

St Jude's Church of England Primary School

Inspection report

Unique Reference Number	100835
Local Authority	Southwark
Inspection number	354902
Inspection dates	24–25 November 2010
Reporting inspector	Madeleine Gerard

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair	Veronica Quinn
Headteacher	Lynn Charlton
Date of previous school inspection	17 October 2007
School address	Colnbrook Street London SE1 6HA
Telephone number	020 79285484
Fax number	020 74013405
Email address	office@st-judes-southwark.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed eight lessons or parts of lessons, taught by seven teachers and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at work in pupils' books, tracking data showing pupils' attainment and the progress pupils are making, and, the school's development plans. They also considered the 47 responses to the questionnaire received from parents and carers, and the 34 responses to the questionnaire received from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How pupils' progress is being tracked and assessment information is being used to set targets and match work to the needs of all groups of pupils.
- How the school monitors the quality of its work and secures sustained improvements in provision through the school so that all pupils learn and progress well.
- The extent to which pupils' personal development is a strength of the school.

Information about the school

This is a smaller-than-average-size school. The Early Years Foundation Stage provision is made up of one Reception class. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have speech, language and communication needs, or moderate learning difficulties. The proportion of pupils speaking English as an additional language is above average, although few are at an early stage of learning English. The proportion of pupils from minority ethnic backgrounds is above average. The school operates a breakfast club. The school has achieved a number of nationally recognised awards including Eco School Bronze.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Jude's Church of England Primary School provides a good quality of education and serves its community well. The school provides an inclusive environment where all pupils are valued and enjoy themselves in the school's safe and caring environment. Pupils are happy and develop good personal and social skills. Relationships are friendly and positive. The school works hard to ensure that pupils are well cared for and that all pupils, including the most vulnerable, are well supported. It effectively engages the support of parents and carers. Literacy and numeracy workshops run by staff help parents and carers support their children's learning at home. Newsletters make clear the importance of regular attendance and good punctuality. This, together with a weekly competition between classes for the best attendance and punctuality, ensures that pupils' attendance at school is consistently above average.

Children make satisfactory progress in the Early Years Foundation Stage Reception class. Records of ongoing observations are kept. However, these are not always used to plan tasks that build on what children know already, particularly activities for children to choose for themselves. Relationships are warm and caring and children are well supervised. However, adults do not always extend children's learning through discussion and questioning and tasks are not always challenging enough.

Teaching through the rest of the school is good. Attainment at the end of Year 6 is average. This represents good learning and progress. Pupils have positive attitudes to their learning and are motivated to do well because teachers plan interesting work for them to do. Specialist teachers for music, dance and French, a wide range of popular clubs, visitors and regular visits to local places of interest are all strengths of the good curriculum. Pupils' progress is closely tracked and assessment data analysed well in order to identify pupils who need additional support. Marking and target setting make clear what pupils should do to move up to the next level in their work. Additional adults support pupils' learning well in lessons. Small group sessions for targeted pupils, and individualised extra help tailored to pupils' needs in reading and numeracy, ensure that all groups of pupils make good gains in their learning. In a few classes, assessment information is not always used to match work as consistently to the full range of pupils' needs.

Since the last inspection, the school has worked with determination together with the governing body to successfully enhance the quality of teaching and other provision in order to increase rates of learning and progress. Accurate self-evaluation has enabled the school to identify the most appropriate priorities and actions to secure improvement. Provisional results in national tests at the end of Year 6 are the highest over recent years. This reflects the school's good capacity for sustained improvement. Rigorous monitoring, particularly by the headteacher and the assistant headteacher, is effective in improving

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the quality of the school's work, although some areas of inconsistency remain, particularly in the Early Years Foundation Stage.

What does the school need to do to improve further?

- Ensure provision in the Early Years Foundation Stage is consistently good and that assessment information is used systematically to plan the next steps in children's learning.
- Sharpen the consistency with which all aspects of the school's work are monitored so that the quality is consistently good through the school. ♦

Outcomes for individuals and groups of pupils

2

Children join the school with a range of skills and capabilities that are below those expected for their age. Pupils enjoy their learning and achieve well in Years 1 to 6. The reasons why pupils learn and progress well were illustrated in a literacy lesson where the teacher had high expectations of what the pupils were capable of. Through detailed examination of key features of different text types, pupils rapidly developed their literacy skills. In a mathematics lesson, pupils made swift gains in their understanding of three-dimensional shapes when the teacher planned a variety of activities that enabled them to practise new learning. They worked well in pairs, challenging each other to guess which three-dimensional shape they were describing using key mathematical vocabulary.

Pupils speaking English as an additional language are well supported. They are helped to settle quickly and receive additional help so that they make rapid progress in English. Well-led and managed support in lessons, as well as targeted additional help, ensures that pupils with special educational needs and/or disabilities keep up and learn well. Additional sessions outside the classroom in reading are particularly successful in boosting pupils' literacy skills. Extra help with mathematics is also effective in ensuring all pupils develop their numeracy skills well.

Behaviour in lessons and around the school is good. Pupils feel safe and are confident that adults will help them should any problems occur. They have a good awareness of how to keep them fit and healthy, as the school's successes in achieving Healthy School Status and the Activemark show. Pupils take on responsibility readily on the school council, as playground buddies and in the eco-team. They raise funds for charities, make donations to a local charity for the homeless and the school choir regularly sings within the local community. Pupils show caring attitudes towards one another. Older pupils enthusiastically help the younger ones, for example hearing them read. Through learning about different religious festivals, close links with the school's local church and visiting guest speakers from a range of different faiths, pupils have a good understanding of world religions.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Most pupils can explain their targets and marking is used well to make clear how they can improve their work. Pupils enjoy working independently; they often think hard and concentrate well. They also enjoy discussing their learning in pairs and groups. They make swift gains in their learning when work is well matched to their needs. In a small minority of lessons, tasks are not always sharply matched to pupils' learning needs and, as a result, in these classes the pace of learning is not as consistently brisk.

