

# St Johns Walham Green Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	100349
<b>Local Authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	354841
<b>Inspection dates</b>	12–13 July 2011
<b>Reporting inspector</b>	Sarah McDermott

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Osborne
<b>Headteacher</b>	Pauline Morozgalska
<b>Date of previous school inspection</b>	17 March 2008
<b>School address</b>	Filmer Road London SW6 6AS
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## Introduction

This inspection was carried out by three additional inspectors. The team observed 12 lessons taught by 10 teachers. The inspectors held meetings with the headteacher, members of the governing body, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed the responses to questionnaires from pupils, staff and 51 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which pupils make sufficient progress in mathematics.
- The extent to which teaching and the curriculum enable boys to make similar progress to girls.
- The success of the school in reducing the rate of persistent absence.
- The effectiveness of leaders, managers and members of the governing body in identifying and successfully addressing any underachievement.

## Information about the school

St John's Walham Green Church of England Primary is average in size. The proportion of pupils known to be eligible for free school meals is above average. Almost half of pupils are from minority ethnic groups, predominantly of Black Caribbean, Black African, other Black or other White heritage. An average proportion of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. Their needs mostly relate to speech, language and communication difficulties.

The Early Years Foundation Stage comprises one Nursery class and two Reception classes. The school manages its own breakfast club on site that is part of this inspection. It currently lets out five rooms to a private French school, L'ecole Marie d'Orliac, at the top of the building. The school is in the middle of a major building project to refurbish the buildings as it becomes a two-form entry school. When the headteacher retires at the end of this academic year, the deputy headteacher is taking over as interim headteacher.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St John's Walham Green is a satisfactory school where pupils are happy, secure and behave well. Pupils made a point of telling inspectors that teachers look after them well and ensure they are safe while the building work is ongoing. A parent expressed a typical view in the comment, 'I feel my child is safe when I leave her at school.' Pupils make the most of their break times and physical education lessons to keep fit and they have a good awareness of a balanced diet. Pupils are courteous and cheery, greeting visitors with interest and politely opening doors. The school receives frequent accolades from the public for the good behaviour of the pupils when out on trips. It is rare for lessons to be disrupted by inappropriate behaviour. The spiritual, moral, social and cultural development of the pupils is good. Pupils performed songs from 'Godspell' with zest and great enjoyment. They are mature and sensible for their age, reflecting with compassion on the plight of the less fortunate.

Despite much staff turbulence, the long-serving headteacher has engendered a good team spirit among teachers and support assistants. Following a decline in pupil performance in mathematics, senior leaders have successfully improved attainment to average levels, indicating satisfactory performance. English attainment is stronger and is above the national average. Pupils make satisfactory progress from their starting points because teachers have good relationships with their class and enliven learning with a range of interesting resources, including the interactive whiteboard. Teachers pay careful attention to improving the past low attainment of boys by successfully introducing more activities to engage boys. They ensure boys do not sit back and let girls take the lead when answering questions or suggesting ideas. Consequently, boys' attainment has now improved to mirror levels of boys nationally. Pupils are starting to develop their ability to evaluate their level of understanding and judge whether they need more support in their learning. However, teachers do not always give pupils, particularly the more-able, sufficient leeway to offer their own ideas on lesson activities or organisation to help them progress faster. Pupils follow routines in lessons sensibly, but not enough pupils know precisely what they need to do to improve their literacy or numeracy skills so they can independently improve performance. Marking is regular and upbeat, but time is not set aside regularly for pupils to respond to their teachers' useful suggestions for improvement.

Children settle in well into the Nursery and Reception classes because staff are welcoming and caring. Careful tabs are kept on what children know or can do. However, senior leaders are not ensuring that all staff use this information on the precise learning needs of each child to steer children to activities that will help them make better progress. For most of the day, children are free to choose their own activities. Although this is appropriate for some children, others, in particular Reception children about to move to Year 1 do not have enough structure to their learning.

