

St Jude's Church of England Primary School

Colnbrook Street, Southwark, London, SE1 6HA

Inspection dates 15–16 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, well supported by other key senior leaders, is determined in her efforts to improve the quality of teaching and to raise pupils' achievement. Staff and governors are strongly supportive of her approach which is already making a positive difference.
- Teaching is effective and pupils achieve well as a result. This is evident, for example, in the Reception class. Here, nearly three quarters of children now make a good level of development. They are well prepared to move on to Year 1.
- All groups of pupils achieve well. They make good progress from their individual starting points which are often below the expected level for their age.
- By the end of Year 6 pupils' attainment is in line with national averages in reading, writing and mathematics.
- Pupils behave well. They enjoy lessons and are keen to learn. Strong relationships between pupils and staff and clear expectations of behaviour and work mean pupils' attitudes to learning are good.
- Pupils say, and they are right, that they are well looked after in school and are safe. They say staff will always help them if they have a problem.
- Governors are supportive of the school and share the headteacher's ambitions for its pupils. They have strengthened their effectiveness through recent appointments and seeking training.

It is not yet an outstanding school because

- There is not enough outstanding learning. Fewer pupils than seen nationally reach the higher levels in Key Stages 1 and 2.
- Pupils' progress sometimes slows because they are not moved on to harder work quickly or given the right support when they are struggling.
- Pupils are not always sure how they can improve their work when the guidance teachers give them is not clear.
- Middle leaders have only recently begun to review the quality of teaching and to support senior leaders in their efforts to improve standards across the school.
- Governors at times rely too heavily on information provided by senior leaders rather than finding out themselves how well the school is doing.

Information about this inspection

- The inspectors observed learning across the school. They visited lessons or part sessions in all of the classes. All were jointly observed with either the headteacher or deputy headteacher. Pupils' work in books, including some from the previous academic year, was scrutinised by the team alongside the senior leaders. The inspectors listened to pupils from Years 2, 3 and 6 read.
- Inspectors spoke to pupils informally throughout the inspection. Pupils' behaviour was observed in lessons and at various times around the school, including lunchtime and assembly.
- Meetings were held with groups of pupils and middle leaders. The lead inspector also held a meeting with members of the governing body and met with a representative of the local authority.
- A wide range of documents were examined, including the school's information on pupils' recent progress, planning and checks on teaching, and records relating to behaviour, attendance and safeguarding arrangements.
- There were only three responses to the online questionnaire (Parent View). The inspection team did consider the school's most recent survey of parents' views completed a few weeks before the inspection as well as speaking to parents informally during the inspection. The views of staff were considered through the 13 staff questionnaires returned to the inspection team.
- Among the documents scrutinised were plans showing how the school intends to improve further, records of pupils' standards and progress, minutes from governors' meetings and information showing how the school keeps pupils and staff safe and secure.

Inspection team

Jacqueline Marshall, Lead inspector

Additional Inspector

Nicholas Cornell

Additional Inspector

Full report

Information about this school

- This is a smaller than average primary school. It draws most of its pupils from the local area but also from further afield.
- Almost all of the pupils come from minority ethnic backgrounds, mainly Black African. Three quarters of pupils speak English as an additional language and of these a significant proportion start the school at the early stages of learning English. This is much higher than national figures.
- The proportion of pupils supported through the pupil premium funding is almost twice the national average. This is additional government funding to support pupils who are known to be eligible for free school meals or children who are looked after. However the number of eligible pupils fluctuates and is very small in some classes, such as Year 6 in 2013 to 2014. Therefore, comparing their achievement with national figures is not statistically reliable.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported by school action plus or with a statement of special educational needs is above average.
- A higher than expected proportion of pupils leaves or joins the school at times other than is usual. In 2014 a quarter of the Year 6 pupils did not take the tests because they had joined the school within the previous two years from countries where English was not taught.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.
- A section 48 inspection of the school's religious character was carried out in 2010. The governors are aware of the need to arrange a subsequent section 48 inspection of the school before November 2015.
- Children in the Early Years Foundation Stage are all full time and taught in the Reception year.
- The school has undergone a period of staff turnover since the last inspection, including a number of staff who have left; half of the class teachers, the headteacher, and a deputy head teacher who was appointed in 2012. The assistant headteacher is due to leave at half term. The present headteacher and deputy headteacher took up their post in September 2014.
- The school is currently undergoing a programme of building work.

