

# St John's C of E School Stanmore

## Inspection report

---

<b>Unique Reference Number</b>	134929
<b>Local Authority</b>	Harrow
<b>Inspection number</b>	341577
<b>Inspection dates</b>	23–24 March 2010
<b>Reporting inspector</b>	Marion Wallace

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–12
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	420
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Kennedy
<b>Headteacher</b>	Elizabeth Felsing
<b>Date of previous school inspection</b>	5 February 2007
<b>School address</b>	Green Lane Stanmore Middlesex HA7 3AD
<b>Telephone number</b>	020 8954 3978
<b>Fax number</b>	02084207375
<b>Email address</b>	office@stjohns.harrow.sch.uk

---

<b>Age group</b>	4–12
<b>Inspection dates</b>	23–24 March 2010
<b>Inspection number</b>	341577

---

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by four additional inspectors. The vast majority of time was spent looking at learning. Fifteen teachers and twenty lessons were observed, and meetings were held with parents, groups of pupils, governors and staff. Inspectors observed the school's work and looked at its improvement plan and those of subject departments, minutes of governors' meetings, assessment information and curriculum planning. In addition, pupils' work was scrutinised and 123 parental questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of strategies to maintain high standards, progress and achievement throughout the school for all groups of pupils
- the quality of writing at Key Stage 1
- how well leaders promote community cohesion and monitor the provision.

## Information about the school

St John's is a large primary school. A few pupils live in the local area but most travel from further afield. Pupils come from a wide range of ethnic backgrounds. There are no pupils who are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average, but the proportion of pupils with a statement of special educational needs is below average. Very few pupils are eligible for free school meals.

The school was formed from the amalgamation of the first and middle schools in September 2005. This is the last year the school will cater for Year 7 pupils. There is one class of 22 pupils in Year 7 and all other year groups have two classes. There is Early Years Foundation Stage provision in two Reception classes. The school provides a breakfast club and after-school club. This provision is not managed by the governing body and is inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

St John's is an outstanding school. Pupils of all abilities achieve extremely well. Parents and pupils appreciate the high quality care and exciting learning opportunities. One parent summed up the views of the vast majority saying, 'This is a very special school where staff really care about the children being happy and reaching their potential, the headteacher has made big improvements in the facilities and provision.' Pupils were equally positive. One pupil summed up the views of many saying, 'St John's is a great place, we learn a lot in lessons, we are always learning about equality and fairness and this helps us in life.' The success of the school is due to the passionate drive and enthusiasm of the headteacher, senior management team and the governors who all provide exceptionally clear educational direction. This is ensuring excellent outcomes for the pupils and high quality improvements to the school site.

These are the key strengths of the school.

- Pupils make excellent gains in their personal development because relationships are extremely strong and the school's ethos is vibrant, warm and welcoming.
- Outstanding teaching enables all groups of pupils to make rapid progress as they move through the school.
- Attainment in English, mathematics and science is high. Pupils also achieve very well in religious education, history, art, music and physical education.
- All pupils are on course to reach or exceed their challenging targets.
- Care, guidance and support are extremely strong, so pupils behave superbly and are sensible and enthusiastic learners. Staff are passionate about creating a stimulating environment for all pupils to support learning and they deal very effectively with any needs the pupils may have.
- Pupils are enthusiastic about all aspects of the curriculum and are constantly challenged to achieve higher targets. They develop exceedingly positive attitudes to their learning because the curriculum meets their needs very well and they enjoy the way subjects are linked together.
- The headteacher and senior management team are excellent role models, lead the school very effectively and have a very clear vision for its future improvement.
- Excellent links with parents, the local community and external agencies contribute very effectively to pupils' learning and their well-being.

There are two main areas for improvement.

- Attendance, although improving, is average. This is mainly due to a small minority of families taking exceptional leave during term time.
- Although provision in the Early Years Foundation Stage is good, there are occasional missed opportunities for adults to provide additional challenge for groups

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

of children in the outdoor learning environment.

There is an excellent commitment from all staff to provide each pupil with the very best possible education. Equality of opportunity and the elimination of discrimination are pursued determinedly. There is also a continual drive for improvement. The very effective systems for evaluating the strengths and weaknesses of the school are playing their part in sustaining high attainment and adapting to changes within the school. The school's excellent organisation and strong, shared vision demonstrate its outstanding capacity to continue moving forward.

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

- Improve the provision for children in the Early Years Foundation Stage by:
  - ensuring every opportunity is seized to challenge and extend children's learning in the outdoor play area.
- Raise attendance to above average levels by:
  - promoting the importance of regular attendance more vigorously
  - formulating a plan within the next three months to increase levels of attendance and reduce exceptional leave
  - working with pupils' families to reduce the number of holidays that are taken in term-time.

