

Inspection of St Mark's Church of England Primary School

Harleyford Road, Kennington, London SE11 5SL

Inspection dates: 10–11 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this school?

Pupils know that staff care for them and want them to succeed. They enjoy their lessons and enjoy learning. If they get stuck, their teachers help them.

Pupils behave well throughout the day. They are friendly, polite and kind. They make a strong effort to welcome and befriend pupils who join the school during the year.

Pupils feel safe at school. They learn about risks and how to keep themselves safe. Pupils know about different types of bullying. They say that bullying is rare. If it occurs, staff respond. They told us that if they feel down, adults notice, talk to them and help them cheer up.

Pupils spoke enthusiastically about the opportunities provided to broaden their experiences. They go on many educational trips to learn new things. Pupils are given opportunities to help with the day-to-day running of the school. They say that there are many clubs, enough to meet everyone's interests.

Pupils develop a strong sense of responsibility for the community. For instance, they researched the levels of pollution in the school's locality. They reported their findings to the local authority. They also encouraged motorists to turn their engines off outside the school and not leave them idling.

What does the school do well and what does it need to do better?

Leaders have high ambitions. They want pupils to achieve well across the curriculum. They have worked on improving the planning of work in most subjects. Teachers know what to teach pupils and in which order ideas should be taught.

From the start, well-trained teachers ensure that younger pupils learn phonics systematically. Teachers check pupils' reading progress often. They give extra support to those pupils who fall behind. This helps them catch-up.

Pupils generally read with accuracy and fluency. On the odd occasion, some of the words in the books used in class are not quite matched correctly to the sounds they are learning. Leaders are aware of this. They have ordered new texts that better support pupils' learning in phonics.

Pupils enjoy listening to adults read aloud to them. They read books for pleasure. Reading helps them learn new vocabulary and gain lots of knowledge.

Pupils do well in mathematics. Teachers have clear guidance and plan well. Lessons help pupils build knowledge and practise applying their skills.

In most other subjects, leaders train teachers effectively and give them clear guidance on what to teach. This leads to pupils building knowledge and

remembering what they learn. For example, in history, pupils told us about what they learned last year. They shared some key facts about the Romans, how they behaved and how their life was different to ours.

New leaders for science and music have recently joined the school. They have identified that they need to review the plans and guidance for these subjects. This is because current planning and teacher expertise is not as strong as it could be.

Leaders and teachers have a good understanding of the needs of pupils with special educational needs and/or disabilities (SEND). They adjust teaching well to meet the personal, therapeutic and academic goals of pupils with SEND.

Leaders have improved the early years provision. Teachers understand how children learn. They plan a good range of activities, suitable to children's needs. They pay much attention to developing children's early reading and mathematical skills.

Early years children enjoy the plentiful indoor and outdoor activities available. They concentrate for long periods. They feel happy, safe and secure. Leaders work with parents, involving them in their children's learning. They also offer parents workshops, such as on how to read to their children.

Pupils are generally eager to learn. They have positive attitudes to all aspects of school life. They are keen to take part in all that the school has to offer. Pupils are rarely distracted in lessons. When necessary, teachers remind pupils of the need to behave and learning continues.

Lots of well-planned experiences support pupils' personal and social development. Pupils learn about and respect all people, no matter their faith, race or lifestyle. Pupils embrace the school's shared values and motto of 'Unique and valued by God'.

Staff, pupils and parents are positive about the school. They describe it as 'a community more than a school'. Staff are fully committed to the school's aims. They say that leaders support them well and make sure that they have a good work/life balance.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the children and their families well. They are aware of the safeguarding and welfare issues in the local community. They are vigilant and look out for any signs suggesting a pupil might be at risk. They swiftly report their concerns.

The safeguarding leaders work closely with various external agencies. They make sure that pupils and their families receive the help that they need.

Leaders organise workshops for pupils and parents. External experts deliver these sessions. They support pupils and parents to understand different risks and how to

keep safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is delivered effectively, overall. This is particularly the case where leaders have planned learning that helps pupils progress well. They give clear guidance to teachers of what to teach and when. There are a few remaining instances, such as in science and modern foreign languages, where leaders have not reviewed their plans. They are yet to check that teachers have specialist subject knowledge. Leaders should ensure that in all subjects the components of knowledge that pupils need to succeed in their learning are planned sequentially.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100619
Local authority	Lambeth
Inspection number	10088893
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	Stephen Coulson
Headteacher	Sola Ingram
Website	www.stmarkscofeprimarylambeth.co.uk/
Date of previous inspection	3–4 December 2015

Information about this school

- Since the last inspection, the school withdrew from its soft federation with Archbishop Tenison’s School. Governors appointed the then head of school as substantive headteacher.
- The school extended its age range to take in three-year-olds. It opened a full time Nursery in September 2017.
- The school is a voluntary aided Church of England faith school. Its last Section 48 denominational inspection was in March 2019 and was judged as good.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, deputy headteacher, assistant headteacher, the special educational needs coordinator as well as subject leaders. The lead inspector spoke to a representative of the local authority. He met with the chair of the governing body, as well as three other governors.
- We considered, in depth, the curriculum areas of reading, mathematics, history and art. Activities included discussions with leaders about how they plan the

curriculum to ensure that pupils systematically learn and remember more; the guidance they give to teachers; and how they ensure that teachers gain strong subject knowledge. We also visited lessons, spoke with groups of pupils in those classes about their learning, and scrutinised pupils' work. We had discussions with the teachers of the classes that we visited.

- We checked the school's policies and records and spoke with the designated safeguarding leader, the headteacher, governors, pupils, staff and parents to check on the school's culture of safeguarding.
- We also checked a range of other documentation. We held formal meetings with staff and pupils and spoke with pupils during social times. We observed pupils arriving and leaving school.

Inspection team

David Radomsky, lead inspector	Ofsted Inspector
Amy Jackson	Ofsted Inspector
Sean Flood	Ofsted Inspector

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