

Julian's School

16 Wolfington Road, West Norwood, London SE27 0JF

Inspection dates

14–23 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Senior leaders have worked very effectively with governors to manage the significant changes and expansion of the school while maintaining high standards in reading, writing and mathematics.
- Middle leaders take increasing responsibility for supporting their teams in improving the quality of teaching and learning. They have good plans in place, but have not yet secured consistently high challenge across all classes and subjects.
- Pupils make good progress in reading, writing and mathematics. The proportion meeting the expected standard by the end of Year 6 is well above average, and the gap is narrowing considerably between disadvantaged and other pupils as they progress through the school.
- A strong programme of professional development is provided for teachers who are new to the school. This ensures that these teachers are well prepared for managing effective learning for pupils.
- Attendance is in line with the national average, and persistent absence among a very small number of pupils who have special educational needs (SEN) and/or disabilities is reducing, due to effective early help and intervention.
- Provision for pupils' personal development and welfare is outstanding. Pupils show highly positive attitudes to work and very good spiritual and cultural understanding.
- The school provides a broad and rich curriculum experience for all pupils. Planning for English and mathematics is thorough and ensures that pupils achieve well. Provision for the skills and knowledge pupils need in order to deepen their understanding across other subjects is inconsistent.
- The quality of teaching and learning is good overall, with many strengths. There are, nonetheless, inconsistencies across classes, and some teaching does not provide sufficient challenge for the most able pupils. This leads to inconsistency in the progress and achievement of able pupils between classes and across subjects.
- Pupils who have SEN and/or disabilities are very well supported and make very good progress against their starting points and against the targets and action plans developed for them.
- Pupils write well in English but the quality of handwriting and presentation is inconsistent across classes and subjects.
- Provision for children in the early years is good. Children achieve well and make good progress. Those who have learning difficulties are identified early, and good support is provided to overcome any gaps in their learning.

Full report

What does the school need to do to improve further?

- Improve the consistency of teaching and learning to ensure that the most able pupils are always provided with sufficient challenge across all classes and subjects.
- Ensure that middle leaders manage and support their teams to embed consistent challenge and high expectations of the quality of handwriting and presentation across subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher and heads of school work very effectively as a team to lead a coordinated approach to school improvement. This has been successful in securing high standards in reading, writing and mathematics by the end of key stage 2 through a period of rapid growth and transformation across two school sites. The school is still expanding, and senior leaders are working effectively with governors to manage this growth and to increase leadership capacity across the school. Together, they have been successful in establishing an inclusive learning environment where every pupil is valued, and where all staff are supported.
- Middle leaders work together with enthusiasm to support their teams in strengthening teaching and learning. Several are new to their roles, but have good support from colleagues and senior leaders. Rapid growth has led to greater responsibility for middle leaders, who monitor provision across both school sites. Some recognise that there is more to do to ensure that most-able pupils are consistently challenged across all subjects. They have clear action plans to tackle variation within their teams, but consistency in teaching and learning still needs embedding. Leaders use assessment well to identify those pupils who have SEN and/or disabilities. They use this information effectively to plan interventions and to provide additional support in classes where progress is not as strong. This is effective in ensuring that pupils get the support they need and that they make very good progress against their targets.
- Additional funding to support disadvantaged pupils is managed well. A broad range of carefully managed interventions ensures that pupils make accelerated progress, and that gaps in learning are tackled step by step through all year groups. Although there are differences between disadvantaged and other pupils by the end of Reception, disadvantaged pupils achieve as well as other pupils by the end of key stage 2.
- Senior leaders analyse information about pupils' progress and monitor teaching and learning across the school. They have an accurate knowledge of the strengths and areas needing further development. They successfully provide the additional support needed in classes where pupils are not making the required gains. Where support is targeted, assessment shows that pupils make strong progress and make up lost ground.
- Systems to manage the performance of teachers are rigorous. Appraisal is used well. Senior staff draw a good range of information together from direct observations and discussions on pupils' progress, to identify targets and support. Professional development and support for staff are strong. The school leads on professional development for newly qualified teachers across a broader partnership of schools. This programme is highly valued. There are good opportunities for teachers to gain from the effective local partnerships established with other schools.
- The school has recently restructured the management of provision for pupils who have SEN and/or disabilities to provide operational leadership of SEN and/or disabilities on each school site. Leaders work well to manage provision, engaging parents and ensuring that systems for recording review meetings with parents are mostly consistent

across school sites. External support for those pupils needing specialist help is effective. Leaders work with teachers to ensure that planning takes account of the particular needs and targets of individual pupils. Very good support ensures that adults are well briefed and effective in ensuring that their pupils make very good progress.

