

# Judith Kerr Primary School

Half Moon Lane, Herne Hill, London, SE24 9JE

**Inspection dates** 12–13 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	NA
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Senior leaders and governors have secured rapid improvements in the quality of teaching and pupils' achievement, so that they are now good.
- Good teaching has led to improved rates of pupils' progress and has raised achievement.
- The good provision in the Early Years Foundation Stage enables children to make good progress and prepares them well for Year 1.
- Gaps in achievement between disadvantaged pupils eligible for additional funding and other pupils are closing.
- Teachers and support staff use their subject knowledge well to teach children basic skills in reading, writing and mathematics.
- Pupils benefit from the opportunity to learn German alongside English from the Reception Year onwards.
- Pupils' attitudes to learning are good and they uphold the high expectations for behaviour set by staff.
- School leaders and governors make sure policies aimed at keeping children safe are implemented consistently. They have managed the challenge of doing this through a period of extensive building work.
- A well-designed curriculum, enriched by its bilingual approach, offers pupils effective opportunities to develop their spiritual, moral, social and cultural education. It prepares them well for their future lives in modern Britain.
- Governors hold school leaders to account well. They have obtained the necessary skills to make effective use of evidence when fulfilling their statutory duties.

### It is not yet an outstanding school because:

- Teachers do not always provide pupils with sufficient opportunity to improve their work after marking it.
- Pupils are occasionally asked to do work which is not hard enough to promote outstanding achievement.
- There are not enough opportunities for pupils to learn in breadth and depth in some subjects.
- Older pupils are not given broad enough information about internet safety.
- Pupils in Reception have limited opportunities to acquire basic skills for writing in the outdoor area.

## Information about this inspection

- Inspectors visited eight lessons covering a range of subjects, some jointly with the headteacher and the assistant headteacher designate.
- Meetings were held with five members of the local governing body and a representative of the CfBT Academy Trust, of which this school is a member. Discussions were also held with a number of middle leaders and a group of pupils.
- Inspectors examined safeguarding information held by the school and records related to the behaviour and safety of pupils.
- Inspectors observed pupils during play and the lunch break, and heard some of them read. A scrutiny of pupils' work was conducted with the assistant headteacher designate.
- Consideration was given to 18 responses to the staff questionnaire and 88 responses to the online survey, Parent View. The lead inspector spoke to a number of parents and carers during the inspection.
- Inspectors scrutinised the school's records related to monitoring the quality of teaching and tracking the progress of pupils. They looked at records of governors' meetings and reports resulting from external views of the work of the school.

## Inspection team

Andrew Wright, Lead inspector

Her Majesty's Inspector

Fiona Robinson

Additional Inspector

## Full report

### Information about this school

- Judith Kerr Primary School is a much smaller than average-sized primary school. It currently educates pupils in two Reception Year classes, two Year 1 classes, one Year 2 class and one Year 3 class. The school is expanding with the intention of offering two classes per year group from the Reception Year to Year 6. The school's own admission policy limits class sizes to 25 pupils. All pupils currently attend full time.
- The headteacher took up her post in September 2014. An assistant headteacher designate is currently working part time in the school and is due to take up her post formally in September 2015.
- This free school is a member of the CfBT Schools Trust. It opened in September 2013. The school has a distinctive aim of offering a bilingual education to all by providing lessons in German alongside English.
- The proportion of disadvantaged pupils eligible for additional funding is broadly average.
- The proportion of pupils from a minority ethnic heritage is well above average. A larger than average proportion of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school is involved in partnership with the Lambeth Teaching Schools Alliance.
- One pupil is currently dual-registered with Summerhouse Primary Pupil Referral Unit in Southwark, which he attends for two days per week.

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

- Improve the quality of teaching so that it is outstanding by:
  - ensuring pupils are given sufficient time to use the guidance given by teachers to improve their work, including when attempting longer pieces of writing
  - giving pupils harder work to try as soon as they are ready.
- Provide opportunities for older pupils to learn a broader range of ways to keep themselves safe while using the internet.
- Broaden the range of opportunities for all children in the Early Years Foundation Stage, especially the most able, to develop early writing skills in the outdoor area.
- Strengthen the curriculum further by ensuring that pupils' have more opportunities to learn in breadth and depth in all subjects, including computing and physical education.
- Provide middle leaders with the necessary skills to contribute fully to developing the curriculum further and checking on the impact of this.

