

St Mark's Church of England Primary School

Harleyford Road, London, SE11 5SL

Inspection dates 12–13 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There is not enough good or better teaching to enable pupils to make good progress.
- Assessment information is not always used well enough to ensure that learning activities are at the right level for all pupils, including the most able.
- Marking does not always show pupils how to improve and pupils do not get enough opportunities to respond to teachers' guidance.
- There are not enough planned opportunities for pupils to practise their extended writing skills across all areas of learning.
- Leaders do not always check the quality and depth of pupils' learning in lessons thoroughly.
- The governing body does not provide the school with robust challenge on the quality of teaching.

The school has the following strengths

- Behaviour is good. Pupils enjoy school and attendance is well above average. Pupils have positive attitudes towards their learning and good relationships with each other and with adults in the school.
- The quality of teaching and children's progress in the Reception year are good.
- Pupils' spiritual, moral, social and cultural development is promoted effectively, partly due to the result of the school's strong focus on Christian values that are shared by the school community.
- There has been a steady upward trend in attainment and progress across most year groups.

Information about this inspection

- Inspectors observed nine teachers teach and visited 19 part lessons, of which four were observed jointly with school leaders.
- Meetings were held with a group of pupils, four governors including the Chair of the Governing Body, a local authority representative and school staff.
- Inspectors observed the school's work and looked at a number of documents. These included the school's progress tracking data, planning and monitoring documentation, self-evaluation summary, the safeguarding policies and behaviour and attendance records.
- Inspectors took account of the 21 responses to the online questionnaire (Parent View) and the outcomes of the school's own parental surveys.
- Inspectors talked to pupils about the school's work and listened to some pupils read.

Inspection team

Nasim Butt, Lead inspector

Additional Inspector

Janice Thomas

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school. Children start school in the Reception year and there is one class for each year group.
- The number of pupils who join and leave the school throughout the school year is higher than average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for particular pupils, including those eligible for free school meals) is well above the national average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The large majority of pupils speak English as an additional language.
- Most of the pupils come from minority ethnic groups, the largest of these being from Black African and Black Caribbean heritages. A few pupils are of White British heritage and about a fifth come from Other White backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of a cluster arrangement involving four local schools.

What does the school need to do to improve further?

- Improve the quality of teaching to at least good in order to accelerate pupils' progress and raise attainment further, by:
 - making better use of checks on learning, in order to plan lessons and inform teaching, so that the work is at the right level of challenge for all pupils
 - closely checking the progress made by all pupils during lessons
 - ensuring that all marking shows pupils how to improve, and that pupils are given the chance to respond and improve their work
 - managing teaching assistants' work consistently well and assessing the quality of their work more often.
- Raise standards in writing across the school by providing all pupils with further planned opportunities to practise their extended writing skills across all areas of the curriculum.
- Improve the effectiveness of leadership and management, including governance, in driving improvement by:
 - ensuring that leaders check and review the progress pupils make in lessons more thoroughly
 - ensuring that governors provide a more robust challenge to leaders about the quality of teaching and the impact of pupil premium funding on the achievement of those pupils for whom it is intended.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement is not good because not enough pupils are making more than the progress expected of them in Key Stages 1 and 2.
- Children enter the Reception class with levels of skill that are broadly as expected for their age. By the time they leave Reception the majority have made good progress as a result of teaching that is consistently good.
- Standards in English and mathematics by the end of Year 6 dipped in 2012 and were below average. In 2013, however, standards in reading and mathematics were broadly average and pupils made good progress in mathematics. Standards in writing, although improving, are below those in reading and mathematics in both key stages.
- The most able pupils make the progress expected of them from their starting points in reading, writing and mathematics, with some reaching the highest levels in mathematics in 2013 by the end of Year 6. In lessons, however, opportunities are limited for these pupils to use their learning in different ways which will increase their independence.
- Disabled pupils and those with special educational needs make the same expected progress as their peers. Over time, less able pupils also make the progress expected of them, but the quality of the support they receive from teaching assistants in lessons is too variable.
- At the end of both key stages, the above average proportion of pupils entitled to the pupil premium make the same progress as their peers in reading, writing and mathematics. Inspection evidence shows that the gaps in attainment in both English and mathematics for this group are narrowing and are currently almost one term and a half below their peers.
- Black African and Black Caribbean pupils and the few at the early stages of learning English perform equally well over time, Black African pupils sometimes making stronger progress than other groups.
- In Year 1, in 2012, pupils did not do well in the phonics check, but this issue was addressed in 2013, resulting in above average outcomes. Phonics (the sounds letters make) is taught regularly. Pupils read widely and often. They have some knowledge of fiction and non-fiction books. The school supports pupils well by making sure individuals have the correct reading book for their level of ability.

The quality of teaching

requires improvement

- Teaching is not consistently good across the school and too much requires improvement. As a result, over time, too many pupils are not making the progress they are capable of.
- Pupils are sometimes unsure of how to achieve their targets because teachers do not always remind them of what they are trying to achieve in lessons.
- In weaker lessons, expectations are not high enough. Pupils' rates of progress are slowed because teachers do not always plan work at the right level of challenge for all pupils, particularly for the most able. In addition, opportunities to strengthen writing in other subjects are often missed as pupils are not reminded of their individual literacy targets during those lessons.
- Where teaching is good, teachers present new ideas clearly and activities are well designed to engage pupils' interest. This was seen, for example, in the Reception class where the activities on offer stimulated children's curiosity, and in Year 6 where pupils deepened their understanding of the impact of subordinate clauses in sentences.
- In Reception, accurate planning and checks on children's learning effectively contribute to children's good progress.
- Pupils' work is marked regularly and there are instances of good practice within the school, especially in literacy. However, marking does not always give pupils precise enough guidance for improvement and pupils are not given enough opportunities to respond to this.