- The curriculum is well planned and developed. A good programme of visits to museums and galleries is used to enrich learning. For example, visits to the Ragged School provide pupils with a good practical understanding of life and work in Victorian Britain and stimulate their interest and learning. Specialists enhance the curriculum, for example in music, where all pupils benefit from a broad range of music activity and learn to play musical instruments.
- Planning in English and mathematics is thorough. While the wider curriculum has breadth, progression in the skills and knowledge pupils need to deepen their understanding across the curriculum is inconsistent across subjects. The recently appointed curriculum leader is successfully tackling this with improvements introduced in the science curriculum. Similar work is being introduced to strengthen progression in other subjects, but this has yet to be embedded. The promotion of health, safety, respect and tolerance, is central to all curriculum themes.
- Leaders use additional funding for promoting sport well. For example, sports coaches, funded through additional grants, work alongside class teachers to improve teachers' subject knowledge of sport and physical education. Over time, teachers become more confident in teaching new skills and techniques with their classes.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are encouraged to learn about cultural and religious diversity in the community. They are prepared well for life in modern Britain. From early in the Nursery, pupils learn to cooperate and to care about each other. High expectations are set for the way in which children and pupils work with each other and take responsibility.

Governance of the school

- Governance is effective. Governors play a full part in supporting the school and in setting the vision for the school's plans for the future. They keep themselves well informed and are rigorous in their challenge to school leaders. They are very involved in monitoring the progress made by the school, and in challenging ideas and decisions made by leaders. This ensures that the implications of decisions about pupils' learning and progress are carefully considered.
- Governors take their roles and responsibilities seriously. They carry out a range of checks when recruiting new staff. They regularly make sure that all safeguarding procedures are up to date and that both sites are safe and secure. Governors check that additional funding to support disadvantaged pupils is used well. They actively engage in strengthening links with parents and fulfil their statutory responsibilities diligently.

Safeguarding

- The arrangements for safeguarding are effective. All staff are aware of the need to keep children safe. They are vigilant in keeping a watchful eye on pupils for any signs

of upset or worry. Leaders ensure that staff are well trained and informed on all aspects of safeguarding. Early signs of harm, abuse or domestic violence are, consequently, picked up and referred quickly. When concerns arise, leaders work diligently with external services to ensure that action to protect children is swift. Safety is at the core of the school's values. Thorough procedures are in place to keep the school sites safe and make sure that pupils know how to keep themselves safe.

- Pupils know how to work safely on the computer. They are taught how to work online safely and what to do if they feel bullied or harassed. Teachers openly discuss safety issues with pupils. Pupils talked very positively about the school and said that staff help them feel safe and valued. The sites are well supervised and managed, and there are clear rules for moving around safely.