## Inspection judgements

### The leadership and management are good

- The headteacher and assistant headteacher designate lead the school well, securing rapid improvements in achievement and the quality of teaching. They have adopted an uncompromising and rigorous approach to school improvement. They have also won the engagement of the whole school community by making expectations clear and backing this up with effective training and well-considered resources.
- Senior leaders and governors have tackled underperformance through the accurate, regular and thorough monitoring of teaching. They have made sure training to help teachers improve further has been closely matched to their individual needs. They have also taken effective action to hold teachers to account for putting this training into practice. As a result, pupils are now making good progress and achievement has improved. By taking these actions, senior leaders and governors have secured equality of opportunity for pupils.
- Middle leaders understand the priorities for improvement. They are effective in checking on the impact of their actions. For example, the early years leader has secured prompt improvements to the outdoor environment. The leader of German has helped to improve the accuracy with which the progress of pupils in this subject is tracked. Senior leaders have ensured that middle leaders support one another in their work and receive suitable training. The leadership of some aspects of the curriculum is not as well established, which is why variations in achievement across the whole range of subjects taught remain.
- Senior leaders have evaluated the school's effectiveness accurately and ensured that plans for improvement are precisely matched to the most urgent priorities. These plans define how actions are intended to raise standards. They set precise timescales for checking on progress and explain roles and responsibilities unambiguously.
- The methods used to check on the progress of pupils are effective in helping leaders identify achievement. They also enable leaders to provide prompt and effective support for pupils whose progress slows. Leaders ensure teachers act on pupil progress information to refine plans and adjust priorities.
- Senior leaders and governors make sure that additional funding available for disadvantaged pupils is spent well. Leaders make reasoned decisions to shift priorities for spending when evidence suggests this is appropriate. The school's own evidence shows that these decisions have led to rapid improvements in achievement for many of the pupils eligible for the funding.
- The primary school sport premium has been spent on specialist teaching of physical education. This has enhanced pupils' enjoyment of sport. Senior leaders are reviewing plans for future spending so that they focus more on broadening participation of pupils in a wider range of sports.
- The curriculum is well organised and provides suitable breadth and balance of coverage. The distinctive bilingual approach taken to the curriculum benefits pupils' language acquisition but also helps them to understand similarities and differences between cultures. The curriculum is not outstanding because opportunities for pupils to learn in breadth and depth are more limited in some subjects, such as computing and physical education.
- Leaders have ensured the curriculum includes opportunities for pupils to understand the principles behind fundamental British values. For example, pupils understand how the democratic process has led to the election of school councillors who have influenced some aspects of school life, such as securing changes to arrangements for school meals. This contributes well to preparing pupils for their future lives in modern Britain.
- Pupils benefit from a wide range of opportunities to learn about the lives of others and the world around them. The opportunity to learn in depth about German culture provides pupils with an international perspective which further enriches their spiritual, moral, social and cultural education.
- Arrangements which leaders have put in place to safeguard pupils meet statutory requirements. Training provided for staff and governors has resulted in a shared understanding of the school's safeguarding policies and procedures. Leaders tackle any concerns which may lead to discrimination promptly and rigorously. As a result, everyone gets along well together in a common spirit of collaboration and mutual respect.
- Parents and carers express confidence in leadership and appreciate the steps they have taken to help them understand the approaches to teaching and learning taken by the school.
- Representatives of the Academy Trust of which the school is a member provide effective challenge and support for leaders and governors. They have helped develop relationships with partner schools for the purpose of further staff development.
- **The governance of the school:**
  - Governors keep a careful eye on all aspects of the work of school leaders and hold them to account

effectively. Through carefully planned training and monthly meetings they have grown more skilled in asking the right questions to evaluate the impact of plans for improvement. Governors give much time and offer a wide range of expertise in their enthusiastic drive for further improvement. They have played a crucial role in securing the rapid improvements in teaching and pupils' achievement. Governors make sure they are visible to parents and carers during community occasions.

