

# Inspection of a good school: Sir John Lillie Primary School

Lillie Road, London SW6 7LN

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Inspection dates:

29–30 October 2019

## Outcome

Sir John Lillie Primary School continues to be a good school.

## What is it like to attend this school?

This is a nurturing and friendly school. Pupils appreciate the warm welcome they receive from staff each morning. They reported that it was a 'happy school', which is why they 'wear yellow shirts' to symbolise their enjoyment. Pupils enjoy coming to school and most do so regularly. They like the well-designed outdoor area where they can climb, play and explore. Pupils said that they felt looked after by staff. They look after each other, both when learning in class and on the playground. Pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life. Pupils learn to respect each other's differences, and they do so. Pupils said that any squabbles on the playground or incidents of bullying are swiftly dealt with. Designated 'buddies' ensure that everyone is included in games and no one is left to feel sad.

Leaders and staff want all pupils to do the best that they can. All pupils are known well, even those who join mid-year. Teachers make sure that every pupil achieves to the best of their ability. Staff cultivate children's interests and imaginations in the early years. They have developed a creative space where children can play and learn safely.

## What does the school do well and what does it need to do better?

Leaders are committed to making every pupil a confident and fluent reader. Early reading is taught very well. Children enjoy learning new sounds and practising them in their books. Stories, songs and rhymes permeate the day. Stories are read every day, to every pupil across the school. Pupils spoke excitedly about their class read. Children in the early years re-told the story of 'Pumpkin Soup'. Older pupils talked about how sad 'The Boy in The Striped Pyjamas' made them feel.

Improving pupils' writing has high priority. Pupils practise writing in different forms and for different purposes. They described how they redraft their work to make it better. They collect new words so that their writing becomes more vivid.

Leaders have chosen the knowledge they want pupils to know across all subjects.

'Progression maps' make it clear what and how pupils will learn. Pupils explained how classroom displays for each subject contain useful pieces of knowledge to help them remember what they have been taught. The school calls these displays 'knowledge organisers'. These displays also provide relevant vocabulary for the pupils to use when they are asked to explain their thinking. They said this helped them to learn. Some class reading texts are linked to the topics that they are learning. Further work is being done to help pupils see the connections between what they are learning in each subject. This will help them to build links between the topics and have a deeper understanding of each subject.

Staff plan trips and activities that exploit all that London has to offer. Pupils go to museums, visit major landmarks and local attractions. They are proud of the range of exciting trips planned each year and the musical extravaganza at the end of each term. Pupils said they enjoyed these opportunities. They like taking part in the many clubs on offer.

Staff enjoy working at the school. Some said it was 'like a family'. Staff explained that though there have been staff cuts, leaders are mindful of their workload. They appreciate this. Curriculum leaders are offering support, so that staff can confidently teach the contents of the progression maps. This work is ongoing to improve the staff's subject expertise across the curriculum.

Pupils enjoy learning together. They are curious and inquisitive. Pupils are supportive of each other's learning needs. Staff and pupils discuss and question what they are doing and why. In a science lesson, pupils worked enthusiastically in groups. They tried to work out how to melt chocolate and remould it into a different shape. Children in the early years explained the different creatures that lived in their insect hotel and pond. They showed how they could hammer pegs into their pumpkins. Pupils quickly settle to set tasks and work hard.

Every area of the school is well designed. Careful thought has been given to maximising children's learning. The creative outdoor area encourages children to climb, create, play and explore.

Leaders and governors are proud of the school and its cultural diversity. Staff are encouraged to build trusting links with parents and carers. Parents are welcomed into the school community. Many are highly positive about the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff know pupils and their families well. Staff receive regular safeguarding training. They are vigilant in identifying any signs that might suggest a pupil needs support. Staff understand how to share their concerns and do so promptly. Leaders keep accurate records of referrals to external agencies.

Pupils are taught how to stay safe. They could explain how to stay safe while travelling to

school or on trips and when online. They could give practical examples of how they might stay safe outside school, for instance talking to a shopkeeper if they were nervous on the street.

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

### **(Information for the school and appropriate authority)**

- The new progression maps set out precisely what skills and knowledge pupils will learn, so that it builds appropriately over time. Leaders need to ensure that all staff have the confidence and skills to deliver the contents of these progression maps.
- Leaders have revised what pupils will learn and when. They have linked some contents to class reading texts. However, further work is needed to decide on the importance of connecting the knowledge to be learned with the previous topic work in the same subject. This will enable pupils to see how what they learn in specific subject areas builds over time.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 26–27 April 2016.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, ['disadvantaged pupils'](#) refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100338
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10121578
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	309
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Doheny
<b>Headteacher</b>	Susan Hayward
<b>Website</b>	<a href="http://www.sirjohnlillieprimary.co.uk/">www.sirjohnlillieprimary.co.uk/</a>
<b>Date of previous inspection</b>	26–27 April 2016

## Information about this school

- Sir John Lillie Primary is a maintained community school.
- The proportion of pupils who have an education, health and care (EHC) plan is above average.
- The proportion of pupils who leave and join the school other than at the usual times is above average.
- The school organises and manages breakfast and after-school provision.

## Information about this inspection

- I considered the quality of education provided by the school. I undertook 'deep dives' into early reading, writing and science. This included visits to lessons, discussions with curriculum leaders, teachers and pupils, and looking at pupils' work. I also discussed the new history and geography plans with curriculum leaders and spoke with pupils about their work in these areas.
- I spoke with the headteacher, school leaders, representatives from the governing body, a local authority officer and the designated safeguarding lead.
- I reviewed safeguarding records, policies and procedures. I checked the school's

procedures for ensuring the safe recruitment of staff.

- I took account of the 13 responses to Ofsted’s online Parent View. I spoke with parents at the start of the day and spoke to one on the telephone. I considered the 23 responses to the staff survey.
- I scrutinised a wide range of documentation, including records relating to pupils’ behaviour and attendance, minutes of meetings, the school’s self-evaluation documentation and the school development plan. I looked at records relating to pupils who have left the school.
- I observed the start of the day arrangements. I visited the Nursery classes.
- I spoke with children, pupils and staff during breaktimes. I listened to pupils read.

### **Inspection team**

Helen Matthews, lead inspector

Her Majesty’s Inspector

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