simber

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

