



St John's Walham Green Church of England Primary School



Statutory Inspection of Anglican Schools

Inspection Report

School address	Filmer Road London SW6 6AS
Headteacher	Barbara Wightwick
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	100349
Diocese	London
Local Authority	Hammersmith & Fulham
Date of last inspection	June 2008

Inspection date	6th October 2011
National Society Inspector	Alan Thornsby (NS 137)

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character. The inspection process follows a similar pattern to the Ofsted inspection format.

School context

St John's Waltham Green is an averaged sized primary school, with almost half of pupils from minority ethnic groups. These are predominantly Black Caribbean, Black African, other Black or other White heritage. The proportion of pupils eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is above average. The school has recently appointed an interim headteacher and deputy.

The distinctiveness and effectiveness of St John's as a Church of England school are good

The appointments of a new head teacher and deputy have allowed the whole school community to explore and restate the Christian distinctiveness of the school. Christian values are more explicit in the daily life of the school and have begun to 'run through the school like writing through a stick of rock'. Everyone connected to the school is aware of the Christian foundation of the school. Adults and children reflect the school motto in their relationships and routines.

Established strengths

- The vision of the new head and deputy and their impact on staff confidence and curriculum development
- The enthusiasm of the religious education coordinator in raising the profile and standards in the subject
- The development of explicit Christian values and their impact on the whole school

Focus for development

- Give pupils greater involvement in the planning and delivery of worship
- Ensure developments in assessing in religious education are fully embedded
- Ensure all stakeholders are involved in evaluation of the ethos and distinctiveness of the school

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school mission statement 'love one another' is at the heart of every action and decision of the whole school community. This results in a vibrant welcome for everyone, a joy of learning and an ethos of security in making mistakes in order to learn. Staff are role models of Christian values in action that are mirrored by children, who talk about these values as being Christian because of the teachings of Jesus. They also relate parables from Jesus to their own lives and actions. Children of all ages are aware of the Christian foundation of the school and many can articulate differences between religious education (RE) and worship. They are well behaved and courteous, especially in their welcoming greetings and opening doors. Good systems of rewards and sanctions are understood by children and reinforced in classrooms. Children understand forgiveness and fresh start because of the high profile of 'love one another' that is reinforced throughout the school. Although most pupils are challenged and supported by adults, through high expectations and differentiation, the school is aware of the areas of the curriculum that need further development. The recent initiatives in establishing a creative curriculum and cross-curricular links are helping to address this. Spiritual, moral, social and cultural development is good because of the ethos of the school, the impact of Christian values and the enjoyment of learning in class and out of school activities. Signs and symbols and the high quality RE displays of harvest and creation by the whole school, promise trees and prayer corners in every class reinforce the distinctive Christian nature of the school

The impact of collective worship on the school community is good

Worship is well led and planned because the coordinator has a secure understanding of the links with and differences from religious education. The recent introduction a working party that includes pupils, staff and governors has further formalised planning and evaluation procedures. The revised policy includes guidelines for leaders in addition to themes based on the Social and Emotional Aspects of Learning and the Christian Values for School website. The priest leads a weekly Mass, where children may take communion or are blessed. Children experience a range of formats and leaders from a range of local Anglican churches giving them a broad understanding of Anglican worship, addressing the development point from the previous inspection. Informal evaluation through discussion and an annual pupil questionnaire reflect the impact of worship. Pupils understand 'how to respect and forgive other people' and have a developing knowledge of the importance of the Christian calendar and worship. Older pupils readily relate the themes to their everyday lives. The school has identified the need to give pupils greater responsibility in the planning and delivery of worship. The quiet atmosphere and good rapport with the leader is enhanced by the use of the greeting 'The Lord be with you' and pupils respond reverently. A particular strength of the school is the high quality singing that is a result of the music teacher, who inspires pupils to sing as soloists or as a group, with great confidence and expression. Prayer has a high profile in the daily life of the school, with a 'prayer challenge' to find a termly whole school prayer. Pupils making effective use of prayer tables in classrooms or 'to just say the Our Father'. They lead prayers in worship, often spontaneously, with confidence and maturity. Whole school study weeks, such as Holy Week or Harvest give pupils a good knowledge of the background to both Christian and other faith celebrations that culminate in an act of worship. The Holy Week procession, complete with a donkey, gave the school the successful opportunity to share its faith with the local community. This is to be an annual event in the worshipping life of the school, along with an Advent procession.