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Leaders and managers are accurate in the evaluation of their school's performance. Several new middle managers, including the joint leaders in the Early Years Foundation Stage, are having well-chosen training to develop their leadership skills. However, they are still not sufficiently confident in rigorously assessing the quality of teaching and learning to be able to identify successful ways of speeding up pupils' progress. The deputy headteacher is being well supported by the local authority and diocesan board of education as she prepares to take on the interim headship. Together with the headteacher, they know what needs to be improved and have already stemmed the decline in mathematics and boys' attainment as well as reduced persistent absence levels. Consequently, the school demonstrates a satisfactory capacity for further sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment by:
  - ensuring pupils know their personal goals to improve their learning
  - providing pupils with more scope to develop independent learning skills
  - giving pupils more opportunities to follow up suggestions and small tasks for improvement set by teachers in their marking.
- Improve children's learning in the Early Years Foundation Stage by:
  - ensuring staff use information collected on each child's abilities to be able to give the right level of support and challenge
  - providing a balanced range of adult-led and child-initiated activities
  - developing leadership and management skills of senior staff in the Early Years Foundation Stage.
- Support the new leaders in identifying strengths and weaknesses of teaching and learning and introducing successful strategies to improve the performance of all pupils.

### **Outcomes for individuals and groups of pupils**

**3**

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers get most lessons off to a prompt start and teaching assistants are well prepared to help pupils who need particular support. Teachers are starting to introduce a wider range of activities to captivate both boys and girls and boost learning. In a good Year 5 English lesson, the teacher enlivened learning by inviting a friend to act out the part of Howard Carter for pupils to question on his discovery of Tutankhamun's tomb. The resulting writing was of a high standard with lively descriptions and good grammar. Teachers are in the process of reviewing the effectiveness of setting learning targets for pupils. Although they ensure pupils are clear about what they should have learnt by the end of the lesson, they are not all giving pupils the wherewithal to independently improve their literacy and numeracy skills across the curriculum with an attached personal learning target. Most teachers plan for different ability levels, but in practice some pupils do not progress as fast as they could because activities do not present enough challenge or over-direction dampens pupils' enthusiasm to put more thought into their work. Teachers boost morale well through marking, but do not always find enough time for pupils to follow up constructive comments for improved performance.

The curriculum is enabling pupils to make satisfactory progress in their learning. A good emphasis on literacy and numeracy, and in particular hands-on activities relating to mathematics in everyday life, has seen attainment rise this year. Leaders and managers are reviewing the balance with other subjects, such as science, to ensure pupils have a

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suitably interesting and exciting range of experiences. Pupils learn French and the school takes advantage of links with the private French school on site. Pupils report that they look forward to using the computers and would like to have more chances to develop their information and communication technology skills. A satisfactory range of after-school clubs and visits gives pupils opportunities for experiences they might not otherwise have.

A warm welcome means new pupils settle into school routines quickly. Year 6 pupils move on confidently to secondary school because of the good work of the learning mentors. Currently, the school is reviewing the academic transition from Reception to Year 1, realising that some children find it difficult to move from play-centred learning to traditional teaching methods in the main school. The school looks after pupils whose circumstances may make them vulnerable, with good care and attention, linking well with outside agencies and professionals to find the right support. Improved early identification of pupils with special educational needs and/or disabilities means they are given appropriate guidance to achieve at the same satisfactory rate as other pupils. Following several years of high persistent absence of some pupils, a concerted joint effort of the school and educational welfare service has seen a clear improvement. The breakfast club provides a good start to the day with a healthy meal and a good range of educational activities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher and deputy headteacher complement each other well in coping with a high turnover of staff while maintaining satisfactory provision and academic outcomes. They have been effective in driving recent improvement to bring attainment back up to national levels. New middle managers have enthusiastically taken on the leadership of English and mathematics and are ambitious to see their subjects thrive. Leaders and managers routinely check their colleagues' planning and marking and observe their lessons. They have a broadly accurate view of the quality of individual lessons, but are not pooling this information to introduce tactics to improve the overall quality of teaching and the resulting performance of pupils. The governing body has been instrumental in improving the fabric of the school and is very supportive of its church ethos. A recent turnover of governors meant that the governing body did not move as quickly it should in questioning the past downturn in performance. It is now honing its skills in challenging any academic underachievement.