**Outcomes for individuals and groups of pupils****1**

Excellent relationships contribute to an exciting climate for learning and consequently pupils really enjoy learning. In a Year 2 numeracy lesson, there was a real buzz of excitement as pupils used magnifying glasses to glean information from a fairground picture. They used this information to create their own sums using addition, subtraction, multiplication and division. All groups were extremely well challenged and more able pupils could convert multiplication to division sums. High standards of work were seen in Year 2 writing, where pupils used well-developed joined handwriting to write their own story in the style of a traditional fairy tale. Year 7 pupils made good progress learning about different characters whilst enacting scenes from Chaucer's Canterbury Tales. In their French lesson, geographical knowledge was extended alongside language skills. Extremely high expectations result in exceptionally good learning. In a Year 6 lesson, for example, pupils demonstrated superbly how dialogue, expression, tone of voice and pace of speech could be used to reveal different characters. Pupils' excellent skills across a range of subjects, including information and communication technology, prepare them very well for future life. Punctuality is good but a few pupils miss important learning when they take exceptional leave during term time. Consistent challenge for all groups of pupils and focused interventions are extremely effective. Consequently, more able pupils and those with special educational needs and/or disabilities receive first-rate support and make excellent progress.

Pupils say they feel extremely safe because relationships are excellent and they can

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

discuss any problems they have with adults. They know what constitutes a healthy lifestyle, enjoying their fruit breaks and participating with enthusiasm in the excellent range of physical activities and clubs. Pupils work exceedingly well in collaboration with others, both in class and during breaktime activities such as cup stacking, ball games and skipping. Pupils have an excellent awareness of other cultures, ethnicities and religions. They make a very positive contribution to their school, local, national and global communities, for example through the work of the school council and by raising money for charities. Daily assemblies provide excellent opportunities for pupils to reflect, be thoughtful and understand the spiritual dimension.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Excellent attitudes, behaviour and relationships produce a very positive climate for learning. All groups of pupils are challenged well in the vast majority of lessons. Teachers use questions effectively to check and extend pupils' knowledge and understanding. Pupils know clearly what they need to do to improve their work because marking, oral feedback and target setting are extremely effective. Pupils with special

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

educational needs and/or disabilities are supported very well by teaching assistants so they make the same excellent progress as their peers. In the best lessons, assessment information is used astutely to enable pupils to make rapid progress. Pupils are challenged superbly to apply their learning to daily life. For example, Year 6 pupils relished the challenge to use their knowledge of percentages and decimals to calculate savings when 'sale shopping'. 'Maths lessons at St John's are always fun,' said several pupils. Teachers use assessment information very well to plan work that matches the needs of all groups within the class.

The curriculum is exceptionally well planned to meet the needs of both the more able and those who need additional support. The very strong personal and social education programme assists pupils' outstanding personal development. Specialist teaching in music enhances the provision. Pupils thoroughly enjoy the drumming workshops and the quality of singing and the orchestra are superb. Parents and Key Stage 1 pupils enjoy the Wednesday afternoon workshops immensely. Curriculum enrichment is extremely good and there is a wide range of visits, clubs and activities, which are well attended. Pupils' needs are at the heart of the school's work and all adults effectively help pupils and their parents and carers to get the best from learning. The school works very well with external support agencies to support all pupils. Very close relationships with vulnerable pupils and their families ensure these pupils make the same excellent progress as their peers. Induction and transition arrangements for children entering the school and when moving on to other schools are exceptionally good. The school monitors absences rigorously and has introduced strategies to promote better attendance. These are having a positive impact, although they are not yet fully effective. The school newsletter is used effectively to remind parents and pupils of the importance of good attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher's skilful management and outstanding leadership have enriched the school. Leaders communicate ambition very effectively and they have a very thorough understanding of the strengths and weaknesses of the school. The monitoring of pupils' progress throughout the school highlights any areas of weakness. Action is then taken promptly to address identified shortcomings. The headteacher and the senior management team lead the school with competence and compassion, valuing the work

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

of others and encouraging them to take responsibility.

The governing body supports staff most effectively in their work to improve the school and challenges skilfully to ensure initiatives are successful. Governors monitor and evaluate the work of the school effectively. Tracking of pupils' progress is extremely thorough. Senior leaders quickly identify any dips in performance and swiftly put sensible strategies and interventions in place to overcome them.

