

# St John's Angell Town Church of England Primary School

## Inspection report

---

<b>Unique reference number</b>	100615
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	376424
<b>Inspection dates</b>	31 January – 1 February 2012
<b>Lead inspector</b>	Grace Marriott

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthony Bottrall
<b>Headteacher</b>	Martin Clark
<b>Date of previous school inspection</b>	23–24 June 2009
<b>School address</b>	Angell Road Lambeth London SW9 7HH
<b>Telephone number</b>	0207 274 4847
<b>Fax number</b>	0207 274 4971
<b>Email address</b>	admin@st-johns.lambeth.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	31 January – 1 February 2012
<b>Inspection number</b>	376424

---



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2012



## Introduction

Inspection team

Grace Marriott

Additional inspector

Avtar Sherri

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 14 lessons or part lessons taught by eight teachers. In addition, inspectors heard pupils read and made short observations of the teaching of phonics (pupils learning letter patterns and the sounds they represent). They held meetings with groups of pupils, staff and governors. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school documentation, including its self-evaluation and development plans, and pupils' work. Inspectors analysed 67 questionnaires returned by parents and carers, 95 completed by pupils and 22 completed by staff.

## Information about the school

St John's Angell Town is an average sized primary school. Pupils come from a wide range of minority ethnic backgrounds with the largest group being of Black African heritage. About two-thirds of the pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils joining the school after the start of Key Stage 1 is higher than in most schools. The proportion of disabled pupils and those with special educational needs is also higher than average. A significant number of these pupils have speech and language difficulties. The Early Years Foundation Stage has a nursery with all day, morning and afternoon groups, and one Reception Year class. The school meets the current floor standards related to English and mathematics (minimum standards expected by the government). The governing body runs a breakfast club which was inspected at the same time as the main school. The school has had the Healthy Schools award since 2009. The present headteacher was appointed to the post in March 2011.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school which has improved well since the last inspection, when it was judged to be satisfactory. The friendly and stimulating environment encourages pupils to want to learn and achieve well.
- From a low starting point when they start school, pupils make good progress overall, and outstanding progress in Years 5 and 6. This progress is also starting to accelerate in Key Stage 1. By Year 6 attainment is broadly average, though slightly better in English than mathematics because pupils sometimes lack confidence, speed and accuracy in using mental mathematics.
- Teaching is good overall and some teaching is outstanding. It consistently motivates pupils to want to do well. As one pupil said, 'Everything is good, teachers really help you.' Teachers know what their pupils have already achieved and build very well on this. On rare occasions the pace of lessons slows and pupils are not given enough time to explore ideas for themselves, particularly the more-able pupils.
- Pupils enjoy school, behave well both in class and around the school, and respond well to all the opportunities the school offers them. Pupils say they feel safe in school, and parents and carers support this view.
- Relationships with parents and carers are outstanding. Parents and carers are overwhelmingly supportive of the school and think it is giving their children a good education. The vast majority of their responses to the questionnaire were positive and there were no negative comments at all.
- The headteacher and senior leaders are a strong team who are ambitious for the school. Their accurate evaluation of the school's strengths and weaknesses enables school leaders and the governing body to target resources highly effectively to support learning and provide pupils with a

**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

good all-round education.

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

- Raise the overall quality of teaching from good to outstanding by:
  - ensuring that all lessons move at a good pace and the activities set for pupils to complete are always really challenging
  - providing more opportunities for independent learning, particularly for the more-able pupils.
- Build pupils' confidence, speed and accuracy in using mental mathematics through:
  - regular practice in day to day classroom routines
  - providing more opportunities for pupils to apply their knowledge to problem solving in both mathematics and other subjects.

## Main report

### Achievement of pupils

Pupils enjoy learning and make good progress academically and in their personal development. They are enthusiastic in lessons and enjoy working together in pairs or small groups. School records show that, in their last two years, almost all Year 6 pupils made outstanding progress. Disabled pupils and those with special educational needs, pupils who speak English as an additional language and those who joined the school late, made similar progress to their peer group. Observation of lessons, discussions and a scrutiny of pupils' current work indicate that they are making good progress and achieving well.

It is very evident that children make good progress in all the areas of learning in the Early Years Foundation Stage. The strong focus on literacy, numeracy and communication skills starts there. Children are systematically taught letters and sounds, which enables them to start reading and writing confidently. This was evident when Reception Year children enthusiastically identified everything starting with 'j' and tried to write simple words. Enjoyment of learning and good progress continue in Key Stage 1. In a lesson in Year 2, for example, the more-able pupils responded well to a challenge to write a poem using a particular rhythm. Others confidently read or performed poems to the class.

By the end of Key Stage 1, pupils' attainment is broadly average but better in writing than in reading and mathematics. By the end of Key Stage 2, pupils are writing confidently for a variety of purposes. Attainment in reading is average. Pupils enjoy reading and talk enthusiastically about books and authors. They read with expression and use their knowledge of letters and sounds to help them read unfamiliar words. Though pupils enjoy mathematics, they are not as confident or accurate in using

**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

their skills in mental mathematics as they are in using their literacy skills.

There have been some variations in the rate of progress in different year groups. A better curriculum, more effective teaching and effective intervention are helping to accelerate progress and eliminate the differences. Almost all parents and carers think their children make good progress and achieve well and the inspection evidence supports this view.

### Quality of teaching

The teaching in the Early Years Foundation Stage is good. The range of indoor and outdoor activities and the good balance between those led by adults and those chosen by the children themselves, help children to acquire important social and learning skills. At the same time as they learn the basics of reading, writing and mathematics. Across the school, excellent relationships ensure a friendly and calm atmosphere in classes. Teachers use probing questioning and discussion well to develop pupils' understanding of their work and their communication skills. In a Year 6 lesson, for example, a constructive and lively discussion, using one pupil's written work as the starting point, helped all pupils to improve their use of punctuation, vocabulary and sentence structures.