- Particular governors take the lead on matters for which they are accountable. As a result, they use their time effectively in aiming to ensure that their statutory responsibilities are met, including those related to safeguarding. Governors possess the necessary skills to use pupil performance data to check on the impact of the spending of additional funding. They make sure that teachers' pay is directly linked to their impact on pupils' achievement. Governors support senior leaders well when they need to tackle any underperformance and play an active part in staff recruitment.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. They uphold the high expectations which teachers successfully promote and understand why they should behave well. They get on well together and respect one another's views. However, they also feel confident enough to challenge one another in a polite but lively manner.
- Pupils show very positive attitudes to learning. Instances of low-level disruption are uncommon during lessons. Behaviour for learning is not outstanding. This is because some pupils do not always do as much work as their teachers expect unless they receive a lot of encouragement and support.
- During play and at lunchtimes, pupils play safely and cooperate well with one another, showing respect for those who look after them.
- Staff uphold the recently reviewed behaviour policy consistently. Pupils spoken to during the inspection understand the policy and consider it to be fair.
- Instances of bullying and other discriminatory behaviour are very rare, according to the school's records. There are no racist incidents recorded. Exclusions are rare but, when they have occurred, leaders have been successful in securing effective outcomes and improvements in behaviour for the pupils concerned.
- Attendance has rapidly improved since the current headteacher took up her post and is now above average.

### **Safety**

- The school's work to keep pupils safe and secure is good. Leaders have maintained security and safety at the school site through a long and extensive programme of building improvement. They check on systems for keeping everyone safe, such as fire drills, regularly and rigorously.
- Leaders make sure all the statutory checks on the suitability of those who work at the school are carried out and recorded. Other checks on safety, such as risk assessments, are carried out in a timely and thorough manner. Leaders have also ensured staff receive regular and relevant training about safeguarding matters. They have established and nurtured effective partnerships with other professionals to support pupils who may be particularly vulnerable. This includes provision for one pupil who is currently educated part of the time at an alternative setting.
- Pupils say that they feel safe and confident about where to go for help if they are worried. They also say they can decide when they need this help and when they can sort out minor disagreements between themselves. Parents generally share this confidence in the school's work to keep pupils safe.
- Pupils understand that bullying can take different forms and show that they have been well taught about other potential dangers, including those posed by using the internet. However, the range of risks covered is not broad enough for older pupils.

## **The quality of teaching** is good

- The quality of teaching has improved rapidly in the past year and is now good. Teachers are effective at helping pupils develop basic skills in English and mathematics and this is securing good achievement.
- Teachers and support staff ask effective questions which check pupils' understanding and encourage them to think more deeply about the topic being taught. They make sure pupils have opportunities to put newly acquired skills to use in order to solve problems or tackle creative tasks. This is particularly effective in helping more-able pupils make further progress. Teachers explain how to do a task in more than one way, which supports weaker learners. However, pupils are sometimes set work which they can

easily manage. This prevents them from making the most rapid progress of which they are capable.

- Pupils benefit from engaging and meaningful lessons which spark their enthusiasm and imagination. For example, pupils had the chance to see some of the nocturnal animals they had been studying and to ask their keeper the questions they had thought of.
- Teachers inspire pupils to read widely for pleasure and to acquire new knowledge. Recent staff training has improved the skills teachers use to help pupils develop their skills in phonics (the sounds that letters make). As a result, pupils are good at using this knowledge to tackle unfamiliar words. The use of both English and German text in many lessons and on many school displays helps pupils understand the way written language works.
- Recent developments in the teaching of writing have secured improvements to achievement. Teachers give pupils effective advice on how to develop their writing skills. Opportunities for pupils to write at length are more evident in recent work seen. This is helping pupils to apply skills taught and is improving pupils' progress.
- Teachers and support staff demonstrate good subject knowledge when teaching mathematics. They insist on pupils using accurate mathematical vocabulary. They provide helpful explanations of how to tackle problems and offer opportunities for pupils to explain their thinking. As a result, standards in mathematics have improved and are now good.
- The pupils who spoke to inspectors said that they enjoy lessons and find the homework they are given helpful. Parents and carers spoken to during the inspection agreed that homework is useful and appropriate.
- Speakers of English as an additional language benefit from effective explanations of technical vocabulary. As a result, they acquire new skills and knowledge as quickly as pupils whose first language is English.
- Disabled pupils and those with special educational needs make the same good progress as other pupils. This is due to accurate identification of their needs and skilful support which matches these needs well.
- Teachers provide regular, helpful guidance to pupils when marking their work. As a result, pupils know how well they are doing. However, pupils do not get enough opportunity to follow up on this guidance in subsequent lessons.