The impact of religious education on the school community is good

The knowledgeable and enthusiastic coordinator has ensured the school has fully addressed the development point from the previous inspection. She has introduced a new syllabus to ensure consistency in teaching and coverage and revised the policy. An audit of staff knowledge, a programme of inset training and monitoring procedures ensure that staff develop the subject knowledge and confidence to inspire pupils through their creative teaching. There has been support and guidance from the diocesan adviser. Governors are informed through an annual report and opportunities to raise questions. End of unit assessment and pupil tracking indicates that standards of progress and attainment are above average. The school has identified the need to introduce increased pupil self-assessment opportunities by using 'I can statements'. Lesson observations show that teaching is good because of teacher knowledge, skilled questioning and the opportunities for pupils to learn from and about religion through appropriately challenging and differentiated tasks. Pupils have a good knowledge of stories from the Bible and can relate to emotions of characters, such as Joseph when he met his brothers in Egypt. They are also able to relate the actions and feelings from stories to their own lives and experiences. As part of each lesson teachers gauge pupils understanding by encouraging self-assessment using their thumbs. This enables them to modify teaching when necessary. Pupils record their work in books with care. The high profile of RE in the school is reflected by the picture of Jesus on the front cover, to which all pupils have made an appropriate response. Pupils also respond in writing to the marking comments from teachers that often challenge thinking. They also make effective use of personal 'reflection books' to record responses to issues and how these relate to their own lives. Each term a weekly whole school topic explores an aspect of the Christian calendar and links with other faiths. Links and visits to other places of worship give pupils first hand experience of other faiths.

The effectiveness of the leadership and management of the school as a church school is good

The recent appointments of a headteacher and deputy have immediately given the opportunity to re-explore and restate the Christian distinctiveness of the school. There is a shared vision and trust in the leadership by staff, resulting in a commitment to work as a team, with a love of lifelong learning. Middle managers now have a full role in developing the school. There is a vibrant 'buzz' and sense of energy throughout the school. Although the whole school is clearly excited by the many opportunities that have been identified for further development, there is also the realisation that new initiatives need to be thoroughly embedded. The revision of the school mission statement involved everyone. All policies are being revised to reflect Christian values. The school development plan reflects that Jesus is at the centre of the work of the school. After some recent changes the governing body is now more aware of its role and begun to challenge the school. Foundation governors ensure links with church and the Christian ethos is maintained. All governors are aware of the distinctive ethos of the school and role of Christian values. However, there is the need for greater involvement in monitoring and the evaluation of these aspects. It is clear that the school has a good capacity for future development. Parents are very supportive of the school and recognise the impact of the head as well as the Christian ethos on their children and themselves. A typical comment from a parent being 'we give our most precious things to this school, where they are nurtured, with a wide view of Christianity.' Parents also show their support through a very active and successful parent association. The school has good links with the local community, including the French school that shares part of the school building, and the local mosque.

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Judgement Recording Form (NSJRF)



Name of School: St John's Walham Green Church of England Primary School
Filmer Road, London, SW6 6AS

Date of inspection: 6th October 2011
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 275
URN Number: 100349
NS Inspector's Number: 137

Rating 1-4

How distinctive and effective is the school as a Church school?	2
How well does the school, through its distinctive Christian character, meet the needs of all learners?	2
What is the impact of collective worship on the school community?	2
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	2
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

* Voluntary Aided Schools