What does the school need to do to improve further?

- Increase the amount of outstanding learning to improve progress by:
 - making sure teachers regularly check how well pupils are doing and either give them, especially the most able, harder work or provide help when they struggle to understand
 - consistently providing clear guidance to pupils so they understand what they need to do to improve their work and making sure that pupils respond to this.
- Improve the effectiveness of leadership and management to raise attainment by:
 - developing middle leaders' skills so that they are more effective in checking the quality of the school's work and evaluating whether their actions are making a difference
 - ensuring that governors regularly check for themselves how well the school is doing in order to better support and challenge its work.

Inspection judgements

The leadership and management are good

- The headteacher, well supported by other key leaders, has quickly established a culture of improvement among staff and leaders. The overwhelming majority are fully supportive of her work. She provides a clear vision for the school. She is determined in her ambition that the school continues to improve and that pupils continue to be well prepared for the next stage in their education. The school can show how pupils are making faster progress as evidence of increasingly effective teaching.
- The school has clear systems to review the effectiveness of teaching. This means decisions about teachers' salary increases or promotion opportunities are based on how well pupils achieve. Leaders provide training for staff linked to the school's priorities as well as individuals' needs. Staff are given clear guidance on how to improve and leaders regularly check on whether this is happening.
- The middle leadership team, some members of which are new to their posts, supports the work of the headteacher but their roles were not fully developed. Now, they are checking the quality of teaching across the school through observations and checking pupils' work and teachers' planning. Their work has yet to have an impact on improving the quality and consistency of teaching, for example in how well teachers mark and give feedback in pupils' books.
- Senior leaders carefully check and analyse the increasing information about pupils' progress. This includes checking on the progress of groups, such as those newly arrived in the school, at the early stages of learning English or supported by additional funding. After this, leaders have discussions with the class teachers. These are used to identify when, for whatever reason, a pupil's progress slows and if they need additional support. Other leaders are beginning to be involved in checking, in their subject areas, how well pupils achieve across the school.
- The subjects taught in the school are broad and balanced, seeking to provide pupils with memorable experiences they will remember for life. The school uses visits and visitors as opportunities to inspire as well as widen and enrich their classroom-based activities. Information about what is taught and how homework can help with learning is shared with parents on the school's website.
- Pupils practise their literacy and numeracy skills in different subjects. For example, Year 1 pupils over several science lessons successfully sequenced their dates of birth and made predictions about whether their age could be linked to their height using words such as tall, taller and tallest.
- Pupils' social, moral, spiritual and cultural development is supported well. They have very good opportunities to develop their musical abilities through singing, learning instruments and visits to exhibitions and concerts in the capital. The quality and enthusiasm with which they sang a Senegal song during an assembly was moving. The school promotes tolerance and respect for people of all faiths, cultures and lifestyles through assemblies as well as in lessons. British values of democracy and responsibility are promoted through pupils' active involvement in the democratically elected school council.
- The school uses the primary sports funding well to encourage pupils to develop more active lifestyles. As part of their work with the London PE and School Sport Network pupils compete in fixtures against other schools. The school works with coaches and specialist teachers from football to dance to deliver quality physical education lessons and clubs which pupils enjoy.
- The local authority knows the school well. It has provided additional support and challenge which has effectively helped the drive to improve staff's classroom skills. Examples of its positive impact can be seen in its effective guidance for governors as they appointed the new leadership team and for developing the middle leaders' role in school improvement.
- There is a real sense within the school of everyone wanting the best for all pupils. Parents are positive about the work of the school. They are kept informed of events and pupils' learning through the school website and newsletters. Almost all parents say that staff are approachable and look after the pupils well.
- Safeguarding and child protection arrangements meet statutory requirements and keep pupils safe when they are in school.
- **The governance of the school:**
 - The governing body is supportive of the school. Members are strengthening their effectiveness through training as well as appointing governors with relevant skills. They use the information the school provides to consider the impact of the school's work and the progress made by different groups of pupils. This includes disabled pupils and those with special educational needs and those from disadvantaged backgrounds. Governors know how the school's results compare with national ones.
 - Governors recognise that finding out for themselves about the school's work rather than relying on

information from the headteacher will help them to hold senior leaders to account even better. They are aware of the strengths of the school and the areas the school is working to improve.

