

Inspection of a good school: St John's Walham Green Church of England Primary School

Filmer Road, Fulham, London SW6 6AS

Inspection dates:

21 and 22 March 2023

Outcome

St John's Walham Green Church of England 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?

Pupils are happy and kept safe in this school. Bullying is not tolerated. Any incidents that do occur are dealt with swiftly. Pupils have high standards of their own and others' conduct. Consequently, pupils' behaviour is highly positive in the classroom, when moving around the school and outside in the playground.

Leaders and teachers have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is broad and ambitious. Pupils are enthusiastic and work hard, whether on their own or with friends. They produce work of a high quality, demonstrating their deepening understanding of different subjects. Pupils are very well prepared for the next stage of their education.

A programme of visits enriches the curriculum. Pupils enjoy the wide range of extra activities on offer. They know leaders value their opinions and contributions and appreciate the opportunities provided to take on extra responsibility. These include, for example, through roles on the school council, eco-council and worship council. The process of election for these positions is designed to support pupils' understanding of democracy and prepare them well for life in modern Britain.

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

Reading is given high priority. All staff are well trained and implement the agreed phonics programme with precision. Children begin learning the sounds that letters make as soon as they start school. They practise their phonics regularly using books that are carefully matched to the sounds that they know. This helps them to become fluent readers quickly. Teachers use assessment effectively to identify those at risk of falling behind. Appropriate support is provided

through carefully designed approaches to help them to catch up. A love of reading is evident across the school. For example, pupils enjoy exchanging books from home with their friends in a weekly book swap.

Leaders have designed a broad curriculum that matches, and in some areas exceeds, expectations nationally. Subject leaders are knowledgeable and are seen as experts within the school. They have identified the essential content to be learned, starting from the early years. This key knowledge is well sequenced, so that it builds cumulatively on what has been learned previously. For example, in mathematics, children in Reception learn and practise different ways of adding numbers to make 10. They use this knowledge confidently when completing more-complex calculations. Similarly, in music, pupils learn the different component parts of a composition, including pitch, tempo and dynamics. They apply their understanding of these concepts when listening to and appraising music from different times and genre.

Learning across subjects is also carefully considered to enable pupils to develop connections and a deeper level of understanding. For example, younger pupils learn about the geography of London and the River Thames. This helps them, when studying history, to understand more easily how the Great Fire of London and Plague spread.

Teachers have strong knowledge of the areas that they teach because of regular training and support from subject leaders. This helps them to check that pupils have secured the important knowledge that they need. Teachers use this information to make any necessary adaptations to lessons to address any errors or misconceptions that arise. As a result, pupils learn and remember more and, therefore, deepen their understanding in different subjects over time.

Pupils with SEND are swiftly identified. Their needs are well understood, and this enables staff to provide appropriate support. Pupils are enabled to access the same curriculum as their peers.

Behaviour in classrooms and around the school is excellent. High expectations ensure that pupils understand the importance of behaving well. They consistently rise to these expectations. Pupils are motivated, concentrate and work hard. They are responsible and respectful towards adults and their peers. As a result, lessons proceed without disruption.

Pupils' wider development is prioritised. The curriculum has been designed to help pupils to learn important ideas, including, for instance, about how to respond to peer pressure. Older pupils are encouraged to explore complex themes and engage in debates in an age-appropriate manner. For example, they are supported to discuss scenarios linked to learning about drugs and alcohol. They do this with confidence and maturity.

Staff are overwhelmingly positive about leaders' support with their workload and well-being. They said that they feel listened to and valued.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding within the school. All staff, including governors, have been well trained to recognise the signs that pupils may be at risk of harm. They report any concerns that they have quickly.

Leaders know families well. They seek support and advice from the local authority and other agencies when needed. This ensures that pupils and their families receive the help that they need.

The curriculum has been designed to help pupils learn how to stay safe. For example, pupils are helped to understand the dangers that they may face and how to stay safe when they are online.

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 December 2012.

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

Unique reference number	100349
Local authority	Hammersmith & Fulham
Inspection number	10240528
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair of governing body	Nicky Scott Knight
Headteacher	Barbara Wightwick
Website	www.stjohnsce.lbhf.sch.uk
Date of previous inspection	27 June 2017, under section 8 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school.
- The school has a Christian ethos. Its last section 48 inspection took place in 2016.
- The school runs a breakfast and after-school club.
- Leaders use no 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 school leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, assistant headteacher and members of staff. They also spoke with a representative of the local authority and met with five members of the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, discussed the

curriculum, visited lessons, spoke with some pupils about their learning and looked at samples of their work.

- The inspector also considered the curriculum in other subjects as well as early mathematics in the Nursery and Reception classes.
- The inspector looked at a range of documents, including those detailing leaders' priorities for improvement.
- The inspector reviewed the arrangements for safeguarding by scrutinising records, and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through discussions, and by consideration of Ofsted's surveys.

Inspection team

Samantha Ingram, lead inspector

His Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023