



St John's Primary School

Inspection Report

Unique Reference Number 101873
LEA Ealing LEA
Inspection number 276605
Inspection dates 25 April 2006 to 26 April 2006
Reporting inspector Philip Mann AI

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

Type of school	Primary	School address	Felix Road
School category	Community		West Ealing
Age range of pupils	3 to 11		London W13 0NY
Gender of pupils	Mixed	Telephone number	02085676251
Number on roll	279	Fax number	02085676646
Appropriate authority	The governing body	Chair of governors	Margaret Majumdar
Date of previous inspection	20 November 2000	Headteacher	Mrs Marilyn Borlase

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

St John's Primary School is about average in size. It serves a mixed community with pockets of significant deprivation. Pupils come from a very wide range of backgrounds with over two thirds having a home language other than English. The proportion of those with learning difficulties is very high and well above average. The overall attainment of pupils into the school at the age of five is well below average. A significant number of these join the school other than in the nursery and reception classes and many leave before the age of 11. There are two speech and language resource units attached to the school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

St John's is an improving school which evaluates itself effectively. It identifies that there are some important aspects of its work that it still needs to address. Inspection findings support this view. The school has reversed a period of decline and is becoming more effective in what it does. Good leadership from the headteacher is successfully taking the school through a period of transformation and change. Much has been achieved in developing a positive atmosphere for learning and school identity. As a result, the behaviour of pupils is now good and relationships are very positive around the school. The quality of teaching and learning has improved with some outstanding practice now observed. However, some teachers do not match tasks effectively to the ability of all learners because their use of assessment information is weak. Consequently, when combined with less interesting teaching, this results in underachievement for some learners.

The provision for children in the Foundation Stage is good. Staff with responsibility for pupils with learning difficulties and those whose home language is not English provide effective levels of support to these groups of learners. Good care and support are provided for all pupils but despite the efforts of staff, pupil attendance is still poor. Improvement since the previous inspection has been satisfactory overall. The school's capacity for further improvement is now good. This is because planning for school improvement is thorough, and staff with management responsibilities are very clear about what needs to be done next to raise the achievement of all pupils. Taking all factors into account the school provides satisfactory value for money.

What the school should do to improve further

- Improve achievement by ensuring teaching is consistently good across the school.
- Use assessment information well to ensure a closer match of tasks to the individual needs of pupils in all lessons.

Achievement and standards

Grade: 3

The achievement of pupils is satisfactory overall. The starting points of children on entry into the Foundation Stage are very low. Many pupils move in and out of the school and a large number have specific learning difficulties. Standards by age 11 are well below average in English, mathematics and science. However, a review of this data and that collected by the school confirms that progress is satisfactory overall. It is best for pupils with learning difficulties, those whose home language is not English and for the oldest, where progress is good and standards are improving. This is because of the effective support programmes in place and consistently good or better teaching for the oldest pupils. Progress is slow and sometimes unsatisfactory for younger children when the pace of learning is too leisurely and teachers do not use assessment information effectively to plan for the individual needs of pupils in their lessons.

Personal development and well-being

Grade: 2

Pupils are enthusiastic and feel safe about coming to school. One girl explained that, 'You have nothing to worry about at this school because it is very happy'. Attendance at school continues to be a challenging issue and remains well below average despite an innovative approach to lift rates of attendance. Pupils get on well together, speak confidently about their respect and care for one another. They feel safe, enjoy the improved school lunches and speak very positively about the positive management of behaviour. 'I can't wait to receive the gold pen!' was the theme throughout the meeting with the School Council members as they discussed this issue. Pupils feel confident that their views are listened to and that the school will respond positively and quickly.

Pupils respond well to opportunities for spiritual, moral, social and cultural development. This is particularly so in assembly because pupils are encouraged to reflect on the issues discussed in a meaningful way. They respond very positively to the values promoted throughout the school and are very interested in one another's cultures and lifestyles. However, their understanding of the wider community and their personal contribution to the place of work in the future are less developed.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall but not consistent in quality throughout the school. Children get off to a good start in the Foundation Stage and benefit from consistently good teaching in Years 5 and 6; some of which is outstanding. Some teaching in other classes is not good enough. However, relationships are positive and behaviour is managed well in all classes. Staff pay close attention to the needs of learners with English as an additional language and those with learning difficulties and disabilities. Teaching assistants make a valuable contribution to pupils' learning. Good focused monitoring of planning and of teaching and learning is leading to improvements but some weaknesses still remain.

