

# Sir John Lillie Primary School

Lillie Road, Fulham, London, SW6 7LN

**Inspection dates** 24–25 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Require improvement	3
Leadership and management		Require improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Leaders, managers and governors have yet to ensure that the quality of teaching is good enough to bring about good progress in Key Stages 1 and 2.
- Pupils across the year groups do not make good progress in reading, writing and mathematics.
- More-able pupils are not always challenged in lessons to enable them to reach the highest levels.
- Pupils are not always provided with opportunities to respond to teachers' comments on their work to enable them make improvements.
- Teachers do not always monitor pupils' work in lessons closely enough to pick up any mistakes or misconceptions to move pupils' learning on quickly.
- In some lessons, introductions are too long so pupils have insufficient opportunities to learn independently.
- Incidents of poor behaviour are not always monitored closely enough to enable staff to take effective action.
- Punctuality and attendance are not yet good enough to ensure pupils do not miss too much learning.
- Subject leaders do not have sufficient opportunities to monitor the quality of teaching in their subject areas and to hold teachers to account for the progress of their pupils.
- School leaders do not check pupils' progress across the school often enough.
- Governors are not fully aware of the quality of teaching across the different year groups and the progress pupils make to enable them to hold senior leaders to account for the achievement of pupils.

### The school has the following strengths

- Children in the Early Years Foundation Stage make good progress because of the good quality teaching they receive.
- Pupils feel safe in the school and are polite and friendly and get on well with each other.
- Pupils who have made slower progress are well cared for and given good support to enable them to catch up with their peers.
- There are strong relationships, an atmosphere of respect between pupils and adults, and the diversity of the school is valued.

## Information about this inspection

- The inspectors observed 30 lessons, of which eight were joint observations with the headteacher, the two deputy headteachers and the inclusion manager.
- Meetings were held with a group of pupils. Inspectors listened to pupils read and discussed their reading with them.
- Discussions were held with the headteacher, senior leaders, subject coordinators, the Chair of the Governing Body and three other governors, and representative from a local authority. A short telephone conversation took place with an external consultant who supports the school. In addition, inspectors spoke to parents in the playground at the start of the school day.
- Inspectors observed the school's work and examined a range of documentation, including the school's own performance data, an analysis of its strengths and areas for development, improvement plans, records of the monitoring of the quality of teaching, and records relating to attendance, behaviour and safeguarding.
- Pupils' work was also scrutinised to look at their progress, the quality of marking and feedback and the coverage of the curriculum.
- The inspectors considered 31 questionnaires completed by staff.
- The inspectors took account of 17 responses received from parents to the online questionnaire (Parent View).

## Inspection team

Avtar Sherri, Lead inspector

Additional Inspector

Jill Thewlis

Additional Inspector

Elizabeth Cole

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above average, as is the proportion of pupils who speak English as an additional language.
- Pupils come from a wide range of ethnic backgrounds. The largest group of pupils are from Black British or Black African backgrounds, with White British pupils forming the next sizeable ethnic group.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children of service families) is well above average. The school currently has a few children who are looked after by the local authority. There are no children of service families.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is below average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school does not currently use any alternative provision for its pupils.
- The proportion of pupils who join or leave the school other than at the usual times is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve teaching so that it is consistently good or better in Key Stages 1 and 2 and pupils' achievement rises by:
  - ensuring that higher-ability pupils are always challenged in lessons to enable them to reach the highest levels
  - giving pupils sufficient opportunities to respond to teachers' written comments in their books to help them to improve their work, enhance their skills in checking their work and deepen their understanding
  - closely monitoring the progress pupils make in lessons to pick up any mistakes or misconceptions and to move their learning on quickly
  - reducing the amount of teacher introductions in some lessons so that they are more actively involved in and take more responsibility for their learning.
- Improve pupils' behaviour by:
  - sharper monitoring of pupils' behaviour to analyse any trends or patterns emerging so that actions are carried out quickly to ensure incidents of poor behaviour do not recur
  - working more closely with parents and carers, particularly those who are hard-to-reach, to improve punctuality and attendance.
- Improve the quality of leadership and management by:
  - providing subject leaders with more opportunities to monitor the quality of teaching in their subjects and to hold teachers to account for the progress of their pupils
  - checking on pupils' progress more frequently with teachers to identify at an early stage those individuals and groups of pupils who do not make sufficient progress to provide them with further support.