### The achievement of pupils

is good

- Children enter the Reception Year with levels of achievement which are broadly typical for their age. They make good progress so that the proportion of children securing a good level of development by the end of the Reception Year is above average and rising. The proportion of children exceeding a good level of development is also rising because of the improvements to teaching.
- In 2014, the proportion of Year 1 pupils achieving the expected standard in phonics was above the national average. All speakers of English as an additional language reached this standard. The school's own evidence indicates that this good achievement has been maintained in the current school year.
- Assessment evidence from 2014 indicates that pupils left Key Stage 1 with attainment which was in line with national averages in reading, writing and mathematics. As such, they were well prepared for beginning the next stage of their education. The proportion of pupils reaching the higher level of attainment exceeded national averages, though only marginally in writing. Evidence from the current school year indicates that pupils have continued to achieve well in Key Stage 1. Standards in writing are improving further, particularly in Year 1.
- Gaps remain between the achievement of disadvantaged pupils and others in the school and nationally, particularly in writing, but these gaps are narrowing. For example, the school's own evidence shows that most of the current Year 3 pupils eligible for additional funding have now caught up with expected levels of achievement.
- Disabled pupils and those with special educational needs make the same good progress as other pupils, given their starting points. This is due to effective identification and support, which is checked up on and adapted with increasing rigour and accuracy by school leaders.
- The most able pupils achieve well and the proportion exceeding expected levels of progress is rising as the quality of teaching improves. Their achievement is not outstanding because their progress is sometimes restricted by work being set which is not challenging enough for them.
- Although there are some variations between year groups and subjects, speakers of English as an additional language achieve as well as other pupils in the school overall.

**The early years provision**

is good

- Staff provide engaging and effective activities and experiences for children. This allows them to make good progress in acquiring basic skills and knowledge in reading, writing, mathematics and the wider curriculum. For example, the minibeasts project in progress during the inspection was intriguing and inspiring children to learn more about the world around them.
- Children are well supervised and kept safe but are also taught successfully about how to care for one another. They get along well together and behave respectfully towards staff and visitors.
- Teachers and support staff check on the progress of children regularly and use assessment information well to plan future lessons. For example, books for longer pieces of writing are introduced as soon as teachers decide children are ready for them. As a result, pupils make good progress and standards are rising. Pupils are, therefore, well prepared for moving to Year 1.
- Parents and carers value the information and support provided to help them continue the process of learning with their children at home. For example, one parent or carer particularly appreciated the internet links provided by the school to songs in German which her child had recently been learning.
- The outdoor area has recently been improved to include a broader range of challenges and guidance to help children develop their skills. This is despite the restrictions due to building work evident at the time of the inspection. However, opportunities for children to improve all of the skills associated with learning to write are not extensive enough in the outdoor area.
- Leadership in the Early Years Foundation Stage is good. The setting leader makes sure staff receive appropriate training, and checks on its impact. She has secured rapid improvements, having identified areas for development through thorough and careful monitoring.

## 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

<b>Unique reference number</b>	139907
<b>Local authority</b>	Southwark
<b>Inspection number</b>	450240

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	136
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Johnson
<b>Headteacher</b>	Claire Eskelson
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	02077386481
<b>Email address</b>	headteacher@jkps-cfbt.org

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