The rich cultural diversity of the school is valued and celebrated and, consequently, the promotion of community cohesion is effective because pupils develop an excellent understanding of the school, local, national and global communities. Monitoring the outcomes of these initiatives in a comprehensive way is less well developed. The school promotes equality expertly, as reflected in the profile of high achievement across different groups. All safeguarding procedures and checks on adults are exceptionally robust.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Most children enter the Reception classes with the skills and knowledge expected for their age. Children make consistently good progress and by the time they enter Year 1 their attainment is above average. Staff are skilled in providing a wide range of interesting activities, both indoors and outdoors, and children have good opportunities to learn through activities led by adults and those they choose for themselves. All children make good progress in most areas of learning and outstanding progress in personal, social and emotional development. Excellent links with parents and



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

well-considered induction arrangements contribute successfully to children's enjoyment of school. Parents and children thoroughly enjoy the Tuesday afternoon workshops. Phonics is well taught and children make good progress in writing and in their ability to express their thoughts and feelings. In one lesson, children made good progress in drawing and writing about their favourite animal and there were good opportunities to use their imagination and make an animal mask.

Children learn to cooperate well with each other, for example in the role play areas where two children negotiated the best plan for the sick doll in the doctor's surgery. They showed real concern, testing the baby's heart rate with a stethoscope and writing observation notes on their patient's condition. Teaching is good but occasionally there are missed opportunities to challenge groups of children and extend their learning, especially in the outdoor area. The school has worked very hard over the last two years to improve the range of resources and provision for outdoor learning. There are good systems for tracking children's progress and the provision is well led and managed. Consequently, there have been significant improvements in the range of resources and overall provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

There were 123 parental responses; this is a good response for a school of this size. The large majority of parents are very happy with the school and feel it is welcoming and friendly. Most parents say that their children enjoy attending and that they make good progress. Parents regard the school as extremely caring and supportive and say the staff are approachable. They identify a number of strengths in the school including the activities, the relationships with staff, the good start children receive in Reception, the school ethos and the pupils' enjoyment. The majority of criticisms were offered constructively and were mainly concerned with the time older pupils ate their lunch, behaviour and supervision on the playground. Inspectors agree with the positive views of parents and judge that the supervision on the playground is very good. Behaviour seen during the inspection and procedures to deal with unacceptable behaviour were exemplary. School dinners offer high quality healthy food. Many pupils commented favourably about the lunches but none showed any concern about the time allocated for their lunch break.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St John's CE School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	62	36	29	7	6	1	1
The school keeps my child safe	74	60	45	36	2	2	0	0
The school informs me about my child's progress	53	43	64	52	6	5	0	0
My child is making enough progress at this school	48	39	59	46	12	10	2	2
The teaching is good at this school	54	44	61	48	7	6	1	1
The school helps me to support my child's learning	52	42	54	44	14	12	3	3
The school helps my child to have a healthy lifestyle	56	46	63	51	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	39	49	40	7	6	1	1
The school meets my child's particular needs	47	38	58	47	12	10	1	1
The school deals effectively with unacceptable behaviour	40	33	55	45	18	16	7	6
The school takes account of my suggestions and concerns	38	31	64	52	15	13	2	2
The school is led and managed effectively	64	52	46	37	8	7	2	2
Overall, I am happy with my child's experience at this school	71	58	39	41	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 March 2010

Dear Pupils

Inspection of St John's CE School, Stanmore HA7 3AD

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We will remember how extremely polite and considerate you all were and how beautifully you all behaved. The quality of your singing and your orchestra is superb. You and your parents told us that St John's is an excellent school, and we agree. These are the things we found that your school does well.

- You get off to a good start in Reception and make excellent progress through the school. Your attainment at the end of Years 6 and 7 is higher than in most schools because teaching is outstanding.
- You all enjoy learning immensely.
- Your behaviour is excellent and you are extremely sensible and know how to keep safe.
- You really enjoy and benefit from the many fun activities, clubs, visits and visitors.
- Your school cares for you extremely well and teaches you a lot about how to be healthy and to care for others.
- Your school council is well organised and is working very well with your teachers to make sure that your school continues to improve.
- Your headteacher, senior teachers and governors lead the school extremely well and all the staff work effectively together as a team to make sure that St John's is a safe, secure, fun place to learn.

There are the things we have identified for staff and governors to improve.

- Make sure that those of you in the Reception classes always get challenging things to do outside.
- Make sure that you take as little time as possible off school, especially for exceptional leave during term time.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future. You can all help by continuing to work really hard and coming to school every day.

Yours sincerely

Marion Wallace

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**