

# Immanuel and St Andrew C of E Primary School

Northanger Road, Streatham, London, SW16 5SL

## Inspection dates

30 June–1 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The headteacher, leaders and governors share a common vision for the school that underpins everything they do. This has led to a culture of continual improvement.
- The headteacher and deputy headteacher have extremely high expectations of all staff and pupils. They have not allowed anything to distract them from improving the quality of teaching and learning within the school. They offer high levels of personal support and encouragement to allow others to excel.
- Governors hold school leaders strongly to account for achieving the aspirational targets that have been set. They visit the school regularly and make detailed checks on the progress all pupils are making. They review and evaluate the work of leaders regularly to ensure that the school is always improving.
- The early years provision is outstanding. Children benefit from high-quality teaching. They enjoy and learn from carefully planned activities delivered within a creative learning environment. They are prepared well for Year 1.
- Teaching is outstanding overall. Teachers use detailed assessment information to plan learning activities that challenge all pupils to make at least good progress from their starting points. They give high-quality advice and feedback to help pupils understand how to improve further. Pupils say they enjoy learning because it is fun.
- Pupils make outstanding progress. Test results for reading, writing and mathematics in Key Stage 1 and 2 have improved year on year and are above the national average.
- Behaviour is outstanding. Pupils demonstrate exemplary attitudes towards their learning. Their attendance is well above average.
- Safety is outstanding. The systems for safeguarding are robust and checked regularly by governors. Staff know what to do if they have any concerns and receive regular training in how to support more vulnerable pupils.
- Disadvantaged pupils, disabled pupils and those with special educational needs are supported with effective interventions. Any gaps between their achievement and that of their peers are closed quickly.

## Information about this inspection

- Inspectors observed a wide range of learning activities across all key stages and subjects. These included longer visits to lessons and shorter visits to multiple lessons as part of a learning walk. They were joined by members of the school's leadership team for some of these. Pupils' books from different year groups and subjects were scrutinised.
- Discussions were held with the headteacher, senior leaders and groups of middle leaders. Inspectors met with the Chair of the Governing Body, the vice chair and five other members. A meeting was also held with a representative of the local authority. Inspectors met with several groups of pupils, heard pupils read and spoke to many informally throughout the inspection.
- Inspectors took account of 70 parental views expressed through the Parent View survey. They considered comments from parents and carers sent directly to the inspection service provider and to Ofsted. Inspectors also spoke to a number of parents at the start and end of the day and considered the responses from the school's own annual parental survey.
- Inspectors reviewed the 47 staff questionnaires returned during the inspection.
- The inspection team scrutinised information about achievement and the assessment of learning. They examined any records relating to behaviour and attendance, and looked at documents used by leaders to monitor and evaluate the school's work.
- A review of safeguarding records and procedures was carried out.

## Inspection team

Lesley Cox, Lead inspector

Her Majesty's Inspector

Gill Walley

Additional Inspector

Lady Kanwaljit Singh

Additional Inspector

## Full report

### Information about this school

- The school is a larger than the average size primary school. It is situated in a multicultural area of south London and is part of the Diocese of Southwark.
- The school has grown rapidly in size since its last inspection and now has a two-form entry in all year groups except for the current Year 6.
- Pupils come from a wide range of minority ethnic backgrounds. The biggest groups are White British, Other White, Black Caribbean and Black African. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of disabled students and those with special educational needs is just above average.
- The proportion of disadvantaged pupils who are known to be eligible for the pupil premium, which is additional government funding provided for pupils eligible for free school meals and looked after children, is in line with the national average.
- Children within the early years provision attend for either part-time or full-time placements in the nursery.
- The school meets the government's current floor standards, which set the minimum levels expected for pupils' attainment and progress.
- The quality of the school's religious curriculum was last inspected under Section 48 in January 2015.
- Pupils rarely attend off-site alternative education provision. When appropriate to do so they attend the Kennington Park Academy Parallel Learning Trust.
- Daily breakfast and after-school clubs are provided by the school.

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

- Ensure that all pupils benefit from more teaching that is consistently outstanding by sharing existing expertise more widely within the school and the broader educational community.