- Improve the effectiveness of governance by ensuring:
  - governors know about the progress and attainment of different groups of pupils, including those entitled to the pupil premium, across the year groups to enable them to hold senior leaders to account for the achievement of pupils
  - governors have a secure understanding of the quality of teaching across the school and how this is linked to teachers' pay scales and the progress of their pupils.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils do not make consistently good progress across the year groups in Key Stages 1 and 2 in reading, writing and mathematics.
- Pupils make better progress in Year 2 than in Year 1. Senior leaders have recently addressed the poor teaching in Year 1. As a result, teaching and pupils' progress have improved in Year 1. Standards also improved in Key Stage 1 in 2013 in reading, writing and mathematics.
- Pupils enter Key Stage 2 with attainment that is significantly below the national average. By the end of Key Stage 2, their attainment has been broadly average over the last three years. In 2012, progress was stronger for all groups of pupils than in 2013.
- Pupils' achievement is affected by higher-than-average turnover, particularly in Key Stage 1, and some of the pupils who join school at different times have low starting points. These pupils progress at similar rates to others in the school. Standards in reading, writing and mathematics improved slightly in 2013.
- Pupils enjoy reading and are eager to read to adults, both in school and at home. Pupils are able to use their knowledge of phonics (the sounds letter make) to read difficult or unfamiliar words. In a Year 1 lesson, pupils made good progress with their understanding of phonics and were able to write simple words using the sounds they had learnt.
- In writing, pupils do not always get comments for improvement on their work which will help them make improvements and make faster progress.
- Pupils have sufficient opportunities to secure their understanding of number work in mathematics. They also have some opportunities to solve word and real-life mathematical problems, for example, about the change they would get back from a pound if they purchased something from a shop for less than a pound.
- Children in the Early Years Foundation Stage start school with skills and knowledge at lower levels than is usually typical for their ages. Since the previous inspection, the quality of teaching and leadership and management of the Early Years Foundation Stage has improved. As a result of good teaching and support, children make good progress in the Nursery and Reception classes.
- The school's data shows that disabled pupils and those with special educational needs make similar progress to other pupils overall. This is as a result of the good-quality support they receive from teachers and teaching assistants in and out of lessons, and reflects the school's commitment to promoting equal opportunities.
- There are little differences overall in the progress of different groups of pupils. However, pupils who speak English as an additional language do better than their peers because of good targeted support and opportunities for them to enhance their speaking and listening skills in lessons.
- In the 2012 Year 6 tests, pupils who benefited from the pupil premium funding did better than their peers in English, but not in mathematics, where they were about three months behind their peers. However, current data shows that for pupils entitled to the pupil premium there is no attainment gap in reading, but a gap of about one month exists for these pupils and their peers in writing and mathematics. These pupils receive good individual and small-group support, both in and outside of the classroom.

### The quality of teaching

### requires improvement

- Teaching in Key Stages 1 and 2 is not yet good enough to enable pupils to make good progress overall.
- In some lessons, the more able pupils are not sufficiently challenged and do not make as fast progress as they could. They sometimes have to sit through the same, and quite often lengthy,

introductions as the rest of the class when they could be swiftly moving on to some more challenging and independent work.

- Although pupils' work is well marked overall with comments on how to improve, pupils do not always have the opportunities to respond to teachers' comments to enable them to improve their work further and strengthen their understanding.
- In a small minority of lessons, adults do not always monitor pupils' work closely enough to pick up any mistakes and misconceptions they make to move their learning on quickly. On occasions, pupils came up with a wrong answer which was not picked up by the teacher quickly enough.
- In a minority of lessons, teachers sometimes spend too much time introducing lessons and pupils do not have sufficient opportunities to take responsibility for their own learning. As a result, some pupils lose concentration and become disengaged with their learning.
- Some of the strong features of teaching include: questioning to test pupils' understanding; the use of clear learning objectives and success criteria so pupils know what they will be learning and are required to do by the end of the lesson; positive relationships in the classroom; and effective use of teaching assistants to support pupils' learning.
- In an effective Year 6 English lesson, pupils used the interactive whiteboard to sequence events they have seen in a short video and quickly moved on to their writing task, with some using the learning wall to get their ideas on the adjectives and connectives to use. Pupils were thoroughly engaged in their learning and were eager to share their ideas with the rest of the class and explored a character's feelings through 'flashbacks'.
- Teaching is good in the Early Years Foundation Stage and children are well cared for and supported effectively by adults. They have opportunities to experience a range of interesting activities, both indoor and outdoor, that engage them, develop their confidence and independence and enhance their collaboration skills. For example, they are able to initiate their own learning through making choices and work purposefully with each other on a range of activities.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. Pupils from all backgrounds get on well with each other, show respect for diversity and are eager to help each other. They enjoy singing together and have opportunities to reflect on their learning.
- There are a range of extra-curricular activities that pupils participate in and enjoy, particularly sporting activities, where they have some skilful coaches to develop their physical well-being. For example, in a Year 5 successful physical education lesson, the sports coach worked effectively with pupils to develop their skills in cooperation and team work.

