

Amy Johnson Primary School

Mollinson Avenue, Roundshaw, Sutton, SM6 9JN

Inspection dates

4–5 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
<hr/>			
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from starting points that are often low. Most reach average standards by the time they leave Year 6.
- Children in the Nursery and Reception classes make very good progress because they are taught well.
- Teachers mark books in a way that really helps pupils understand what they need to do next, especially in English.
- Disabled pupils and those who have special educational needs, in the main school, make good progress because of the excellent support they receive.
- Pupils who attend the specialist resource base make excellent progress because the standard of care and support is outstanding.
- Pupils are polite, happy and safe in school. They support each other well, making sure that disabled pupils and those with special educational needs are included in all activities.
- The headteacher and leaders at all levels manage the school well. They have an accurate understanding of what needs to be done to improve the school and work effectively to address this. Governors support and check the school's work closely.
- The subjects and activities offered by the school are exciting and interesting. They strongly support pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Not enough pupils attain the higher standards at the end of Year 2 and Year 6.
- Attendance is not high enough. Not all parents make sure that their children attend regularly.
- Marking in mathematics books is not as well developed as that in English.
- There are not enough opportunities for teachers to learn from the outstanding teaching that exists in the school.

Information about this inspection

- Inspectors observed teaching and learning in 13 lessons. Six of these were jointly observed with the headteacher or deputy headteacher. They also observed teaching in the specialist resource base and observed some small group sessions led by teaching assistants.
- They analysed evidence from pupils' books, the classroom displays, and teachers' planning documents.
- Inspectors listened to some pupils from Years 2 and 6 reading.
- Inspectors examined evidence relating to safeguarding procedures, including child protection, attendance, incidents of bullying or poor behaviour and health and safety.
- Inspectors analysed the school's self-evaluation of its performance, action plans for improvement, information on pupils' standards and progress and documents related to checks on the quality of teaching.
- Meetings were held with the headteacher and deputy headteacher; members of the inclusion team including the special educational needs coordinator, inclusion manager and manager of the specialist resource provision; members of the governing body including the Chair; the leader of the Early Years Foundation Stage; teachers responsible for English and mathematics; and a representative of the local authority.
- Inspectors spoke formally to a group of pupils and also spoke to pupils informally during playtimes and in the lunch hall.
- Inspectors took account of the 12 responses to the online survey for parents, Parent View, in conjunction with the 96 responses to the school's own recent parent survey and the 28 questionnaires completed by staff. They spoke informally to 10 parents at the start of the school day.

Inspection team

Penny Spencer, Lead inspector	Additional Inspector
Michael Buist	Additional Inspector
Clifford Walker	Additional Inspector

Full report

Information about this school

- The school is larger than the average primary school and is expanding. The school has taken in extra pupils in several year groups to accommodate increases in population within the borough and is now formally designated as a two-form entry school. There are two classes in Reception and Year 1, one class in Year 2, two classes in Year 3 and one class in each of Years 4, 5 and 6.
- The school has a specialist resource provision, for 10 pupils with moderate learning difficulties, known as The Base. Pupils attend here from Reception to Year 2, from across the local authority.
- Just over half of all pupils are of White British heritage. The remainder come from a variety of different ethnic groups. There is a small but increasing group of pupils of Irish Traveller heritage.
- The proportion of pupils who speak English as an additional language is above average.
- Almost two thirds of pupils are eligible for the pupil premium; this is much higher than the national average. In this school these extra funds support pupils who are looked after by the local authority as well as those who are known to be entitled to free school meals.
- The proportion of disabled pupils and those who have special educational needs supported at school action is average. Those supported at school action plus or who have a statement of special educational needs is well above average. Many of these pupils have complex needs but are not part of the specialist provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Further improve the quality of teaching, so that more pupils reach the highest standards at the end of Year 2 and Year 6, by making sure that:
 - teachers always plan work that provides challenge for all pupils but especially the more able
 - marking in mathematics books consistently reflects the same high quality seen in English books
 - opportunities for pupils to respond to the feedback and improve their work are consistent in each class.
- Increase opportunities for teachers to observe the outstanding practice within the school so they can develop their own practice further.
- Improve attendance by:
 - using every opportunity to increase parents' understanding of the importance of regular attendance for their children
 - developing the work of the family support worker, in conjunction with the local authority, to continue to challenge families who do not bring their children to school every day.