## Inspection judgements

### The leadership and management are outstanding

- The school is well led by the inspirational headteacher and dedicated senior leadership team. They have ensured that systems for recording, reviewing and evaluating a wide range of information are highly effective. They know when improvements need to be made and act quickly to make necessary changes. As a result, the school has continued to improve since it was last inspected.
- The headteacher and deputy headteacher are generous in the time they give to support colleagues. They make sure that their own high expectations are adopted by everyone within the school. They also share their outstanding practice by coaching newly appointed leaders from other schools.
- All leaders and governors are determined that pupils are prepared extremely well for life in modern Britain when they leave the school. Pupils are taught how to consider opposing views to reach a balanced opinion of their own. They benefit from reflective and thought-provoking activities as part of a comprehensive spiritual, moral, social and cultural curriculum. This includes an extensive programme of visits and talks from representatives from different faiths, arts and cultures. The school's values of character, community and spirituality are constantly reinforced.
- The curriculum is broad and balanced. It covers all the required areas of learning and provides an extensive range of extra-curricular activities that meet the needs and interests of all pupils. For example, the most-able pupils can choose to study Latin to enhance their understanding of language.
- Leaders have used the additional primary sports funding very effectively. It has been used to provide weekly swimming lessons for every pupil for 10 weeks, increase the number of sport competitions the school enters pupils for and provide expert sports coaching for staff. The school is tracking the impact of the funding very carefully to make sure that pupils are making better progress and the quality of physical education (PE) teaching is improving.
- Middle leaders and the leader of the early years provision receive effective support to enable them to fulfil their roles and responsibilities very well. They have a thorough understanding of the school's improvement priorities and check that teaching and learning outcomes are always improving.
- Leaders and governors have ensured that no teaching is less than consistently good and much is outstanding. They use effective systems for monitoring the quality of teaching and moderate their own judgements through the use of external reviews. High-quality training, mentoring and coaching allow new teachers to reach the high standards expected quickly.
- There are effective performance management systems within the school. Teachers only progress through the salary scales when their pupils have met their progress targets. Any concerns are addressed immediately and appropriate support provided.
- Nearly all staff, parents and pupils are extremely positive about the quality of leadership at the school. A very small number of parents express concern about how the school has addressed the individual needs of their children. The school has effective systems for dealing with complaints, but leaders and governors are not complacent. They are seeking further ways to communicate effectively with parents to reassure them that the needs of all pupils are fully supported.
- Leaders and governors are committed to ensuring that there is equality of opportunity for all pupils. They monitor the performance of disadvantaged pupils, disabled pupils and those with special educational needs extremely closely and evaluate carefully the impact of pupil premium funding. They check that interventions are effective in closing any achievement gaps and closely monitor any evidence of discrimination or bullying. For example, they are reviewing how the school can raise awareness about homophobia and transgender issues and are planning further training for staff next year.
- There are robust systems for monitoring the attendance, behaviour and achievement of any pupil who attends alternative provision off site.
- All safeguarding systems meet statutory requirements.
- Leaders and governors maintain strong links with the local authority. They have used support from local authority advisors to help confirm their judgements about the quality of teaching and learning. Governors, leaders and teachers have also attended training provided by the local authority to improve their practice.
- **The governance of the school:**
  - The governing body is highly effective. Governors provide strong support and challenge to school leaders. They are constantly looking for ways to improve the school and will not accept standards that are less than outstanding. They manage finances well and know how much difference any additional funding is making. For example, they check that interventions are improving the outcomes of disadvantaged pupils, disabled pupils and those who have special educational needs. Governors make regular visits and attend professional training to help them evaluate the quality of teaching and

learning, safeguarding and support for more vulnerable pupils. They have an accurate understanding of assessment information and monitor this closely. They commission external consultants to check that the evaluations made by school leaders are correct. They ensure that staff salary progression is dependent on performance management targets being achieved. Governors work together as a cohesive team to ensure that the school benefits everyone within the local community.

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

**are outstanding**

### **Behaviour**

- The behaviour of pupils is outstanding. All pupils, including those within the early years provision, demonstrate excellent attitudes towards their learning. They are attentive and actively engaged in lessons because they are well supported and challenged to think for themselves. Consequently, disruption to learning and any incidents of challenging behaviour are very rare.
- Pupils emulate the considerate and caring values adopted throughout the school. They treat each other and their surroundings with respect. Any minor concerns are addressed as soon as possible so they do not develop into more serious issues. This includes a zero tolerance towards incidents of prejudicial language. Detailed monitoring and review of any incidents, together with a high emphasis on rewarding good behaviour, mean the school is a happy and inspirational place to be. Pupils therefore attend extremely regularly compared to their peers nationally.
- No pupils have been excluded for a number of years. When pupils need additional support, the school works closely with other professionals and the local authority to provide it. This includes providing high-quality alternative provision and monitoring this carefully to ensure pupils attend and behave appropriately.
- Pupils, parents and staff are extremely positive about the standards of behaviour at the school.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Staff work effectively with a large number of agencies and professionals to keep more vulnerable pupils safe. Leaders responsible for supporting these pupils have received appropriate training and ensure that all adults know what to do if they have any concerns. Staff have also received training on how to keep pupils safe from extremist views.
- There are effective recruitment procedures in place. All the required checks are made and carefully recorded. Arrangements for recruiting and checking new staff are regularly monitored by governors.
- The school ensures that pupils know how to keep themselves safe both inside and outside of school. They are able to recognise bullying and know what to do if they have any concerns. They know how to keep themselves safe when using the internet and when travelling to and from school. Pupils say they feel very safe at the school because they trust adults to support them if they have a concern. This view is supported by parents and the evidence recorded in logs and monitoring records.
- Arrangements for trips and visits undergo a thorough risk assessment before being approved by leaders and governors.
- School buildings and outdoor spaces are well maintained. Boundaries are secure and there are effective systems for entering and leaving the site.