## The behaviour and safety of pupils

## require improvement

- Although incidents of poor behaviour are logged, there is a lack of analysis of the information collected to identify any trends or patterns emerging in relation to location and frequency of incidents and the background of pupils involved to reduce incidents of unacceptable behaviour.
- Most pupils behave well in lessons and enjoy their learning. However, the attitudes to learning of some pupils in lessons are not consistently positive. Some of them lose concentration, especially when there are lengthy introductions and they are less actively involved in their learning.
- Pupils are polite, friendly and courteous. They get on well with each other and show respect for the diversity of the school.
- Pupils say they feel safe in the school and that bullying, racist and homophobic behaviour is not an issue. They know how to keep themselves safe through learning about internet safety and about fire and road safety. They also display an understanding of the danger of cyber-bullying and what they should do if it happens.
- Pupils are given responsibilities through the school council and as mediators, and they take their responsibilities seriously to ensure good behaviour. As one mediator said to an inspector, 'You have to be responsible and show respect to adults.' This demonstrates the school's promotion of good relations and ensures there is no discrimination.

- Recent school records show that some pupils have poor punctuality and exclusion rates have risen. Attendance is below average and the school is working more closely with families to encourage good attendance and punctuality through the work of attendance officer and welfare mentor. However, this has yet to have an impact on some of the families who, irrespective of the school's efforts, still decide to take their children out on holidays during term time.
- All parents responding to the Parent View say that their children feel safe at school.

## **The leadership and management** require improvement

- The leadership and management of the school are not yet good because pupils do not make consistently good progress across the year groups and not enough of the teaching is good or better.
- School leaders do not monitor the progress of different groups of pupils, including classes where progress is not rapid enough, often enough to identify those pupils who are falling behind and take swift action.
- Subject leaders are now increasing involved in monitoring the work in their areas of responsibility. However, they are yet to be involved in lesson observations to see for themselves the quality of teaching in their subjects so they can hold teachers to account for the progress pupils make.
- There are good professional development opportunities for teachers to develop their skills to improve the quality of teaching. There is an appropriate link between teachers' progress on the upper pay scale and the quality of their teaching. There is strong support for leadership from the school staff and the morale in the school is high.
- School leaders have been successful in bringing about improvements in the Early Years Foundation Stage. As result, teaching and children's achievement have improved since the previous inspection.
- The school uses the pupil premium funding effectively through individual and small-group support well targeted to close the gaps in attainment between eligible pupils and their peers.
- The school has prepared well for the allocation for the new primary sport funding and has plans for enhancing the skills of teachers and teaching assistants to deliver physical activities. The school is broadening the range of sport activities available to pupils, for example netball, tag rugby and street dancing, and working with parents to promote pupils' healthy lifestyles and physical well-being.
- The curriculum is broad and balanced and makes a positive contribution to promoting pupils' spiritual, moral, social and cultural development. Pupils enjoy music, including playing musical instruments, singing and choir, as well as art work, sports and extra-curricular activities. They value the school's diversity and have opportunities to learn about each other's cultures and faiths. However, it is yet not effective in ensuring that pupils make consistently good progress in all subjects and meeting the needs of more-able pupils.
- The local authority has not worked with the school closely enough yet. However, a new local authority representative is currently in place to work with the school to bring about improvements.
- **The governance of the school:**
  - Governors are committed to school improvement and want the best outcomes for pupils. They are keen to improve their own skills in the use of performance data and know how the school is doing compared to similar schools and schools nationally. Governors are involved in the performance management of the headteacher and in shaping the school development plan. They work effectively managing finances and resources, for example the pupil premium funding. They know that pupils entitled to the pupil premium are doing well, but they are not too secure with the attainment gaps between these pupils and their peers in English and mathematics and whether these gaps are narrowing over time. Although governors know overall how pupils are doing, they are less confident with their knowledge about the progress pupils make across the year groups in different subjects and the strengths and weaknesses of

teaching to hold senior leaders fully accountable for the achievement of pupils. They are also not too secure with their understanding of teachers' performance management and how the quality of their teaching is linked to their pay scales. Governors are keen attend training to update their skills, for example the use of performance data and safeguarding issues. All statutory duties are met, including arrangements for safeguarding.



## 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>	100338
<b>Local authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	425597

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	434
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alex Karmel
<b>Headteacher</b>	Sue Hayward
<b>Date of previous school inspection</b>	10–11 December 2008
<b>Telephone number</b>	020 7385 2107
<b>Fax number</b>	020 7386 7931
<b>Email address</b>	admin@sirjohnlillie.lbhf.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