The use of assessment data, marking and feedback is consistently good. Pupils really like the written dialogue where they explain what they do or do not understand, and teachers give them very good guidance. As a result, pupils know exactly what to do to improve their work and teachers take account of pupils' comments when planning the next steps in learning. Occasionally, even when teaching is good, teachers take too long to explain what they want pupils to do and this slows the pace of learning. The more-able pupils in particular sometimes have too little scope to work independently. Very occasionally, this leads to pupils becoming restless and too noisy.

A Year 4 literacy lesson was typical of ways in which teachers use the interesting curriculum to link subjects together well in order to support pupils' literacy skills. During the lesson pupils used materials on evacuation from their history topic on the Second World War to improve their comprehension skills. However, this approach to learning is better in English than in mathematics, where opportunities are missed to develop pupils' mathematical skills in other subjects. In some classes opportunities are missed to develop numeracy skills in day to day classroom routines.

Teaching makes a positive impact on pupils' spiritual, moral, social and cultural development. Pupils are able to explore similarities and differences and appreciate others' faith, cultures and experiences. Books and resources help pupils to understand the world and peoples' circumstances through other peoples' eyes. They also help to develop pupils' understanding of the area and country in which they live. Almost all parents and carers think that their children are well taught and inspection evidence supports their judgement.

**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

## **Behaviour and safety of pupils**

The school is a harmonious community and pupils get on well with each other regardless of background or ethnic origins. Almost all parents and carers said that behaviour in the school is good. Inspectors and pupils agreed with this, though some pupils said that others could be too chatty in class. The youngest children learn to take turns, share and play together well. Pupils are typically friendly, confident and polite to adults and each other. Pupils know what the school expects of them and usually carry this out, though occasionally some find this harder than others. The school can demonstrate that pupils who have a track record of challenging behaviour are now well integrated into their classes and are making good progress.

Attendance is above average and most pupils arrive on time. The school is a welcoming and safe environment, where pupils enjoy learning. They know how to keep safe and are well aware of internet safety issues. Parents and carers say that their children are safe in school and most pupils agree with this. Pupils know about different types of bullying, but do not think it is an issue. Even the youngest pupils know what to do if they have a problem and they are confident that adults will help them. Pupils talk appreciatively about the work of the peer mediators and play leaders in sorting out any issues and helping to make the school a safe and happy place.

## **Leadership and management**

The headteacher and leadership team are strongly committed to improving the school. The impact of their thorough analysis of strengths and weaknesses, and the action taken, is clearly seen in rising achievement and better teaching. Focused professional development for teaching and support staff is used well to meet individual and whole school needs. Training has improved teachers' assessment skills and their use of data, so that they can identify exactly what needs to be done to accelerate pupils' progress. Leadership responsibilities are shared more widely than at the time of the previous inspection and middle leaders have rapidly developed expertise in monitoring and evaluating teaching and learning. Staff are very supportive of the direction the school is taking. The improvements in recent years clearly show the school's continuing capacity for further improvement.

The governing body is well informed about the school and provides both challenge and support. Governors work well with the leadership team and do not shy away from difficult issues, for example taking effective action when a year group appeared at risk of underachievement. Arrangements for safeguarding pupils are robust and fully meet statutory requirements. They are regularly reviewed to ensure the continued safety and well-being of children and adults. Promoting equality of opportunity and tackling discrimination underpin all the school's work. Leaders and teachers track the progress of individual pupils and different groups accurately and identify those at risk of falling behind. Working with the inclusion team, they ensure that targeted intervention programmes are put into place quickly. The success of

**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

these interventions is monitored and provision amended as necessary. The school makes highly effective use of a wide range of services to support pupils and their families, particularly those whose circumstances may make them potentially vulnerable. As a result, there is little variation in achievement between different groups of pupils.

The curriculum has been extensively revised in the last year to meet the needs of all pupils. It provides a wide range of experiences which help to raise pupils' aspirations and develop their understanding of the society in which they live. The provision for spiritual, moral, social and cultural development is strong. There are close links with the local church. Enrichment activities, which often make use of professional expertise within the community, promote social and cultural development well. The breakfast club provides a number of pupils with a good start to the school day and pupils enjoy what it offers. The school has worked hard to establish outstanding relationships with parents and carers. They have access to a very wide range of information and services which help them to support their children's learning. As a result, they feel well informed, and have great confidence in the school.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



2 February 2012

Dear Pupils

**Inspection of St John's Angell Town Church of England Primary School,  
Lambeth SW9 7HH**

Thank you for your help when we visited St John's recently. You made us feel very welcome. We enjoyed being in your lessons, looking at your work and listening to what you said about the school. Your parents and carers told us that they think you go to a good school and we agree with them. These are some of the things we liked.

- We were pleased that you enjoy learning and make good progress, particularly in reading and writing.
- The youngest children get a good start to their education.
- The teaching is good. Your teachers know how well you are doing and help you to build on this so that you carry on making good progress. As one of you said, 'Everything is good; teachers really help you.'
- Most of you behave well both in class and around the school, though some of you can be a bit too chatty at times. You get on well together and respect each other's cultures and traditions.
- Adults work hard to help you if you are having any problems and most of you feel safe in school.

We have agreed with them that there are some things which will help the school to be even better. We have asked the headteacher to make sure that:

- lessons move along at a good pace and teachers always make sure that the work you are given challenges you more and helps you to become better independent learners
- you are given more practice in using mental mathematics so that you become more confident and quicker in using your skills to solve problems.

Yours sincerely

Grace Marriott  
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 **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).