## **The quality of teaching**

**is outstanding**

- All teaching over time, including in the early years provision, is consistently good with much that is outstanding. As a result, pupils make rapid progress from their different starting points. School leaders continue to drive further improvements in the quality of teaching.
- Pupils understand challenging reading, writing and mathematical concepts because teachers provide them with lots of opportunities to practise and extend their skills and knowledge. They are encouraged to explore and experiment with different methods, take risks and ultimately reach solutions for themselves.
- All teachers plan activities to develop high-level communication skills. Pupils are able to explain about what they have learnt and how they can put their knowledge to good use. They demonstrate these skills across all subjects and activities.
- Learning activities are planned to take account of the needs of all pupils. Teachers track pupils' progress

carefully and any gaps in understanding are quickly addressed. This allows nearly everyone, including those who are disadvantaged, to achieve very well.

- Disabled pupils and those with special educational needs are well supported in lessons through appropriate interventions and effective support. Most make at least good progress. If progress slows, further interventions are planned quickly to help them reach their individual social, emotional and learning targets.
- Teachers set aspirational targets for all pupils, including the most able, to work towards. They provide high-quality marking and feedback. Pupils therefore know what they need to do to improve further.
- Teachers have high expectations of all pupils. Pupils are encouraged to take responsibility for their own learning behaviour. Consequently, any low-level disruption is extremely rare.
- Pupils and their parents consider the quality of teaching at the school to be highly effective. Inspectors agree.

### The achievement of pupils

is outstanding

- Achievement is outstanding because nearly all pupils make rapid progress from their starting points across all year groups, subjects and classes. This includes pupils from different ethnic backgrounds and those who are most able. Achievement standards overall have continually improved since the school was last inspected.
- Disabled pupils and those with special educational needs make very good progress towards individual targets.
- Children in the early years provision make consistently good or better progress from starting points which are just below the national average when they arrive. The proportion of children achieving a good level of development has improved again this year and was above the national average in 2014.
- The proportion of Year 1 pupils reaching the expected standard in phonics, which is the sounds that letters make, is also above average. Nearly all pupils in Year 2, including those who are disadvantaged, have attained above average standards in reading, writing and mathematics. Significantly more pupils will achieve the higher levels of attainment this year compared to comparable results from other schools.
- By the end of Key Stage 2, most pupils will have achieved at least the expected standards in reading, writing and mathematics this year. The most-able pupils are on track to achieve higher standards that are in line with their starting points. The proportion of pupils achieving the higher levels of attainment is predicted to exceed the validated national averages in all subjects.
- All pupils make the expected rate of progress in reading, writing and mathematics by the end of Key Stage 2. A higher proportion than nationally make accelerated progress. Pupils make equally impressive progress in the other subjects they study. Taken overall their achievement is outstanding.
- In 2014, Key Stage 2 pupils supported by the pupil premium funding were ahead of their peers in school in reading and mathematics by about one term. They were nearly one year ahead of all other pupils nationally in both these subjects. In writing, they were behind their peers in school by just over one term and were half a term behind other pupils nationally. This year, gaps within school have narrowed or have completely disappeared. The school's tracking information shows disadvantaged pupils will achieve as well as or better than did other Year 6 pupils nationally in mathematics, reading and writing in 2014.

### The early years provision

is outstanding

- Leaders and governors have ensured that the leadership and management of the provision are outstanding. This has included providing time for the early years leader to monitor and support teachers and other adults to improve their practice. As a result, standards have continued to improve and any gaps between the performance of different groups and in different areas of learning have closed rapidly.
- All adults provide challenge through the use of effective questioning that encourages children to problem-solve and experiment for themselves. Children are therefore interested in their learning and discover things they did not know before.
- Children in the early years provision benefit from a highly engaging, creative curriculum. Teachers make effective use of the excellent resources and safe outdoor learning areas. They support children to develop good social skills that help them to behave very well. This ensures that they start Year 1 ready to learn.

## 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>	100633
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	448194

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>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	371
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hugh Dale
<b>Headteacher</b>	James Robinson
<b>Date of previous school inspection</b>	21–22 September 2009
<b>Telephone number</b>	020 8679 5005
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