Where learning is good, teachers have high expectations of pupils, who have a clear understanding of what they need to do to improve. There is good emphasis on developing language skills and this contributes well to pupils being able to discuss and explain their work.

Where teaching is not as strong, assessment information is not used well enough to match work accurately to the prior attainment of learners and this has a detrimental effect on achievement. Similarly, insufficient pace leads to a loss of concentration and slower progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and has sufficient breadth. The whole school implementation of the personal and social development programme has had an outstanding impact on pupils' behaviour and attitudes to their work. Some medium term planning lacks rigour. Provision for computer work is much improved and the school has been identified for excellence in interactive whiteboard use. Pupils have two hours of sport each week to promote healthy lifestyles. The Foundation Stage curriculum is good but the outside area is not yet fully developed to provide an exciting and stimulating learning and play environment. The provision and specialist support for pupils with learning difficulties and disabilities and pupils who are learning English as an additional language are good.

A good range of extra curricular activities and partnerships with local organisations contribute well to pupils' learning and personal and social development. The curriculum is enriched well by music, drama, instrumental tuition and links with a wide range of sports clubs.

Care, guidance and support

Grade: 2

The care, guidance and support provided for pupils are good overall despite some inconsistencies in assessment. Pupils feel safe and secure. Very good induction arrangements for admission into the nursery and for new arrivals in the school ensure that these learners settle quickly. For instance, home visits before children enter the nursery, induction days and coffee mornings are central to the work of the Foundation Stage. Pupils are confident that adults will help them with their personal concerns. Child protection procedures are robust and clearly established by the headteacher and adults working with children fully understand the procedures and receive training to identify potential concerns. The school works well with outside agencies to ensure that pupils with speech and language difficulties receive the best support. Health and safety routines and risk assessments for improving the school's physical environment are effective. The academic and personal development of pupils is monitored regularly by senior staff but data is not always used well by some teachers to meet learners' needs effectively.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory overall with some emerging strengths. The headteacher demonstrates a very clear desire to transform the school. Significant improvements to the climate for learning have been achieved since her appointment. Issues related to pupil behaviour have been very effectively addressed and targets are being set for staff and learners. Many procedures have been put in place and school management structures are being reorganised after a period of

intensive building work. Teamwork amongst the staff is now good and subject leaders are playing an increasingly important part in whole school improvement. Procedures have been implemented to evaluate the strengths and weaknesses of the school. Teaching and learning are being monitored regularly and closely linked to performance management. Weaknesses in teaching are being addressed and recent appointments are providing models of outstanding practice. However, the impact of this is yet to be fully realised in the achievement of pupils in all classes. Governors are playing a greater role in monitoring the school's work and possess a clear understanding of its strengths and weaknesses. The school's self-evaluation work is accurate and is being used well to promote further change. As a result, the school is now well placed to raise the achievement of all pupils and the capacity for further improvement is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

I enjoyed visiting your school and I would like to thank you for making me feel so welcome. It is clear that you really enjoy being at St John's and in particular like taking part in the many interesting activities planned for you. I was particularly impressed with Year 4's class assembly on World War II. Teachers work hard to make your lessons interesting and you work hard to complete the tasks that they set for you. However, in some classes these tasks are either too difficult or too easy and this is not helpful. This is something that the teachers are going to improve.

While at the school I found that: * some of your teachers provide you with lessons of the highest quality; * staff in the nursery and reception classes are providing good opportunities for young children to learn; * the support for those of you with learning difficulties and those of you who are learning English is good; * teachers use the interactive whiteboards well to make lessons interesting and provide you with plenty of opportunity to take part in extra activities; * staff provide good levels of guidance for you to develop your personal and social skills and teach you how to stay healthy and safe; * your headteacher and senior staff are working hard to make improvements to the school.

I also found that: * some lessons are not as good as they could be and this effects the progress of the pupils in them; * even though the teachers provide you with plenty of information about how you are doing in lessons some need to collect and record down more information about your progress and use this well to plan future activities. As a result of my visit the teachers will be working hard to further improve lessons and make sure that tasks always meet your needs.

Yours sincerely,

Philip Mann

Lead Inspector