Quality of teaching, learning and assessment

Good

- The quality of teaching and learning is good and enables pupils to make good progress. Some teaching is highly effective, with learning being highly focused and with teachers providing work that is well matched to the needs of all pupils and provides that extra bit of challenge. Teachers ensure that the least able, and those who have SEN and/or disabilities, are effectively supported by adults who know what is expected of them and who have the skills to adapt the work to meet their individual needs. However, not all teaching takes account of the knowledge and skills pupils have already learned. In some cases, teachers plan work that is not sufficiently challenging for the most able and covers ideas that some pupils know already.
- Teachers plan lessons that have clear progression and variety. Some adapt the activities well to challenge the most able pupils and maintain a swift pace to learning, checking pupils' progress along the way. In some classes, however, teachers do not consistently check the understanding of pupils who are passive or less confident.
- Teachers maintain very positive relationships with pupils and work successfully to maintain an atmosphere that promotes the school's values. Classrooms are welcoming and well organised. Additional adults working in classrooms are very effective in the way they engage with pupils. They break down tasks step by step and provide detailed support.
- Phonics is taught well. Pupils develop a good phonic knowledge through the early years and key stage 1. They apply this knowledge well in reading accurately and writing with confidence. Under the direction of teachers, other adults and teaching assistants work well and support pupils in using and applying their phonic knowledge. Adults provide carefully structured intervention programmes for pupils who are falling behind.
- Teachers show enthusiasm and provide good feedback to pupils to help guide them in improving their work. Work done by pupils over time shows a positive response to teachers' guidance and support. Pupils try to implement the changes and improvements suggested to them. However, expectations set by teachers for the quality of presentation and handwriting are inconsistent across classes. This lack of consistency in the way in which teachers reinforce handwriting and presentation is recognised as an area for further work by middle leaders.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils have very positive attitudes to learning. They listen very well to adults and respect each other's contributions in lessons.
- Pupils show very positive attitudes to work and take pride in their school. They look after each other in the playground and willingly take responsibility when opportunities arise. Pupils develop confidence, ask questions and quickly learn to be responsible. They know the importance of looking after their environment.
- Pupils have excellent spiritual and cultural understanding. They learn about other cultures through the many experiences and visits, which are embedded in the curriculum. They understand the importance of taking care of each other and of those who may feel excluded or isolated. Pupils know the difference between right and wrong, and confidently talk about and discuss issues that concern them. They willingly take responsibility and work well together. Pupils spoke very positively about the support and guidance they receive from adults.

Behaviour

- The behaviour of pupils is very good. In lessons, they listen and respond very well to the adults working with them. They are enthusiastic and know and abide by the rules of the classroom. Younger pupils play together well, learn to share and very quickly follow the example set by older pupils. The strong focus for pupils to 'stay on green' and meet the high expectations for their behaviour is consistent across all lessons. Classrooms promote high standards of behaviour. Teachers emphasise high expectations, and pupils respond very well. Pupils come into classrooms ready to learn and behave very well towards each other.
- Pupils have very positive relationships with each other and their teachers. They are eager to please their teachers and do not want to let them down. The school is a calm and orderly community. In breaks and lunchtimes, pupils take care of each other. Where there have been lapses in the high standards of behaviour in the past, the school has implemented effective action, and such incidences have reduced significantly. Parents and staff appreciate the very positive expectations set by leaders in promoting a caring and safe environment where pupils behave very well.
- Attendance is in line with national averages. Persistent absence has been high among a very small group of pupils who have SEN and/or disabilities, but this has reduced due to the effective management of attendance and early intervention. Daily attendance is monitored well, and parents are contacted swiftly when their children are absent. The very strong links with parents and the community help contribute to the positive relationships between home and school. This helps to improve and maintain regular attendance and punctuality.

Outcomes for pupils

Good

- The proportion of pupils achieving a good level of development at the end of the early years is slightly above average. By the end of Year 2, the proportions achieving the expected standard in reading, writing and mathematics are above the national average, and a good proportion exceed expectations and achieve greater depth, particularly in reading. Progress through key stage 2 is inconsistent. It is very strong for those pupils who have SEN and/or disabilities. It is good for disadvantaged pupils, and very good where pupils have access to carefully planned interventions and well-structured support from additional adults. The progress made by most-able pupils is inconsistent between classes and subjects. In some cases, pupils are challenged, develop their reasoning and achieve very well. However, in some subjects and in some classes, the most able pupils could do more, and do not always make the strong progress of which they are capable.
- Assessments throughout the school show that progress is occasionally inconsistent between classes, but when gaps in learning are identified leaders' support and intervention help strengthen progress to get pupils back on track.
- In 2017, pupils at the end of key stage 2 achieved well above the national average in reading, writing and mathematics. The proportion achieving greater depth was above average. The proportion of pupils achieving the expected standard in the Year 1 phonics screening check was above average. Pupils develop good phonic knowledge through the early years and in Year 1. They begin to use their knowledge of phonics to write words, shopping lists and captions for their pictures. In 2017, national assessments for pupils in key stage 1 were above average, and a significant number of pupils achieved at greater depth, particularly in reading.
- Pupils make good progress in science, art, physical education and the wider curriculum. However, the level of challenge in some subjects does not provide the most able with the challenge they need. Although pupils write well in English, the quality of handwriting and presentation is inconsistent across classes and subjects. Although some work is very well written and presented, this is variable across the school and is identified by middle leaders as a point for further action.