The curriculum is underpinning improved rates of progress in basic skills, promoting pupils' creative, practical and personal talents. Cross-curricular themes are helping to capture pupils' interest in their work. Music and opportunities to take part in performances at school and in leading cultural venues are a particular highlight. All pupils in Year 3 learn to play the recorder. The very large majority of pupils attend at least one club, including film club, dance, football and recorder. More-able pupils are challenged to develop their interests, for example through the book club and whole-school activity days when all pupils get to choose an activity. Occasionally, opportunities for pupils to practise and develop their basic literacy and numeracy skills are missed.

Good links with a wide variety of outside agencies and local primary and secondary schools promote pupils' well-being and learning well. The pupils' individual needs and talents are known well. Staff play a strong role in supporting pupils' personal, social and emotional development and provide additional care and guidance to vulnerable pupils. The

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breakfast club ensures a positive and healthy start to the day for the small number of pupils who attend.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, staff and governing body work together as a coherent team. Priorities for action are successfully addressed in order to bring about sustained improvement and embed ambition well. Leaders, staff and the governing body have a shared vision that puts pupils at the centre of all the school's work. Consequently, equality is promoted and discrimination tackled well so that all groups of pupils make similar good progress in their learning. Although monitoring has been effective in securing improved outcomes for pupils, some areas of inconsistency remain. The governing body knows the school well and has successfully challenged and worked with the school to enhance the quality of its work and raise pupils' attainment. The governing body fulfils its statutory duties and safeguarding arrangements are good. Staff have a detailed awareness of safeguarding issues and receive regular training. Consequently, risk assessments are good. The school's promotion of community cohesion is good. Pupils have a keen awareness of their school and local communities. Through links with a school in Essex, some pupils have had the opportunity to meet pupils who live in a contrasting community in this country. The school is actively developing links with schools abroad in order to promote pupils' awareness of those who live in wider global communities. Well-established partnerships are used effectively to enhance provision and partnerships with local businesses benefit the school well. Volunteers regularly listen to pupils reading, the school choir sings at an annual corporate event.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Leadership and management of the Early Years Foundation Stage are satisfactory. Strong links with parents and carers, including sessions to support them in helping their children at home with letters and sounds (phonics), and established routines at the start of the day help children to settle well. Children are happy and form positive relationships with adults and other children. They work and play well together and share equipment. Children particularly enjoyed construction activities.

Although there is a range of skills and capabilities across the Reception class, activities do not always meet the full range of children's abilities. For example, children did not always have sufficient opportunities to choose activities for themselves. This is particularly the case in the Early Years Foundation Stage outdoor areas. Planning does not always use information from assessments to plan further activities tailored to children's specific needs so that the children make swift gains in their learning. Adults ensure children's welfare is well promoted, but they are not always used effectively to support children's further learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation	3

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Stage	
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Views of parents and carers

The return of the parents and carers' questionnaires was about a third. All the parents and carers who responded to the questionnaire are happy with their children's experience of school and are confident that the school keeps their children safe. The very large majority agree that the school meets their children's individual needs and deals effectively with behaviour. In the survey, the overwhelming majority of parents and carers evaluate all other aspects of the school's work positively. Inspectors found pupils' personal development, the quality of teaching and most other aspects of the school's provision to be good. The Early Years Foundation Stage is an area for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Jude's Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 132 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	68	14	30	0	0	0	0
The school keeps my child safe	38	81	9	19	0	0	0	0
My school informs me about my child's progress	35	74	11	23	0	0	0	0
My child is making enough progress at this school	29	62	17	36	0	0	0	0
The teaching is good at this school	35	74	11	23	0	0	0	0
The school helps me to support my child's learning	30	64	17	36	0	0	0	0
The school helps my child to have a healthy lifestyle	23	49	24	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	47	20	43	0	0	0	0
The school meets my child's particular needs	18	38	25	53	2	4	0	0
The school deals effectively with unacceptable behaviour	25	53	19	40	2	4	0	0
The school takes account of my suggestions and concerns	25	53	29	43	0	0	0	0
The school is led and managed effectively	24	51	22	47	0	0	0	0
Overall, I am happy with my child's experience at this school	28	60	19	40	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



25 November 2010

Dear Pupils

Inspection of St Jude's Church of England Primary School, London SE1 6HA

Thank you very much for your very friendly welcome and for helping us when we visited your school recently. We really enjoyed our visit and particularly enjoyed hearing you singing the Lord's Prayer all together in assembly. I am writing to tell you about the judgements that we reached.

St Jude's Church of England Primary is a good school. You like coming to school and attend regularly. Your parents and carers like the school too. You behave well, get along well with each other and are keen to learn. You enjoy the interesting work the teachers plan for you. You also enjoy all the additional activities and extra-curricular clubs that the school organises. You make good progress in your learning and the standards that the oldest pupils reach are average and improving. The staff check how well you are doing and set you targets so you know what to do to improve further. Those of you who need additional help are well supported and make good progress. You have a good understanding of how to keep yourselves fit, healthy and safe. All the adults work together as a team and make sure you are safe.

The youngest children get off to a satisfactory start in the Early Years Foundation Stage. We have asked the school to make sure that the children make even faster progress in their learning. We have asked the school to make even more checks on the work that it does in order to ensure everything is as good as possible. You can all help by continuing to attend school regularly and on time, and by continuing to work hard.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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