

# Inspection of a good school: St John's Primary School

Green Man Gardens, West Ealing, London W13 0SE

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Inspection dates:

22 and 23 February 2023

## Outcome

St John's Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

This is a happy, friendly school where everyone is made welcome. Pupils enjoy attending this caring school. They are safe and feel happy. Pupils rise to teachers' high expectations. Pupils' behaviour is exemplary. Lessons are calm and orderly. This helps pupils to concentrate on their learning.

Bullying is very rare. If bullying happens, adults will deal with it immediately. Pupils treat each other with respect.

Pupils enjoy a broad and balanced curriculum and many enriching experiences to develop their talents and interests. With so many clubs on offer, there is something for all ages. These range from art, skipping and cooking clubs for younger children, to debating, filmmaking and yoga for pupils in Years 3 to 6.

In early years, staff help children to use equipment sensibly, including the outdoor climbing equipment which they enjoy. Sports coaches organise and arrange activities to help keep pupils fit and develop their teamwork, stamina and sporting skills.

Parents and carers are highly positive about the school. They valued the care and support that staff give to pupils.

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

Leaders have worked with determination to constantly improve the quality of education at the school. They have made significant improvements to the curriculum in recent years.

All subjects have a clear, ambitious and coherently sequenced curriculum in place. Leaders have thought carefully about the knowledge that they want pupils to know and

remember from the early years right through to Year 6. Teachers check precisely that pupils understand content and address any misconceptions swiftly. Children in the early years get off to a strong start. They settle quickly into routines. In mathematics, children quickly become confident in counting and subtracting numbers up to 20. By Year 6, they are solving complex equations.

Teachers encourage pupils to develop subject-specific vocabulary very well. For instance, children in early years drew maps of their school and learned the names of their local boroughs. Pupils in Years 3 and 4 used impressive vocabulary when discussing the formation of the Jurassic Coast and the Giants Causeway in Antrim.

Art and design features in every area of the school, and pupils spoke about how much they loved this subject. In early years, children learn how to mix and explore primary colours and look at artists including Turner and Matisse. In Years 1 and 2, pupils learn in detail about architecture and the design of famous buildings. In later years, they learn about Islamic and Chinese art. In Year 6, pupils appreciated symbolism and composed beautiful watercolours in the manner of the pre-Raphaelites. Leaders place a great emphasis on pupils' artistic and historical enrichment. For example, pupils visited the Gunnersbury Museum and the Tate Gallery.

Reading is prioritised highly in the school. Leaders are determined that all pupils learn to read successfully. There is a well-planned reading programme in place. Early readers receive high-quality support as soon as they enter the school. There is a consistent approach to the teaching of phonics. Pupils use their phonic knowledge to sound out unfamiliar words. Books are matched closely to the letters and sounds pupils are learning. Those pupils who need to catch up are quickly identified and given the right support. Pupils eagerly look forward to their class visits to the school library.

Pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well. Leaders make sure that pupils with SEND and those who find communication challenging get the correct help they need. Teachers identify pupils' individual needs accurately. They use pupils' assessment information to make adaptations to their learning. Pupils with SEND benefit from the additional time and support they get with specialist staff to reinforce important content.

Pupils' behaviour in lessons ensures no learning time is lost. Leaders have the highest aspirations for all pupils to develop a life-long love of learning and become responsible citizens.

The school's work to enhance pupils' personal development is of high quality. Pupils are taught about democracy, tolerance and the rule of law in subjects including history and during debates in English lessons. Teachers support pupils to gain deep knowledge of different faiths and beliefs, including through regular visits to local places of worship. Leaders provide opportunities for pupils to carry out leadership roles, which pupils enjoy.

The governing body is committed to the school community. Staff are very positive about leaders' support and their morale is high. They confirmed that leaders listen to them and take their well-being and workload into consideration.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at the school. Leaders provide up-to-date training for staff. Members of the governing body check the school's safeguarding procedures regularly. Record-keeping is detailed and pre-employment checks for new staff are rigorous.

Leaders ensure that their own specialist safeguarding curriculum provides opportunities for pupils to learn how to stay safe, including when online. Pupils know who to speak to if they have any concerns.

Staff know how to spot pupils who may be at risk of harm. They pass on concerns promptly to leaders. Leaders work well with external agencies to provide additional help when needed.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2014.

## 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 information from Ofsted Parent View 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.

## 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>	101873
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10255359
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	474
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tom Firth and Briony Heather Mckinn (Co-Chairs)
<b>Headteacher</b>	Milan Stevanovic
<b>Website</b>	<a href="http://www.st-johns.ealing.sch.uk">www.st-johns.ealing.sch.uk</a>
<b>Date of previous inspection</b>	17 October 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher was appointed in September 2019.
- The school hosts St John's Speech and Language Enhanced Resource Provision, which caters for up to 22 pupils from the foundation stage to Year 6.
- In January 2018, the school moved into a new building.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other leaders. The inspector held discussions with members of the governing body, including the co-chairs. He also spoke with a representative of the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, considered the

curriculum, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- The inspector spoke to leaders about the curriculum in other subjects.
- The inspector reviewed a wide range of documentation related to safeguarding. This included the record of pre-employment checks.
- The inspector met with parents at the start of the school day and considered the views of parents, pupils and staff, including through responses to Ofsted's surveys.

### **Inspection team**

Sean Flood, lead inspector

Ofsted Inspector

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