Inspection of a good school: Our Lady and St John's Catholic Primary School

Boston Park Road, Brentford, Middlesex, TW8 9JF

Inspection dates: 5 and 6 June 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a warm and nurturing school where pupils thrive. The curriculum is broad and ambitious. It is well designed so that learning in all subjects is broken down into small steps. This approach helps pupils, including those with special educational needs and/or disabilities (SEND), to deepen their knowledge and understanding. Pupils are enthusiastic about their learning and produce high-quality work. They are very well prepared for the next stage of their education.

Behaviour in classrooms and around the school is exemplary. This is because pupils are taught about integrity and the importance of positive behaviour. As a result, pupils feel safe and are kept safe. They are committed to their learning and disruption in lessons is rare. Relationships between pupils and staff are strong and respectful.

Pupils are rightly proud of their school. They readily take on a wide range of responsibilities, including roles such as head boy and girl, playground leaders and school council members. Pupils' ideas have driven changes within the school, such as purchasing equipment for the playground. Elections for these roles provide pupils with an understanding of democracy and contribute to the school's work to prepare pupils for life in modern Britain.

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

Leaders have given careful thought to the knowledge that pupils should secure in each subject and how that learning is sequenced. This approach helps pupils to know and remember more over time across the breadth of the curriculum. Consequently, pupils are well prepared to tackle more complex ideas as they progress through the school. For example, in mathematics, children in Reception can confidently double numbers. This foundational knowledge is further developed in subsequent year groups, enabling older

pupils to solve multi-step problems due to their secure understanding of number and place value. Similarly, in physical development, children in early years learn and practise how to precisely jump either side of a cone. These physical skills are built on effectively year on year. By Year 5, for example, pupils demonstrate confident balance and coordination while performing activities with equipment such as hoops and balls.

Behaviour in lessons and around the school is calm and harmonious. Pupils know the rules and are committed to following them. From early years, children learn to show a focused attitude towards their learning. They follow routines and instructions. Attendance is a high priority for the school. Leaders work closely with parents and carers to promote high attendance. This is achieved through a personalised approach tailored to each family's unique circumstances. As a result, the school achieves positive outcomes, ensuring that pupils are in school to benefit from the learning and experiences it offers.

A key strength of this school's work is the dedicated focus of staff in helping individual pupils to achieve success. Highly personalised approaches ensure that pupils, particularly those with SEND, receive the appropriate assistance at the right time. Teachers apply their strong subject knowledge to check pupils' learning and address any misconceptions. As a result, pupils achieve high standards across the curriculum, including in external assessments.

The school prioritises reading. Pupils access a rich range of texts across the curriculum. A positive culture of reading exists throughout the school. Pupils eagerly share their love of reading and describe how they read widely and often, saying that reading helps to grow their imagination. Children in early years begin learning to read as soon as they start school, enjoying a variety of songs, stories, and rhymes. Pupils read books that match the sounds that they know, building their confidence and fluency in reading. Skilful extra help and support from staff ensure that pupils who find reading more difficult catch up quickly.

Provision for pupils' broader development is exceptional. The curriculum is carefully designed to prepare pupils for their future lives. For example, they learn about respectful relationships and how to stay safe and healthy. Pupils take part in a wide range of activities that enrich and enhance the curriculum, including visits to local landmarks such as museums and a nearby television studios. High aspirations, centred on the school values, permeate throughout the school. Pupils demonstrate these values by presenting in assemblies, taking part in external competitions or engaging in fundraising activities. For instance, during assemblies, they launch events that emphasise the important benefits of walking or scooting to school.

Leaders and those responsible for governance have a detailed and accurate understanding of the school's effectiveness. They are ambitious for pupils and keen to further develop the excellent provision on offer. Staff feel extremely well supported by leaders and are proud to work at the school. Parents express high praise for the work that the school does, with many describing the school as 'amazing'.

Safeguarding

The arrangements for safeguarding are effective.

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 October 2018.

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	102526
Local authority	Hounslow
Inspection number	10323324
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	221
Appropriate authority	The governing body
Chair of governing body	Gary Padbury & Tiffany Bolton (Co-chair of governors)
Headteacher	Sue Cunningham
Website	ourladyandstjohns.org.uk
Date of previous inspection	9 October 2018, under section 8 of the Education Act 2005

Information about this school

- Our Lady and St John's is a Catholic school within the Diocese of Westminster.
- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in April 2022.
- The school runs its own breakfast club and after-school club.
- The school does not use any alternative provision.

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 the school and has taken that into account in their evaluation of the school.
- The inspector met with all senior leaders, a number of teaching staff, governors and a school improvement partner.

- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, spoke to subject leads and looked at samples of pupils' work. Other subjects were also considered as part of this inspection.
- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- 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 inspector took account of the views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys.

Inspection team

Karen Kent, lead inspector	His Majesty's Inspector

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