

St John's and St Clement's Church of England Primary School

Inspection report

Unique Reference Number	100830
Local Authority	Southwark
Inspection number	276399
Inspection dates	26–27 June 2006
Reporting inspector	Grace Marriott

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mrs Elizabeth Toland Ms Mary Gatcliffe
Date of previous school inspection	Not previously inspected
School address	Adys Road Peckham London SE15 4DY
Telephone number	02075259210
Fax number	02075259208

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than most primary schools. Pupils come from a very wide variety of backgrounds. About two thirds come from minority ethnic families but few pupils are at an early stage of learning English. The school has more pupils with learning difficulties or disabilities than most schools and has special facilities for pupils with hearing impairment.

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

* improve the concentration and listening skills of some boys in Year 1 and Year 2 to help them make faster progress

* ensuring that parents are better informed about how their views have been considered and acted upon

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are good overall and some teaching is outstanding. In all classes teachers manage classes very well. This creates a purposeful working atmosphere where learning is enjoyable and pupils understand what they are expected to achieve. A lively approach and a good variety of methods engage the pupils and they are willing to work, though occasionally some pupils find it difficult to listen and concentrate for as long as is expected. This slows their progress somewhat. The interactive whiteboards are used very well to stimulate interest and develop pupils' ICT skills. In the Reception classes, the balance between activities which children choose and those which teachers direct is good. This develops children's independence well and gives a structured approach to teaching important literacy and numeracy skills.

Teachers are setting challenging group and individual targets, particularly in literacy. Pupils understand these and are able to refer to them when working. Most marking gives pupils clear and specific guidance on what to do to improve their work.

Curriculum and other activities

Grade:

The curriculum has significantly improved since the last inspection and is now broad and balanced. The strong emphasis on each child achieving the highest standards possible in basic skills is very effectively supported by work in subjects such as history, geography and science. The rich cultural diversity of the school community is celebrated and every effort is made to ensure that all pupils are included in every aspect of school life. The curriculum is further enriched through visits to museums, galleries and places of historical, geographical or scientific interest. Visiting artists, actors and storytellers provide stimuli for pupils' imagination. Pupils take part in a wide range of clubs.

The Foundation Stage curriculum acknowledges the way in which very young children learn and there is an appropriate balance between activities, where children are able to make sensible choices, and the more structured lessons in English and mathematics.

Care, guidance and support

Grade:

The support, care and guidance of pupils are of a high standard. Teachers and other adults know the children well. They treat them as individuals and relationships throughout the school are very good. All health and safety issues are addressed; risk assessments are in place, and arrangements for looked after children and child protection procedures are well established. A comprehensive programme for personal, social, health and citizenship education supports the personal development of all children well, including those who are more vulnerable. The school works hard to ensure that barriers to learning are removed wherever possible. Additional support is used well, for example in provision for hearing impaired children. Pupils with emotional and behavioural difficulties are involved a range of programmes designed to develop their social skills and give them strategies for self-control. Assessment procedures are good and are used to track pupils' achievement and provide appropriate guidance. This has had more impact on improving standards in Key Stage 2.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

We really enjoyed meeting you and listening to your views and ideas about the school. Thank you for your help during our time with you. We think you are right to be proud of your school.

We think that the school is giving you a good education. Your teachers make lessons enjoyable and most of you behave well and make good progress, though a few of the younger boys don't make as much progress. You make especially good progress in English, though your work in maths is improving as well. The school gives you lots of opportunities to take part in different activities outside lessons, interesting people visit the school and you are taken to visit interesting places. All of these help to give you a good education. Adults in the school help and support you well if you have any difficulties. The head teacher, teachers and the governors at your school are always looking for ways that they can make the school even better. Most of your parents think the school is doing a good job, but a few think that the school does not take enough notice of their ideas for how to improve it.

Even a good school can be improved so we are asking teachers to think about ways in which some younger boys could be helped to make better progress and suggesting that the school thinks about how it could involve your parents more.

Best wishes

Grace Marriott

Lead Inspector