Parents and carers are particularly supportive of fund-raising events, plays and end-of-term services. The school is working effectively to engage a small number of parents and

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carers in improving their knowledge and support for their children's learning. Close working relationships with the London Diocesan Board for Schools and satisfactory partnerships with the local authority and outside consultants are helping the school to provide good welfare and build on the recent return to satisfactory achievement for pupils. The promotion of equal opportunities is satisfactory and results in all pupils making equally satisfactory progress in their learning. Safeguarding procedures meet all legal requirements, including required child protection training and close attention to the safety of the site. The school promotes community cohesion satisfactorily. Pupils gel positively as one supportive community within school and have good links with the parish. They are building up their knowledge of customs within other countries and ways of life of different citizens within the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enjoy their time in the Nursery and Reception classes because they have plenty of space and a good range of activities to interest them. Staff communicate closely with parents and carers so they can share in their children's learning and welfare. Adults look after the children well, making sure they are safe, sound and happy. The changing profile of children entering the Early Years Foundation Stage means that children now arriving in Nursery or Reception have skills above typical expectations for their age in all areas of learning. Children behave well and are mature and independent for their age. They make the most of times for free choice of activities not only to develop their independence but also to work well together on shared goals, such as using construction bricks to make a tower.

However, most children make no better than satisfactory progress overall because adults do not provide sufficient direction to ensure children gain as much knowledge as possible



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in all areas of learning. Staff track children well, identifying what they can and cannot do, and recording this carefully in each child's 'My Learning Story'. As much of the day involves the free-flow of up to 90 children between the Nursery and Reception classes, it is difficult for each adult to recall precisely what each child's learning needs are to ensure they are challenged appropriately. Staff have good relationships with the children. They are attentive to welfare needs and ensure there is plenty of conversation to stimulate ideas. The joint leaders, new to their role, are keen to develop their management skills and build on their satisfactory leadership to find ways for children to increase their progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The level of response to the questionnaire was lower than usual for primary schools. Parents and carers who replied are unanimous in their happiness with their child's experience at St John's. Most parents and carers are positive about all other aspects of the school. In particular, they believe their children enjoy school and are safe. A few parents and carers believe the school should spend more time in communicating with them about the progress of their children. The inspectors' judge from this inspection that the information provided to parents and carers on learning and progress is satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John's Walham Green Church of England Primary to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	78	11	22	0	0	0	0
The school keeps my child safe	38	75	12	24	0	0	0	0
My school informs me about my child's progress	27	53	22	43	1	2	0	0
My child is making enough progress at this school	27	53	21	41	0	0	0	0
The teaching is good at this school	34	67	17	33	0	0	0	0
The school helps me to support my child's learning	28	55	23	45	0	0	0	0
The school helps my child to have a healthy lifestyle	25	49	26	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	39	16	31	1	2	0	0
The school meets my child's particular needs	25	49	23	45	1	2	0	0
The school deals effectively with unacceptable behaviour	24	47	25	49	0	0	0	0
The school takes account of my suggestions and concerns	25	49	18	35	1	2	0	0
The school is led and managed effectively	29	57	18	35	0	0	0	0
Overall, I am happy with my child's experience at this school	40	78	11	22	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 July 2011

Dear Pupils

**Inspection of St John's Walham Green Church of England Primary School, Fulham SW6 6AS**

Thank you very much for welcoming us to your school. St John's Walham Green Church of England Primary is a satisfactory school. You make satisfactory progress and leave school with average attainment in mathematics and above average attainment in English. Teaching is satisfactory because most teachers move learning along at a good pace and regularly check that you understand. The headteacher and her team of senior teachers lead the school satisfactorily. They have helped boys learn better and helped you all to improve your mathematics.

Your behaviour is good and you get on well with each other. You know how to look after each other and are learning to keep yourselves safe. We particularly like the way you keep yourselves healthy by eating the tasty lunches, enjoying sport and walking to school. Our visit to your 'Godspell' show showed us how much you enjoy performing and singing. Well done in improving your attendance!

To make your school even better, we have asked the adults to do the following:

- Raise attainment in English and mathematics by checking you know your targets, giving you more chance to grow in independence by planning your own learning, and ensuring you follow up your teachers' useful suggestions in marking.
- Help children in the Nursery and Reception classes to learn well through staff giving support linked to each child's learning needs and making sure there is a balance between learning through free-play and through teacher instruction.
- Support your new interim headteacher and her team of leaders to identify what needs improving in your learning and to find good ways to put this into action.

We certainly enjoyed our visit to your school. We know that your teachers and their assistants make your school a special place for you. All of you can help by always striving to do your best and making your families and the school proud of you.

Yours sincerely

Sarah McDermott

Lead inspector

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