

# Amy Johnson Primary School

## Inspection report

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<b>Unique Reference Number</b>	102988
<b>Local Authority</b>	Sutton
<b>Inspection number</b>	355295
<b>Inspection dates</b>	9–10 December 2010
<b>Reporting inspector</b>	Jane Chesterfield

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joan Carroll
<b>Headteacher</b>	Melanie Elsey
<b>Date of previous school inspection</b>	26 June 2008
<b>School address</b>	Mollison Drive Wallington SM6 9JN
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## Introduction

This inspection was carried out by three additional inspectors. They visited 10 lessons taught by 10 teachers. They held meetings with pupils, staff and members of the governing body. Inspectors observed the school's work and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the minutes of governing body meetings. Questionnaires completed by staff, pupils and 62 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The current picture of attainment and progress across the school, particularly for boys, and the impact of strategies to improve their achievement.
- The improvement in the consistency of teaching and feedback to pupils since the last inspection.
- The impact of strategies to improve attendance.
- The impact of staff turnover on leadership roles.

## Information about the school

Amy Johnson Primary is an average sized school. More than half the pupils are known to be eligible for free school meals, which is high compared with the national picture. An average number of pupils come from minority ethnic groups, and the proportion of pupils speaking English as an additional language is also average. The school has a unit, known as the Opportunity Base, for 10 pupils aged from three to seven years with moderate learning difficulties. All places are currently filled. As a result, the proportion of pupils with a statement of special educational needs is high, though the proportion of pupils overall with special educational needs and/or disabilities is in line with the national average. The school offers Early Years Foundation Stage provision in its Nursery and Reception classes. There is a children's centre on the school site, which was not inspected at the same time.

**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

Amy Johnson Primary is a good school which has improved considerably since its last inspection. Pupils get an effective start to their education, making good progress and achieving well throughout the school. Parents and carers are happy with the school and what it offers their children. One parent said, 'I am very pleased with how the school has improved over the last four years.' Another commented, 'The teaching staff have been fantastic with my son, involving me in his learning so I can help at home.'

Thanks to the good pastoral care, pupils feel safe at school and are confident about turning to adults if they have a problem. The care given to pupils in the unit is outstanding and helps them to thrive academically and personally. Throughout the school, pupils have a clear understanding of right and wrong, and are keen to take on responsibility around the school. They get on well with one another and are supportive of others. In the recent past, pupils' attendance has been low, often because of time taken off during term-time. The school has worked closely with parents and carers to overcome this, and has recently managed to reach average levels of attendance. However, the school recognises that these improvements are fragile and not yet fully secure.

There has been a rising trend of attainment throughout the school since the last inspection. Improvements in attainment are now apparent in Key Stage 2, where pupils achieved well to reach average standards in English and mathematics at the end of Year 6 in July 2010. Children in the Early Years Foundation Stage are also now doing better, from their low starting points. They move into Year 1 with levels of skills close to those expected for their age. They continue to make good progress as they move through the rest of the school.

The school has been successful in raising the achievement of boys, so that most are now doing as well as girls in both literacy and numeracy. The focus in recent years on giving pupils a good grounding in these basic skills has been highly effective. Leaders have rightly identified the need to make the curriculum more stimulating and creative as the next stage in improving the pupils' education. A pilot for this, set up in Year 4, is working well. Pupils have the opportunity to make links between different subjects and use their skills in different situations, which they thoroughly enjoy. They are also gaining valuable new experiences and insights through visits and visitors linked to the topics they learn. Pupils elsewhere in the school are not currently benefiting from these opportunities to the same extent.

The headteacher and senior leadership team give the school excellent direction. They have introduced very effective systems for monitoring teaching and tracking progress. Increased stability in staffing has meant that subject leaders have been able to play a significant role in monitoring, and teachers have been able to take on responsibility for the progress of their pupils. As a result of good self-evaluation, the quality of teaching has

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improved and is now consistently good. The school has identified that the next step in the development of teaching is to achieve consistency in the quality of marking and feedback. Although there are some examples of good practice, in many cases marking does not make clear to pupils what they need to do to improve; nor does it expect pupils to make the necessary improvements.

Senior leaders and the governing body have a good understanding of the school's strengths and weaknesses, and school development planning identifies the most important priorities for the future. The school has made good progress since the last inspection, tackling the issues identified then, and raising standards and the quality of provision. It has a good capacity for further continuous improvement.