- Governors check on the quality of teaching regularly. There is a clear understanding of the link between the quality of teaching and the outcomes for pupils in terms of salary advancement and promotion for staff.
- Governors scrutinise the school's financial position carefully to make sure that resources, particularly additional funding, are used to best effect. Although they know how the primary sport funding has been spent, they have not yet fully evaluated its impact.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite, courteous and respectful towards each other and talk and play sensibly together. Pupils listen well to instructions in lessons and complete their work to the best of their ability. They take pride in their work. They help each other and are keen to improve.
- Pupils have a good understanding of what constitutes unacceptable behaviour. Pupils talk confidently about the 'golden rules' and why they are important. However, they do acknowledge that although one rule is about keeping hands and feet to yourself this does not always happen.
- Pupils have a good understanding of what bullying is and the harm it can do. They say that although some people may squabble and fall out, incidents of bullying are very rare. Cyber-bullying is not an issue and pupils understand how to handle risks. They say they know adults will help them to sort out any problems that arise.
- Pupils show care and sensitivity towards those pupils who have additional difficulties or find behaving well a challenge. Pupils who benefit from the additional support provided in 'The Haven' or the 'Place 2 Be' readily explain how it has helped their behaviour, concentration or attitudes to work. This reflects the school's focus on ensuring everyone has the same chances to succeed, and helps to foster good relationships.

Safety

- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep themselves safe. Younger pupils can explain what information they should not share when using social media websites or playing games online.
- The premises are safe and secure. Pupils move sensibly around the building. They are quick to tell you how to walk up and down stairs safely to avoid accidents. At breaks they play together safely even though their playground is considerably reduced during the building work. Pupils of all ages are able to explain how to stay safe outside school, on roads, for example, avoiding unsafe situations.
- Attendance is above average for all groups of pupils. The school takes effective steps to ensure that pupils are punctual and attend school regularly.
- Parents' responses in the school's questionnaire and parents interviewed by inspectors confirm that their children are kept safe in school. Staff are diligent in making sure that the safeguarding policies and procedures are implemented consistently. They have taken appropriate steps to ensure the pupils are safe during the current building work.

The quality of teaching is good

- Teaching is good and it develops pupils' skills and understanding in reading, writing and mathematics well. As a result the progress pupils make overall, from their individual starting points when they join the school to when they leave in Year 6, is good.
- Improving teachers' marking and feedback to pupils has been a focus for leaders this term. As a result its quality is becoming more consistent. Comments are increasingly helpful in letting pupils know how they can correct and improve their work though this remains better in some classes and subjects than others. Pupils enjoy answering questions teachers write in their books. Writing their answers in green pen makes it fun for pupils and easy for teachers to see if pupils' understanding is developing.
- Teachers plan activities to interest and engage pupils, paying particular attention to making links between subjects. A Year 6 mathematics session on how to interpret different forms of graphs and charts was well linked to science. Pupils were shown how the graphs and charts would help them in their topic looking at

the relationship between exercise and the work of the heart and lungs.

- Teachers regularly check what pupils can do and how well they understand the ideas they are taught. Where learning is most rapid misconceptions are picked up quickly and corrected. If they already understand work, pupils move on to harder work. If they struggle, they get additional support so they are able to complete their work. However, occasionally, more able pupils spend too long completing work they have already shown they have mastered before being moved on to the next idea or given work that deepens their understanding further. As a result their learning and progress slow.
- The school uses teaching assistants to good effect in lessons to help pupils of all abilities. They support disabled pupils, those with special educational needs or those at the early stages of learning English well. They ask pupils good questions which develop their ideas or check their understanding of an aspect of their work. This helps these pupils to make progress in lessons. Occasionally, teaching assistants can be almost too helpful by stepping in too quickly to do things for pupils rather than letting them learn from doing it themselves.

