

Inspection of St John Baptist Southend Church of England Primary School

Beachborough Road, Bromley, Kent BR1 5RL

Inspection dates: 28–29 January 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in February 2014 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for nearly six years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

What is it like to attend this school?

Pupils love learning at their school. It is a happy and safe place. Pupils value the positive relationships they have with other pupils, their teachers and all school staff. These are built on trust and mutual respect. They celebrate the differences in their school community.

Leaders and staff believe that every child can succeed. They expect all pupils to work hard and be on their best behaviour. Pupils respond positively to these expectations. Pupils told us that bullying is very rare. If there is a disagreement, an adult helps them to sort out any differences.

Pupils particularly like helping others. They have many opportunities to do this in the local community. One pupil said that their visit to St Christopher's Hospice helped some elderly people 'build lovely, happy memories'. Pupils are proud of their singing and enjoy performing.

Pupils achieve well in many subjects, but there are some areas where this is not the case. Leaders are reviewing subjects to make sure that there are clear plans in place about what should be taught and when.

Parents and carers praise the school. They said that staff know every pupil and family. Parents know there is always a member of staff they can go to for help or support.

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

The school offers a broad range of subjects. Leaders have thought carefully about what they want pupils to study. In most subjects, they have worked with teachers to identify what order concepts should be taught. Leaders receive effective support to help them develop their subject areas. In some subjects such as history and science, plans are in the early stages. Leaders are planning training for staff to improve their subject knowledge in these areas.

In most subjects, pupils are growing in knowledge and skills. Teachers use well thought out plans. They are clear about what knowledge and skills pupils should know at each point in the year. This is notable in mathematics, physical education and art. Pupils also develop their stamina for writing. They can use their knowledge of grammar, punctuation and vocabulary to write accurately.

In history, pupils learn about events from the earliest times to the present day. In most lessons, they use sources to learn about historical events and significant people. However, some pupils do not understand how significant people from the past shaped historical events.

Pupils enjoy reading. Teachers choose books to develop pupils' love of reading. The carefully selected books help pupils develop their vocabulary. Pupils listen attentively to the stories teachers read and tell. They are able to use some of the ideas from these stories to improve their writing. Pupils' writing has been enhanced by reading books such as 'The Miraculous Journey of Edward Tulane'.

In early years, children start phonics in their first week at school. Staff plan many activities to help children practise their phonics. In Year 1, pupils continue to develop their phonic knowledge. However, for the weakest readers, books are not always matched to the sounds the pupils learn. This affects their confidence and ability to read fluently. Staff new to the school and newly qualified teachers have not had specific early reading training. Therefore a few pupils do not catch up quickly enough when they fall behind.

Teachers make sure that pupils with special educational needs and/or disabilities (SEND) are fully included in lessons. Staff receive training to support pupils' needs. Outside agencies have worked with school staff to support pupils' language and communication skills. This has had a significant impact in broadening pupils' vocabulary and understanding. Adults have high expectations for pupils with SEND.

Pupils behave well. They are keen to learn and take part enthusiastically in lessons. Pupils are very calm and move from one lesson to the next and around the school quietly. The religious character of the school and the work leaders do contribute well to pupils' personal development. The school values are embedded in every aspect of school life.

Pupils have many opportunities to visit places of interest and take part in events. They enjoy learning to sail at 'The Ahoy Centre' in Deptford, for example. Transition to secondary school is supported through work with the 'Transforming Lives for Good' charity. Pupils have a variety of extra-curricular clubs they can attend.

Leaders are well respected by staff, pupils and parents. Staff say leaders are supportive and considerate of their well-being. Governors work closely with school leaders to further improve the school. The school is well supported by the diocese and local authority advisers.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the risks posed to pupils in their local community. Leaders provide pupils with age-appropriate information to help them keep safe, including when using social media.

Adults receive regular training and frequent updates so they can carry out the school's safeguarding procedures. Staff ensure pupils' safety and well-being by raising concerns promptly. Leaders work closely with external agencies to protect pupils from possible harm.

Staff identify pupils and families who need help. They regularly support vulnerable pupils and their families and work closely with a range of charities. The school's mentoring programme provides ongoing support to pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The books given to the weakest readers are not always matched well enough to pupils' phonic knowledge. Therefore, a few pupils do not catch up quickly enough when they fall behind. Leaders should ensure that staff training supports the teaching of phonics. They should also ensure that the books chosen for the weakest readers are better matched to the sounds they know to develop fluency and confidence.
- Leaders have developed curriculum planning linked to the national curriculum in all subject areas. Some plans, for example history and science, are not yet sufficiently coherently planned and sequenced. It is evident that this is a school priority and leaders are in the process of bringing this about.
- Leaders have identified that staff subject knowledge needs further development. In some instances, for example mathematics and writing, staff training has enabled pupils to improve in these areas. This has not been the case in all subjects. Leaders should continue to develop staff subject knowledge and expertise in all areas of the curriculum.

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 are the school and you are 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	100728
Local authority	Lewisham
Inspection number	10110489
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Andrea Blower
Headteacher	Elizabeth Derham (Acting headteacher)
Website	www.sjb.lewisham.sch.uk
Date of previous inspection	27–28 February 2014

Information about this school

- The school is a Church of England school in the Archdiocese of Southwark.
- The acting headteacher took up her role in November 2019.
- The last section 48 inspection took place on 14 March 2019. The overall effectiveness judgement was excellent.
- The acting headteacher is supported by a partner headteacher. This arrangement was set up by the Lewisham local authority and Southwark Diocese.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

The previous 'outstanding' judgement reflected the school's overall effectiveness in February 2014 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for nearly six years, which is longer than the five-year maximum interval between inspections under section 5 of the Education Act 2005. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made most outstanding schools exempt from routine inspection.

- We held meetings with the acting headteacher, partner headteacher, senior leaders and other staff. We also met with two governors, including the vice-chair of governors.
- We carried out deep dives in these subjects: reading, mathematics, history, physical education, art and writing. In doing so, we met with subject leaders and held discussions with teachers and pupils. We examined curriculum documents, visited classes and talked to pupils about what they had learned. We looked at pupils' work.
- We met with the school's leaders with responsibility for safeguarding and considered the school's safeguarding records. This included the record of pre-employment checks on the suitability of staff.
- We considered documentation including the school's self-evaluation and development plan. I also looked at the school's information and policies on the school's website.
- We observed pupils at lunchtimes and spoke to them informally. We also met formally with a group of pupils and listened to pupils read.
- We met with parents at the beginning of the school day and considered their views.

Inspection team

Frances Hawkes, lead inspector

Ofsted Inspector

Sukwinder Samra

Ofsted Inspector

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