

# Sir John Lillie Primary School

## Inspection report

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<b>Unique Reference Number</b>	100338
<b>Local Authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	276292
<b>Inspection dates</b>	28–29 September 2005
<b>Reporting inspector</b>	Barry Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<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 on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alex Karmel Mrs Susan Hayward
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Lillie Road London SW6 7LN
<b>Telephone number</b>	2073852107
<b>Fax number</b>	2073867931

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Sir John Lillie Primary is a larger than average inner city school that serves a very socially disadvantaged area. For instance, over half the pupils are eligible for free school meals. A high percentage of its pupils have minority ethnic heritage. The school has more pupils with language and learning difficulties than usually found.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

**Grade:**

### **What the school should do to improve further**

The inspection team agrees with the school aim to bring the quality of provision in the Foundation stage to the levels found elsewhere in the school.

## **Achievement and standards**

**Grade:**

### **Personal development and well-being**

**Grade:**

### **Quality of provision**

#### **Teaching and learning**

**Grade:**

The outstanding progress made by pupils results from good teaching supplemented by the high standards of care, successful management strategies and the learning ethos which permeates the school. A valued contribution is made by well-trained support assistants. As a result, although 16 of the 22 teachers have joined the school within the last two years, new teachers have quickly adopted and implemented school policies consistently. Teachers transmit their enthusiasm for learning to the pupils through good knowledge of their subjects. Lessons are well planned to meet the needs of all pupils. Organisation of the classroom and skills in encouraging good behaviour are strengths of the teaching. Pupils carry out more investigative work and the improvements in teaching have led to improved standards in the pupils' work. Teaching and learning in the Foundation stage is satisfactory and the children make good progress in their social development. Progress in aspects of their academic work is still slowed by low language levels. Learning by pupils with learning difficulties and disabilities and those who initially speak little English is highly successful. Throughout the school, staff focus on developing their language skills. Teachers and assistants carefully evaluate what pupils have learned and use the assessments well to plan activities for the pupils.

#### **Curriculum and other activities**

**Grade:**

Pupils experience a curriculum which captures their interest: it is broad and meets the needs of all pupils. There are a wide range of enrichment activities. The pupils participate fully and talk enthusiastically about how they enjoy games and other activities. Younger pupils were most excited to explain that 'exercise makes your heart pump around a lot'. There is considerable emphasis given to healthy eating within the curriculum and this contributes to the pupils' excellent understanding of the issues. The school provides a very good range of initiatives to promote pupils' well-being. The school has correctly identified speaking as an area for further development, particularly in the Foundation stage. As is the case nationally, pupils' writing skills are not as good as other basic skills. The curriculum does not give sufficient emphasis to promoting writing for different purposes and for different audiences.

## **Care, guidance and support**

### **Grade:**

This aspect is outstanding. The school successfully promotes a caring environment. All staff are aware of the backgrounds of the pupils and families and ensure that they feel valued and supported. Pupils speak warmly of the care they receive and this is strongly endorsed by the parents. There are clear procedures and systems and these are regularly reviewed. For instance, the procedures for welcoming refugee pupils into the school are sensitive to their needs, rapidly put into action and monitored robustly. This has a very positive impact on their progress in acquiring English language skills. The school has established nurture groups at lunchtime and two children from each class are selected by staff in order to build their confidence and self esteem. The breakfast club has helped to improve levels of punctuality. There is some outstanding work with other agencies to support pupils with special educational needs and other vulnerable children, for instance with speech and language therapists. The school rigorously assesses the risks faced by pupils on trips and other events. The arrangements to safeguard pupils, and for child protection, are very good.

## **Leadership and management**

### **Grade:**

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### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school. You spoke warmly and enthusiastically about all aspects of the school's work and we appreciated that. Sometimes that was in small groups as with your school council members, or around the school. I met some of you in the dining hall and it is very clear that you know about healthy eating. It was a delight to see some of your events on the new TV screen by reception.

We were very impressed by your school which will come as no surprise because that is what you told us and what your parents and carers wrote. You have a very good school and you make visitors very welcome. Everyone plays their part in creating this good ethos. It all contributes to the excellent progress that you make in your English, mathematics and science. You delighted in telling us that your teachers make it fun! In some respects the school is outstanding. This includes the care shown to pupils and the lengths your teachers and helpers go to in order to help children who may not speak English well or have some difficulty with learning. Yours is a school where every child matters.

You have an excellent headteacher who is supported well by good teachers. The school is constantly seeking to improve further and we agree with the school in their decision to make the nursery and reception classes even better. You have good reason to thank your teachers and others connected with the school. Yours is a true community and it was a privilege for us to join you for two days.