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

- Work with parents to consolidate and build on recent improvements in attendance.
- Extend the good improvements in the curriculum, as evident in Year 4, throughout the school so that all pupils benefit from an exciting curriculum that helps to further broaden their range of experiences, including their cultural development.
- Improve the consistency in the quality of marking and feedback to pupils so that they know more precisely what they need to do to improve their learning.

## **Outcomes for individuals and groups of pupils**

**2**

The work seen in lessons and in pupils' books confirms that attainment is broadly average by the end of Key Stage 2, and that pupils achieve well taking into account their starting points. Learning is good and within this, there were some excellent examples seen during the inspection of the way in which the school has motivated boys in literacy. In a Year 6 lesson, for example, one boy was asked to play the role of Winston Churchill making a speech on VE day in front of the whole class, and did so with confidence and enjoyment, dressing up for the part. In a Year 4 literacy lesson, meanwhile, pupils wrote play scripts based on Allan Ahlberg's *Funnybones* stories. One boy read his script to the rest of the class at the end of the lesson, explaining carefully how he had adapted the narrative to give it added interest and pointing out the features of the play script. Girls and boys alike enjoy learning and want to do well, although they do not always take enough care in the presentation of their work.

Pupils who have special educational needs and/or disabilities and those who are learning English as an additional language are supported well, so that they make good progress from their individual starting points.

Pupils like coming to school, and this is evident in their improved attendance. They behave well in class and around the school. Their behaviour in lessons is sometimes outstanding, particularly in older age group classes where pupils are often motivated and absorbed by their activities. Some of the younger children have to be reminded how to behave even when they are learning well and this is why behaviour is not yet outstanding overall. Pupils are happy to take on responsibility around the school, for example as monitors in Year 6, and as members of the school council. They show a good understanding of how to keep themselves safe and of how to lead a healthy lifestyle. Pupils' spiritual development is satisfactory. Their moral and social development is strong but they have an underdeveloped insight into, and experiences of, their own and other cultures, which the

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school is planning to address through the revision of its curriculum. Pupils are satisfactorily prepared for moving on to secondary school and later life.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?**

The school has successfully tackled the issues related to teaching from the last inspection. Lessons now have good pace and structure, and there is clear reference to what pupils should be learning. Teachers adopt a consistent approach to ensuring good learning across the school. They make good use of resources such as the interactive whiteboard, and deploy other adults well. Teachers question pupils carefully to check their understanding, and use their tracking of pupils' progress effectively to plan additional support for those who need it. There is some good quality marking which gives pupils clear next steps guidance about how to improve their learning in some classes, but this is not consistent enough throughout the school.

Senior leaders have rightly focused on driving up standards in literacy and numeracy in recent years, and the school's curriculum, while still meeting statutory requirements, has been dominated by these subjects. Senior leaders have now identified that pupils do not always have the opportunity to use their various skills for different purposes, and are planning to redesign the curriculum to motivate and inspire pupils in their learning, and boost their spiritual and cultural development. There is a good range of clubs which pupils enjoy attending.

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The quality of care, support and guidance for pupils is good overall, and for those pupils in the Opportunity Base it is outstanding. Their physical, personal and learning needs are very well known and supported, so that they are able to make the most of their time in school. Pupils are kept safe at all times, and the school accesses a wide range of support services to provide the necessary help for those pupils whose circumstances make them particularly vulnerable. The close partnership with the children's centre on site proves invaluable in this respect.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and senior leaders are committed to giving pupils the best possible start to their education. They have been especially successful in establishing very clear structures for monitoring and evaluating the work of the school, and in giving responsibility to staff at all levels. As a result, staff work together strongly as a team, identifying strengths in the school and tackling areas of weakness. Subject leaders for literacy and numeracy have had a positive impact on improvement in their areas. The governing body operates effectively and provides the school with the right balance of challenge and support. Arrangements for safeguarding pupils are rigorous. Required checks on adults who come into contact with pupils are carried out, and risk assessments are thorough. Procedures for child protection are stringent, and staff training is up to date.

The school works well to promote equality of opportunity and tackle discrimination, and is successfully reducing the gender gap between boys and girls. As well as the work done on improving boys' literacy, for example, the school has previously set up groups called 'Amy's Angels' which have increased girls' confidence and achievement in mathematics.