Inspection judgements

The achievement of pupils

is good

- Pupils of all abilities in the main school make good progress from their starting points, which are often low. However, Pupils who attend The Base make excellent progress because the care and teaching they receive is outstanding. They are fully involved in the life of the school wherever possible, reflecting the school's positive attitude to ensuring there is no discrimination and every child has access to whatever the school can offer.
- Standards at the end of Year 2 are improving but have been below average over time and reflect the complex nature of many of the pupils both within the specialist resource provision and in the mainstream classes. Work in books, analysed by inspectors, shows current pupils are making very good progress across Key Stage 1, in all subjects, and standards are higher than in previous years.
- The school's accurate assessments of pupils' progress and attainment show that the proportion of pupils in all year groups making better progress, and already working at or above expected levels, has increased this year. The proportion of pupils working at the higher levels in Year 2 and Year 6 is already above that in previous years.
- In 2013 at the end of Year 6, the gap between pupils supported by the pupil premium and their peers had narrowed so that they were just two terms behind in reading and writing. However, progress in closing the gap in mathematics had been slower. The school analyses this information carefully to eliminate other barriers that might affect outcomes, such as disability or special educational needs, and to ensure it spends the extra resources successfully.
- Pupils enter the Nursery and Reception classes with skills and understanding below those expected for their age, particularly in areas of communication and language. They make at least good progress and most pupils enter Year 1 prepared well for the next stage in their learning.
- Pupils who are of Irish Traveller heritage are supported well by the school and its strong links with the specialist Traveller Education Service. Most make good progress and the school has had some excellent results for this group of pupils.
- Pupils from minority ethnic groups, including those who speak English as an additional language, make good progress and achieve well.
- Pupils enjoy reading and build confidence and skills as they progress through the school. In 2013 the screening check for Year 1 pupils in the sounds that letters make (phonics) was much improved on the previous year and in line with the national average. Recent assessment of the current Year 1 pupils indicates this will rise further this year.
- Disabled pupils and those who have special educational needs make good progress because teachers and teaching assistants are experienced and plan work at the right level for individuals. Good use is made of expertise from the specialist provision to ensure pupils with complex needs who are in the mainstream classes are fully supported to succeed.

The quality of teaching

is good

- Teaching is good because teachers understand the needs of their pupils well and plan work that ensures most of them make at least good progress. They recognise that more able pupils need to be challenged further and inspectors saw examples of this during the inspection.
- Good subject knowledge and a lively approach ensure teaching is engaging and pupils respond enthusiastically. Teachers successfully encourage pupils to develop their writing skills and work in books confirmed the good progress indicated in the school's most recent assessment information.
- Teachers assess pupils' understanding and progress regularly. Extra booster classes are arranged for pupils who may be falling behind or for those who need to have extra challenge.

These are having a positive effect on the rate of progress for current pupils.

- Parents are increasingly involved in supporting their children. Numbers of parents attending event days where pupils showcase their learning have increased significantly. Parents say they think their children are taught well.
- Reading is taught well and pupils expressed to inspectors a love of reading. In a guided reading session in Year 1 pupils were confidently reading books and identifying words that used their current letter sounds, then developing that list through discussion with their friends and the teacher.
- In the Nursery and Reception classes teachers plan purposeful activities. The learning environment is stimulating and equipment is of high quality. Outcomes from regular observations by teachers, using computer tablets, are shared with children who then help develop their own next steps for learning in a confident manner. Opportunities for pupils to develop their writing are everywhere and work in books shows that all pupils are making at least good progress. Children were observed making lists for shopping and writing orders for the 'café' that were shared with adults who are skilled in extending the learning through their conversations.
- Additional adults are used well to support pupils' learning, either one to one or in small groups. Work is planned carefully with teachers to ensure that it is set at the right level. Teaching assistants are well trained to deliver specific learning programmes that are regularly checked to make sure they are having a positive impact on learning.
- Teaching in The Base is excellent. As a result the pupils make good progress. Effective use is made of specialist practitioners to ensure all aspects of their development are catered for. Wherever possible pupils are included in mainstream classes for some lessons or for playtimes and assemblies.
- Good quality training and increased expectations by leaders have meant that marking has improved considerably since the previous inspection. Marking in writing and 'topic' books is detailed and clearly sets out the next steps for pupils to improve their work. In most classes pupils are given time to respond to this and correct their work so that their progress speeds up, although this is not consistent in all year groups. Marking in mathematics books is not so detailed in some classes and pupils' responses are less obvious. As a result progress is slower for some pupils.

The behaviour and safety of pupils

are good

- There is a very positive atmosphere throughout the school and pupils are polite and welcoming. Evidence of the school's inclusive nature is everywhere and pupils accept without any fuss that progress along a corridor may be slowed because someone is using a walking frame, or the seating in a classroom may have to be altered to accommodate extra adults.
- The behaviour of pupils is good. Pupils have a positive attitude to learning. They listen carefully, share ideas and equipment and follow instructions quickly and safely. Work in books is well presented and pupils develop good handwriting as they progress through the school.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe and the school has a comprehensive programme to ensure pupils are aware of the danger posed by strangers and when using the internet.
- Pupils are proud of their school and appreciate the high quality resources by looking after them well. Recent change to a more formal uniform, including wearing a tie, has been very successful and pupils look very smart.
- The school's work to keep pupils safe and secure is good. The site is secure and procedures for checking visitors are exemplary. Pupils who spoke to inspectors all agreed they felt safe. Parents are also positive about how well the school looks after their children.
- Pupils understand different types of bullying, including cyber bullying. Incidents of bullying are rare but pupils report they feel confident the school would deal with anything quickly if they were concerned. Very comprehensive records support this view and incidents are thoroughly investigated.