- Teaching assistants are not always used effectively to support pupils' learning. Where they are effective, they ask pupils searching questions to get them thinking and to see how much they have understood. However, there are occasions when teaching assistants are not managed well and pupils do not receive the targeted support they need to move their learning on.
- The teaching of literacy and mathematics has improved, as seen in the steady rise in attainment in reading, writing and mathematics across all year groups. However, across all areas of learning, including the key subjects, teaching is not yet consistently good.
- Physical education is taught well in Years 5 and 6 by skilled coaches, resulting in good impact on pupils' fitness and physical well-being.
- Teachers often provide good resources for pupils with special educational needs to improve their understanding of important ideas; for example, in Year 3, where resources provided deepened these pupils' understanding of the concept of regrouping in mathematics.

The behaviour and safety of pupils are good

- Pupils behave well in school, they are polite and courteous to adults, and treat each other with respect. Pupils' good attitudes to learning have contributed to the steady rise in attainment and improved progress seen across most year groups.
- Relationships between pupils are good. They enjoy breaks and lunchtimes, and play well together. The school is a small close knit community and pupils appreciate the sense of security this creates.
- Disruption to lessons is rare and pupils work responsibly and with enthusiasm, especially when given the opportunity to work independently of the teacher or in small groups to solve problems themselves. They listen carefully to others and respect each other's views.
- Pupils have good relationships with adults; they feel safe and are confident that any poor behaviour is dealt with promptly and effectively. They are aware of the different forms of bullying, such as name calling and cyber bullying, that can take place and know how to deal with them.
- Pupils know how to stay safe and have a good understanding of the importance of a healthy lifestyle. They value the wide range of extra-curricular activities, including sport, that are provided and which have a positive impact on their health and well-being.
- Attendance is above average. It has improved over the last three years as a result of concerted action by school leaders. Persistent absence has decreased as a result of the good work the school is doing in encouraging attendance and pursuing those families whose children do not attend regularly enough.
- Pupils who may have challenging behaviour are supported effectively to make good choices and, as a result, incidences of poor behaviour are rare. Occasionally, some pupils lose focus and concentration in lessons when teaching does not engage them.

The leadership and management requires improvement

- Although leaders have secured improvements in pupils' attainment, leadership and management are still judged to require improvement because the actions taken to address identified weaknesses have not yet resulted in improving the overall quality of teaching to at least good.
- The regular checks made on the quality of teaching have, overall, contributed to improvements in teaching. However, leaders realise that more rigour is required to ensure that the necessary improvements are made to teaching quality and in checking on how much progress pupils make during individual lessons.
- The headteacher and governors have identified the right priorities for improvement, and are working with some success to improve the school. There is a shared commitment to school improvement, and leaders have set appropriate targets to ensure that all groups of pupils make better than average progress.

- The improved system to check on pupils' learning has been successful in identifying any gaps in achievement between those pupils who are, and those who are not, eligible for pupil premium funding. The effectively planned support is ensuring the promotion of equality of opportunity within the school.
- Through the management of performance, teachers' accountability has increased and the process is linked more sharply to how much progress pupils have made. The literacy and mathematics subject leaders are new to post and have begun to identify the actions needed to bring about rapid improvements in pupils' achievement.
- Leaders use the new sport funding purposefully to enhance the opportunities for more pupils to improve their physical well-being, for example through regular swimming lessons. Pupil premium funding is used well for those who are entitled to it, resulting in the attainment of this group of pupils rising in line with their peers.
- The local authority has been very involved with the school, supporting senior leaders and the development of good practices across the school. Leaders realise, however, that many teachers need further coaching and modelling of good practice as part of their package of support to ensure that all teaching is at least good.
- The school provides well for pupils' spiritual, moral, social and cultural development through its emphasis on shared values supported by a broad and balanced curriculum. During Key Stage 2 assembly, pupils were engrossed in learning about, and reflecting upon, the impact of our actions and reactions on others.
- The curriculum is enriched with a range of extra-curricular clubs and visits, including residential experiences to broaden pupils' horizons. This has contributed to the improved rates of progress seen last year.
- Being part of the local cluster of schools has enabled leaders to provide good opportunities in physical education and music, thereby enriching pupils' experiences and helping boost attendance.
- **The governance of the school:**
 - The governing body is very committed to supporting the school and pupils, and values its presence in the local community. Governors make sure that their statutory responsibilities are met as regards safeguarding, which meets requirements. They have a good understanding of the management of teachers' performance, and the implication for teachers' salary progression. Although governors monitor spending carefully, they are not fully aware of the impact of pupil premium funding on raising the achievement of pupils for whom it is intended. Using evidence from data, governors have challenged school leaders to improve attainment, for example in mathematics at Key Stage 2 after the dip in results in 2012. However, governors lack detailed knowledge of the quality of teaching to challenge school leaders more robustly. Governors are well informed about the key issues facing the school and have been actively involved in planning for the future.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100619
Local authority	Lambeth
Inspection number	425602

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair	Reverd Stephen Coulson
Headteacher	Julaine Hedman
Date of previous school inspection	2–3 December 2008
Telephone number	020 7735 1467
Fax number	020 7582 9071
Email address	admin@st-markscofe.lambeth.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



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 and as part of the inspection.

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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