Early years provision

Good

- Children entering the Nursery this year have skills and understanding that are broadly at the levels expected for their age. For those entering Reception this year, attainment is below expectations overall, but a number show advanced skills and knowledge. Teachers recognise that the breadth of achievement and skills among children is changing, and they are adapting their teaching and the curriculum to provide greater challenge for an increasing number of able children. They diagnose children who have learning difficulties or those with significant gaps in knowledge very quickly. Appropriate additional early support is provided, and this helps to fill some of the gaps. Progress over time is good, and pupils learn how to play together, to question and to apply their knowledge of phonics into their writing.
- Children make good progress through the Nursery. They are joined at the beginning of the Reception Year with many children from other nurseries. Good progress continues

through the Reception Year. The proportion of children achieving a good level of development is slightly above that seen nationally by the end of Reception, although there are differences between the achievement of disadvantaged and other children.

- Children are well prepared for entry into Year 1. They have successfully learned the routines of the school and are increasingly able to work on their own. Stimulating classroom environments provide a range of enriching learning experiences, which capture children's interest. The outdoor learning environment provides a range of learning opportunities for children to explore and play together. Outdoor provision is different between the two school sites, due to the nature of the buildings, but staff work hard to plan for equality of provision.
- Teaching and learning in the early years are good. Teachers provide a wide range of activities that encourage children to use and practise their English, by talking together and writing notes, shopping lists and jotting down ideas. Early years educators work well as part of the early years team, supporting children and encouraging them to explore their ideas.
- The early years is well led and managed. Changes in early years leadership have been supported well by the senior team. A good structure for checking children's progress has been introduced, and the leader works well with Reception teachers to monitor children's progress carefully and to identify children at risk of falling behind. This is not yet established in the Nursery, but leaders recognise that this is a priority.
- Children behave well and respond positively to the enthusiasm and support provided by adults. Most children are calm and sensible in the classroom and outdoor play areas. They are kept safe, and they feel safe.

School details

Unique reference number	100602
Local authority	Lambeth
Inspection number	10023765

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	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	881
Appropriate authority	The governing body
Chair	Kate Edwards
Executive headteacher	Alison Møller
Telephone number	0208 761 1894
Website	www.juliansprimary.org.uk
Email address	admin@juliansprimary.org.uk
Date of previous inspection	17–18 April 2013

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is much larger than average, and is located on two sites, a short walking distance apart. The school roll is still rising, and has not yet reached capacity.
- The proportion of pupils eligible for free school meals is broadly average. The proportion identified as having SEN and/or disabilities is above average. The proportion of pupils learning English as an additional language is broadly average.
- The school meets the current government floor standards at key stage 2.
- The school has a Nursery class on one site. Most children in the Nursery progress into Reception classes across both sites.
- The school is part of a local partnership between a collaboration of schools in South Lambeth.

Information about this inspection

- The inspection was in two parts. Following a short inspection under Section 8 of the Education Act 2005, a full inspection took place the following week to provide a Section 5 inspection.
- Inspectors observed learning in all year groups across both school sites. Observations were undertaken with senior members of the school. Inspectors met with members of the governing body and a representative of the local authority.
- Meetings were held with pupils to discuss learning and their views on the school.
- Discussions took place with leaders regarding their roles and the impact of their work.
- Inspectors heard pupils read, and they spoke with pupils in the playground, in lessons and as they moved around the school building.
- Inspectors examined a range of school documents, including information on pupils' progress across the school. They looked at improvement plans, curriculum plans and reviews on the quality of teaching. They also examined school records relating to safety and behaviour.
- Inspectors scrutinised books to see what progress pupils make across a range of subjects.
- Inspectors took account of the 186 responses to Ofsted's online questionnaire, Parent View, and incidental discussions with parents captured during the inspection.

Inspection team

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