The achievement of pupils is good

- Pupils make good progress across the school from their different starting points in mathematics, reading and writing. While the standards pupils reach appear to have fallen in recent years, the impact of the large proportion of pupils joining the school, often at the early stages of learning English, is significant.
- Nevertheless, the proportions of pupils making the expected levels of progress were above those seen nationally in 2013, though fewer pupils made better than the expected progress. The school's own information shows that this was reversed in 2014 with more pupils making better than the expected progress and increasing numbers reaching the higher levels in Year 6.
- The work in pupils' books, confirming the school's own information, shows that most groups of pupils, including those newly arrived at the school, are making good progress. Leaders take prompt actions to address any underachievement and ensure teachers' expectations of what pupils can achieve are high enough.
- Good progress in the Early Years Foundation Stage enables the large majority of children to achieve national expectations by the end of Reception. From their different starting points children make good progress in this key stage.
- Pupils learn the sounds letters make (phonics) quickly and can use this knowledge to blend the sounds together when faced with an unfamiliar or tricky word. Three quarters of Year 1 pupils achieved the expected standard in the national phonics screening check in 2014. This is an increase on the previous year and a higher proportion than the national one. Older pupils read with confidence and fluency.
- Disabled pupils and those with special educational needs generally make similar progress to other children. This is due to the close attention that the school places on ensuring all pupils have an equal opportunity to succeed. In class work and small group work they receive effective support and develop their skills. The adults working with them check their progress carefully to ensure the chosen level of support is effective.
- The proportion of disadvantaged pupils is high overall and makes up nearly half the number of pupils in school. The school uses its additional resources effectively. Supported pupils make similar good progress from their starting points when measured against their peers and others nationally and the gaps in the skills and understanding between them and other pupils are closing by the end of Year 6.
- The achievement of more able pupils is good. In the past, fewer pupils reached the higher levels of which they were capable. However, school information shows that in 2014 this proportion increased. Classroom activities generally challenge them, though at times they are not moved on quickly enough when they have demonstrated their understanding.
- Pupils from minority ethnic backgrounds or those who speak English as an additional language make good progress and achieve well. The school explains this is due to the positive attitudes towards learning that they show and the high expectations for their success that are shared by home and school.

The early years provision is good

- Children, including disabled pupils, those who have special educational needs or those who are at the early stages of learning English, make good progress. Leaders have successfully focused on making sure that gaps between the achievement of the lowest ability children and their peers are reducing year on year.
- The quality of teaching is good and staff have high expectations for all children. Activities both inside the

classrooms and in the outdoor area promote children's learning well in all of the different areas of learning.

- Checks of individual children's progress are carried out by all staff; this term they are even more regular to raise achievement further. Some staff are more skilled than others at using these checks to identify the next steps in children's learning and to plan for them appropriately.
- Working together, staff ensure that, in response to need, the right support and challenge are put in place so that individuals and groups of pupils make good progress. There are close and effective working relationships with a range of external agencies.
- Children are well supported and there are positive relationships between adults and children. Adults were observed promoting language very well and asking questions that encourage children to think carefully and extend their understanding.
- Children behave well. They are happy to take risks and make mistakes in their learning which demonstrates that they feel safe and confident. They get on well together and are beginning to share and take turns.
- Relationships with parents are good. They are involved in their child's learning so that they settle quickly and make good progress.
- The leader of the Early Years Foundation Stage provides good leadership and management. Improvements since the last inspection have been made to improve the effectiveness of the Early Years Foundation Stage. She understands the strengths and weaknesses of the provision and is well supported by the school's senior leadership team in developing it further.

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	100835
Local authority	Southwark
Inspection number	444305

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	158
Appropriate authority	The governing body
Chair	Veronica Quinn
Headteacher	Fay Bucknall
Date of previous school inspection	24–25 November 2010
Telephone number	020 7928 5484
Fax number	020 7401 3405
Email address	office@st-judes.southwark.sch.uk

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