- The family support worker employed by the school is effective in improving relationships with some hard to reach families, and in improving attendance for some. Strong links with a wide variety of external agencies ensure that pupils who may be at risk of harm are looked after well.
- Older pupils gain responsibility by undertaking many roles, including as house captains, playground buddies and eco champions.
- Although the number of pupils who are persistently absent has reduced and current analysis of attendance shows it is improving, attendance figures remain too low.

The leadership and management

are good

- The school is well led and managed. All school leaders share the school's highly inclusive and supportive approach and support the headteacher in her drive to improve the school further. The school's views on the quality of its work are accurate.
- The role of leaders in charge of subjects has developed since the previous inspection and they are fully involved in the drive for improvement. Assessment information is analysed carefully, by all leaders, to ensure extra support is given to the pupils who need it.
- The careful checking of teaching has led to improvements over time and high quality professional training ensures improvements are sustained.
- Good relationships with local schools and high quality support from external agencies mean that teachers now have more opportunities to observe excellent practice in order to improve their teaching; however, there is more scope for teachers to draw on the outstanding practice that exists within the school.
- The management of teachers' performance is firmly linked to pupils' achievements. Targets set for teachers reflect the school's desire to improve outcomes for all pupils, but especially the more able.
- The school is working to improve attendance and it is slowly improving for most groups of pupils. Rewards for good attendance are eagerly received by pupils and targets for attendance are challenging. During the inspection pupils of all ages explained why coming to school every day was so important. Unfortunately, despite letters, workshops, the appointment of a family support worker, good links with the local authority attendance officer and the use of legal sanctions, some parents still do not regularly bring their children to school, so attendance is still below average.
- Close links with the Traveller Education Service and School Nursing Service ensure that those pupils who may spend extended time out of school because of their disability or illness, or because they are travelling, are given work to complete and are supported to catch up on their return.
- Developments in the way subjects are taught has engaged and excited pupils. They enjoy the wide variety of interesting topics they study. Trips and visits give many pupils opportunities they may not otherwise have. Pupils in a Year 3 class, observed comparing photographs of London both past and present, were excitedly discussing which buildings they would actually be able to see when they went on their trip to the London Eye. Despite the closeness of the school to central London, many pupils had never been before.
- Spiritual, moral, social and cultural opportunities are well developed and are a positive feature of the school's inclusive approach. There is a strong sense of mutual respect and no pupil is excluded from any activity, wherever possible. Inspectors observed many instances of pupils and adults supporting less able pupils, as a matter of course, to join in activities in the playground and classroom.
- The school has spent some considerable time analysing how the additional sports funding should be spent to ensure best value for money. Funds are allocated for extra playground equipment and partnerships with the local secondary school. Specialist teachers are now working with teachers and pupils to develop skills in new sports as well as re-energising local leagues for netball and football. Plans are in place to gauge the impact on pupils' well-being, as the term progresses.

- The school has effective links with the local authority, which provides support and training for teacher development. The school is part of a group of schools that regularly share expertise, training and checking judgements on pupils' achievement and progress.

■ **The governance of the school:**

- Governors know the school well and despite some recent changes, including the appointment of a new Chair, provide a good balance of support and challenge. They are fully supportive of the school's welcoming and very inclusive nature. They are aware of what the school does well and understand what needs to be done for this to continue. They know that standards need to improve, especially for more able pupils, and have ensured this is reflected in their checking of teachers' pay and performance. Governors monitor the school's finances well and have ensured good value for money during the recent building refurbishments. They understand how the pupil premium and the sports funding are used and check their impact. They have undertaken regular training in safeguarding, analysis of achievement information and induction for new governors. The Chair of the Governing Body has worked closely with the headteacher to develop a comprehensive tracking system for pupils' achievement which is now used confidently by all staff. Safeguarding procedures are robust and meet statutory requirements.

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	102988
Local authority	Sutton
Inspection number	440973

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	331
Appropriate authority	The governing body
Chair	Alan McIntosh
Headteacher	Melanie Elsey
Date of previous school inspection	9–10 December 2010
Telephone number	020 86693978
Fax number	020 86693978
Email address	amyjohnsonprimary@suttonlea.org

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 2014