The school has forged good relationships with parents and carers, and does its best to include all parents, including those who are hard to reach, so that they are involved in their children's learning. Partnerships are used well to boost pupils' learning, provide specialist support and enhance local community cohesion. Overall, the school makes a satisfactory contribution to community cohesion. It has good links within the local community. Pupils know about different religions through their work on religious education and they are respectful. They learn about differing locations through geography, which aids their basic knowledge of the world in which they live. However, leaders recognise the need to extend community cohesion by strengthening cultural development, for example, by developing the curriculum and making links elsewhere in the United Kingdom and abroad.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. Relationships between adults and children are very supportive, and consequently children feel safe and secure. They are friendly and happy, and enjoy exploring the activities available to them indoors and out. Adults work well with the children, promoting their speaking and listening skills and developing their vocabulary. Some particularly good work was seen in the outdoor area as staff made the most of the children's interest in the snow and ice in the playground, helping them to compare the sizes of the different pieces of ice they had collected. Occasionally, adults miss the opportunity to arouse children's interest in well-structured independent activities, because they do not demonstrate to the children what they need to do with them. Both the Nursery and Reception classes promote speaking skills well. Adults help children to use new and varied words when they are talking to others and when writing for different purposes.

The Early Years Foundation Stage is well led. The classes are carefully monitored and information from staff observations is used well to inform teachers' planning for future sessions. Children are well cared for, and staff do their best to form positive working relationships with parents. Senior leaders have a good understanding of the strengths of the provision and know what needs to be done to improve it further. There are exciting plans to develop newly acquired outdoor space in an imaginative way. These aim to boost children's knowledge and understanding of the world and their physical development, by providing gardening and climbing areas which the provision currently lacks.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was just below the national average. Their satisfaction with the school was high. All felt that the school kept their children safe, and almost all felt that the school was led and managed effectively and that teaching was good. A few felt that the school did not deal effectively with unacceptable behaviour, or that the school did not take sufficient account of their suggestions and concerns. Inspectors investigated these concerns but found that during the inspection behaviour was good. Behaviour is managed consistently well throughout the school, and pupils with behavioural difficulties are effectively supported. The school provides parents and carers with a good range of opportunities to express their views, both formally and informally. Questionnaires are sent out regularly, for example, and senior staff are available to talk to parents in the playground at the beginning and end of each day.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Amy Johnson 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	66	17	27	3	5	0	0
The school keeps my child safe	39	63	23	37	0	0	0	0
My school informs me about my child's progress	35	56	24	39	2	3	1	2
My child is making enough progress at this school	24	39	34	55	2	3	1	2
The teaching is good at this school	27	44	33	53	0	0	1	2
The school helps me to support my child's learning	31	50	26	42	3	5	1	2
The school helps my child to have a healthy lifestyle	27	44	30	48	3	5	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)	24	39	26	42	4	6	0	0
The school meets my child's particular needs	27	44	29	47	4	6	1	2
The school deals effectively with unacceptable behaviour	28	45	27	44	6	10	0	0
The school takes account of my suggestions and concerns	21	34	38	53	5	8	1	2
The school is led and managed effectively	29	47	31	50	1	2	0	0
Overall, I am happy with my child's experience at this school	38	61	20	32	3	5	1	2

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



13 December 2010

Dear Pupils

**Inspection of Amy Johnson Primary School, Wallington SM6 9JN**

Thank you for making us so welcome when we visited your school recently, and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that Amy Johnson Primary is doing well and giving you a good start to your education. These are just some of the things that we liked about your school.

- You enjoy being at school, and your attendance is improving.
- You are making good progress in your lessons, because you are well taught.
- You behave well in class and around the school.
- You have good relationships with one another and your teachers.
- You feel safe at school and you are well cared for, especially those of you in the Opportunity Base.
- The senior leaders are doing a good job, and know how to make the school even better.

To help the school improve further, this is what we have asked the staff to do.

- Make sure that your attendance continues to improve.
- Make your learning even more fun by increasing the links between different subjects and by providing more opportunities for you to learn about other people in the United Kingdom and in the wider world.
- Make sure that the marking in your books tells you how you can improve your learning.

You can help by only missing school if you are ill, and by telling your teachers if you do not understand their comments in your books.

Yours sincerely

Jane Chesterfield

Lead Inspector

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