

Inspection of a good school: St John's CofE School

127 Stanmore Hill, Stanmore HA7 3FD

Inspection dates:

9 and 10 July 2024

Outcome

St John's CofE School continues to be a good school.

What is it like to attend this school?

St John's is a warm and welcoming school. Relationships are respectful and pupils are safe. The school's values of 'faith, strength, compassion, wisdom and hope' permeate all aspects of school life. Pupils know if they have a worry they can talk to a member of staff and that effective action will be taken. They are keen to make the most of the rich range of opportunities provided to develop their talents and interests.

Staff have high expectations of what all pupils can achieve. Pupils learn a broad and stimulating range of subjects. Inclusion is at the heart of the school's curriculum. Teachers introduce learning in clear, manageable steps, so that all pupils, including those with special educational needs and/or disabilities (SEND), consolidate their understanding of new ideas and concepts.

Pupils behave well, both in lessons and around the school site. They are enthusiastic about their learning and make tangible contributions to school life. They relish opportunities to take up responsibilities, such as prefects, eco-warriors, music ambassadors and school council representatives.

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

The school's curriculum is ambitious for all pupils. It is broad in scope and meets national expectations. It has been carefully designed to build pupils' knowledge right from the start in early years through to Year 6. Pupils have regular opportunities to revisit learning.

In most subjects, pupils apply what they know and remember confidently. The school has created a positive environment in which to learn, and this is appreciated by staff and pupils. Teachers plan activities which are purposeful and enable pupils to make connections in their learning. For example, in art, pupils in Year 1 learn about Aboriginal painting. They apply what they have learned in their work, using techniques such as dot painting and pointillism and through including symbols representing dreamtime stories.

In a few subjects, changes to the curriculum are more recent and have not been fully embedded. In these instances, pupils do not apply their learning as confidently, because they have not secured sufficient foundational knowledge previously.

The school has ensured that reading is a priority, right from the start in early years. Pupils, including those with SEND, have regular opportunities to practise the sounds they are learning. Staff are well trained and use assessment precisely to check that all pupils are secure in their phonic knowledge. They act swiftly to provide extra support for those who struggle, so that no pupil is left behind. This helps all pupils to read with increasing fluency and confidence. The school promotes an ongoing love of reading throughout pupils' time at the school. Staff have thought carefully about the choice of high-quality and diverse texts which will appeal to pupils. Pupils regularly visit the library and enter reading competitions.

The school has clear and effective systems in place to identify the needs of pupils with SEND. Staff receive high-quality training to help them make adaptations to the planned curriculum to support all pupils. The school ensures that pupils receive helpful pastoral support when they need it. Staff work closely with external agencies, acting on the guidance given with precision. Pupils with SEND achieve well.

Pupils are polite, considerate and show curiosity in their learning. In early years, children settle well into routines and enjoy learning together. Pupils understand the importance of the school's values and mutual respect. They are confident in discussion and show appreciation of different faiths and perspectives.

The curriculum for pupils' wider development is extensive. Pupils participate in a range of clubs and activities. Music is an integral part of the school's curriculum. For example, all pupils have the chance to learn the ukulele and the recorder. Pupils are proud to perform on stage at national events in the school's successful orchestra.

The school is relentless in its aim of ensuring that attendance meets its high expectations. Staff have rightly identified that this is a priority and take a range of actions to promote the importance of good attendance, working closely with parents and external agencies when they identify any patterns of concern.

The school has an accurate view of its strengths and areas for development. Governors understand their statutory responsibilities and maintain effective strategic oversight of the school's work. They share the school's high aspirations for all pupils at the school to be successful in the next stage of their education. Parents are overwhelmingly positive about their children's experience at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, changes to the curriculum are more recent and not fully embedded. In these instances, staff are still getting used to delivering new curriculum content and addressing gaps in pupils' knowledge. The school should ensure that they embed the curriculum across all subjects and continue to develop staff expertise so that they can implement it with confidence.

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 June 2015.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	134929
Local authority	Harrow
Inspection number	10323363
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	318
Appropriate authority	The governing body
Chair of governing body	Rev. Mathew Stone
Headteacher	Joanne Hester
Website	www.stjohns.harrow.sch.uk/
Date of previous inspection	9 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a Church of England religious character. The school had its last section 48 statutory inspection of Anglican and Methodist schools in February 2023.
- The school uses one registered alternative provider.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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.
- During the inspection, the inspector held meetings with the headteacher and other senior leaders. Discussions were also held with governors, and representatives from the Diocese and local authority.

- The inspector carried out deep dives in early reading, mathematics and art. He met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- The curriculum in other subjects was also considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and carers, and staff were gathered through discussions and considering their responses to Ofsted's online surveys.

Inspection team

Russell Bennett, lead inspector

His Majesty's Inspector

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