

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

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 100830 |
| Local Authority | Southwark |
| Inspection number | 323359 |
| Inspection dates | 18–19 June 2009 |
| Reporting inspector | Sarah McDermott |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 370 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr Joe Booth |
| Headteacher | Ms Mary Gatliffe |
| Date of previous school inspection | 26 June 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Adys Road Peckham London SE15 4DY |
| Telephone number | 020 7525 9210 |

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| Age group | 5–11 |
| Inspection dates | 18–19 June 2009 |
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Fax number

020 7525 9208

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

St John's and St Clement's Church of England Primary School is a large, two-form entry school situated on the border between Peckham and East Dulwich. A high proportion of pupils are from minority ethnic backgrounds, predominantly of Black Caribbean origin. The proportion of pupils who do not speak English at home reflects the national picture. The proportion of pupils with learning difficulties is average and there are six deaf pupils. The Early Years Foundation Stage comprises two Reception classes. The school has gained several accreditations including the Healthy School Mark and the Bronze Eco School award. It manages its own breakfast club for up to 30 pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

St John's and St Clement's Church of England Primary is a satisfactory school with strengths in the personal development of the pupils and in the curriculum. Pupils like coming to school because they feel safe, confident and at ease with teachers and support staff. Pupils from many different ethnic and social backgrounds mix well. They are particularly good at ensuring fellow pupils with hearing difficulties are included in their games. Pupils know how to lead healthy and safe lives. The spiritual, moral, social and cultural development of pupils is good because the school has a strong Christian ethos. In lessons behaviour is often exemplary. The management of the few pupils who find it difficult to behave appropriately is good, so learning is very rarely disrupted. Attendance is above the national average. Staff look after the personal needs of pupils well. Especially effective is the welcome and support given to vulnerable pupils. One parent wrote, 'I am very happy with this school because my child is enthusiastic and his development is handled with sensitivity.'

Pupils make satisfactory progress in English, mathematics and science to leave in Year 6 with average standards. Not enough pupils in Key Stage 1 attain the higher levels in their national tests. Although standards are above average in reading, writing standards are not high enough. Pupils from different ethnic backgrounds make similar progress to each other, as do deaf pupils. Teaching assistants are deployed well to help less-able pupils keep up. In good lessons pupils are kept on their toes with time limits and challenges. However, the consistency in the quality of teaching is uneven. Teachers do not always have sufficiently high expectations of pupils. The academic guidance of pupils is satisfactory. Targets are starting to be used effectively to improve pupils' writing, but marking is often not constructive enough.

Teachers arrange interesting activities to promote learning. The curriculum is good because it allows pupils to experience an exciting range of trips and visitors. The headteacher and deputy headteacher work well as a team and know exactly what needs improving. Already they have tackled previous underachievement in mathematics with the introduction of targeted support groups and interesting links with other subjects, as in the Maths and Art Week. Subject leaders have a good overview of their subjects, but do not all spend sufficient time observing in lessons to be able to give an accurate evaluation of the effectiveness of teaching and learning on achievement. Senior leaders are addressing the low standards in writing. The school has satisfactory capacity to achieve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start to their education in the Reception class. They are admitted with skills below those expected for four-year-olds and, by the time they join Year 1, they have reached standards that are close to those expected for their age. Children settle in well and soon feel very much at home in the Reception classes. Activities are often linked to a topic, such as a pirate theme, to make learning fun and interesting, so children make good progress overall. In particular, they make good progress in their knowledge and understanding of the world and in their creative development. They learn the basic skills they need to become confident readers and mathematicians, although they make slower progress in their writing skills.

Children make good progress in their personal development. They play well together in groups of boys and girls and different ethnic backgrounds. Behaviour is good, but on occasion teachers do not always sufficiently quickly correct inappropriate activities. The outside area is used well throughout the day with plenty of lively use of wheeled toys and skipping ropes. Planning demonstrates that all areas of learning are accounted for, with staff working together well as a team to assess how individual children are progressing. The Early Years Foundation Stage is led and managed well. One parent commented, 'My son has learned lots in Reception and has come on in leaps and bounds.'

What the school should do to improve further

- Improve standards and achievement, especially in writing.
- Ensure teaching and learning is at least good through the consistent use of assessment data to match work to pupils' ability, particularly for the more-able in Key Stage 1.
- Ensure all leaders and managers are rigorously involved in monitoring of teaching and learning to lead to accurate evaluation of effectiveness.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils arrive in Year 1 with expected skills for their age. They make satisfactory progress and leave in Year 6 with average standards in English, mathematics and science. In 2008 pupils in Key Stage 1 attained standards in line with the average for reading and mathematics. However, standards in writing were below average and not enough pupils attained the higher Level 3 in any subject. At the end of Key Stage 2 in 2008 standards were average for science but below average for writing and mathematics. Currently standards are rising in mathematics because the senior leaders have introduced effective strategies. Writing continues to be an area for further development. All pupils, whatever their ethnic background, achieve satisfactorily. However, progress sometimes varies between classes and year groups because the quality of teaching is uneven. Pupils with learning difficulties and/or disabilities, including those who are deaf and those who do not speak English at home, make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils really enjoy coming to school. One exclaimed, 'It's a kind and joyful place!' Behaviour is good and pupils report that there is no bullying. The good and sometimes excellent behaviour in lessons boosts both progress and pupils' enjoyment of learning. Children from different heritages and backgrounds work and play together well. Pupils use their good knowledge about leading healthy lives and the dangers to which they might be exposed to make good choices, as proved by the school's Healthy School award. A good number join the sports clubs after school. Most pupils are confident and mature. They appreciate targets to steer them to improving their writing and are beginning to take more of a lead in their learning. Pupils make a positive contribution to their own and the wider communities. For example, they are enthusiastic about composting and recycling and have wholeheartedly helped the school gain Eco School accreditation by helping to maintain a nearby wildlife garden. Key Stage 2 pupils proudly stand

for school council elections, but this opportunity is not yet offered to younger pupils. Average skills in literacy and numeracy prepare pupils satisfactorily for moving on to secondary school.

Quality of provision

Teaching and learning

Grade: 3

High-quality teaching in some classes leads to some pupils making good progress, but the picture is uneven. A higher turnover of teaching staff than usual has led to inconsistencies in the achievement pupils are making from year to year. Teachers have good relationships with pupils, so pupils feel confident in having a go at different tasks knowing that their teachers will always be supportive and helpful. High expectations of behaviour and consistent use of the agreed procedures for rewards and reprimands means most pupils behave very well. However, not all teachers have high enough expectations of what pupils can achieve academically. In some lessons more-able pupils are not given challenging tasks soon enough and do not gain as much new learning as other pupils. Teaching assistants are knowledgeable and effective in their support of pupils who might struggle or otherwise lose interest. Teachers use interactive whiteboards well to enliven learning. For example, in a Year 4 English lesson writing about rivers, a Black Caribbean boy proudly and imaginatively wrote, 'the emerald pondweed sways like the grass in the wind.' Teachers mark work regularly, but do not consistently add constructive comments to help pupils understand how to improve their work.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that is beginning to have an impact on raising standards. Staff identified that Black Caribbean pupils were sometimes not engaged with their learning. The curriculum was reviewed and in geography, for example, pupils now study St Lucia, a subject relevant to many in the school, rather than an Indian village that has less significance for the pupils. One parent commented of her daughter, 'she is fascinated by many of her subjects.' The many school clubs are well attended and are run on a half-termly basis so that as many pupils as possible can join in. Special weeks are planned so that themes, such as Book Week and One World Week can be explored in depth. In addition, pupils have regular termly visits to enrich their learning and extend their experiences. The curriculum supports pupils' personal development and well-being well. Sessions where they can discuss issues and problems are well planned so that pupils can share their concerns and grow in confidence.

Care, guidance and support

Grade: 3

The strong pastoral provision, especially for vulnerable pupils and those with hearing difficulties, reflects the Christian ethos of the school. The 'Butterfly Room' provides a calm and safe haven for pupils who are finding it difficult to cope and they are soon back learning effectively in the classroom. With needy pupils in mind, the breakfast club gives them a healthy and positive start to the day. Parents agree their children are well looked after. One parent said, 'I would like to commend the teaching assistants for making my children feel school is a safe and caring place.' Robust arrangements help to ensure the safety of pupils. Academic guidance is satisfactory. It is more effective for less-able pupils than more-able pupils. Pupils are not all

sufficiently clear what they need to do to improve their work. The good practice of setting useful targets in writing is not being followed in other subjects.

Leadership and management

Grade: 3

The headteacher sets a clear direction for the school. Quite rightly, she is particularly proud of the way pupils from many different backgrounds are included in her school. She is taking an effective lead in ensuring behaviour is managed well and does not impinge on learning. Senior leaders are clear about what is working well and what needs developing. However, they do not spend sufficient time observing in lessons to identify why achievement has been no more than satisfactory for the last few years. The school uses data satisfactorily to set sufficiently challenging statutory targets. Pupils from different backgrounds or those with disabilities have equal chances to participate in activities and go on outings. The school has a strong community feel where pupils, staff and parents gel very well. It works well with its parish and local neighbourhood and pupils have a good knowledge of other faiths and countries. The duty to engage with 'hard to reach' families is followed up seriously. Governors are well organised and knowledgeable about the school community. They give the headteacher satisfactory support in raising standards and achievement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well being? | 2 |
| The capacity to make any necessary improvements | 3 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 3 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and/or disabilities make progress | 3 |

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

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|---|---|
| How good are the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 2 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 3 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

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|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 3 |

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| How well equality of opportunity is promoted and discrimination eliminated | 3 |
| How well does the school contribute to community cohesion? | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Annex B**Text from letter to pupils explaining the findings of the inspection**

02 July 2009

Dear Pupils

Inspection of St John's and St Clement's Church of England Primary School, London, SE15 4DY

We thoroughly enjoyed our visit to your school. Thank you very much for helping us on the inspection by talking to us and showing us what you can do. We agree with your parents that you are in safe hands and we know you enjoy school.

You get on very well with your teachers and friends. We were impressed with the way those of you who are deaf are welcomed and included in games. Although a few of you find it difficult to behave sensibly, the behaviour of most of you is very good. Your attendance is better than most schools. We are pleased that you know how to lead healthy and safe lives. You talked enthusiastically about Art and Maths Week and One World Week. We were especially impressed with the way you are helping to make your school a pleasant and sustainable place through composting and recycling.

You go to a satisfactory school, because you make satisfactory progress to reach standards in English, mathematics and science similar to other primary schools. We think some teaching is good, but in some classes expectations of what you can do are not high enough. Your headteacher and her team of senior teachers lead the school satisfactorily. They know what needs improving, have already helped you gain better results in your mathematics and now are concentrating on improving your writing.

To make your education better, we have asked your school to do three things:

- improve your standards and achievement, particularly in writing
- make sure teaching is always good by setting you work that is suitably challenging, especially in Key Stage 1
- make sure your senior teachers spend enough time in classrooms to check that you are learning as best as you can.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a special place for you. You can do your bit by continuing to be positive, behaving well and by making the most of your time at St John's and St Clement's.

Yours faithfully

Sarah McDermott

Lead Inspector