

Inspection of a good school: St John of Jerusalem Church of England Primary School

Kingshold Road, London E9 7JF

Inspection dates:

21 and 22 September 2021

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

St John of Jerusalem is a calm, happy and welcoming school. Pupils work hard because staff expect them to do so. Pupils are confident and want to share their learning and experiences with visitors. For example, pupils enjoyed talking about Ceipso Principe de Asturias - their partner school in Spain. They explained how visits between the schools have helped them develop their Spanish and understanding of different places and people.

Pupils behave sensibly because rules and routines are clear. Pupils said that bullying does not happen often. If it does, staff deal with it quickly. Pupils are confident to tell adults if they feel unhappy or unsafe.

Leaders have planned a thorough and well-organised curriculum in reading, mathematics, and science. As a result, many pupils are confident in these areas and produce good quality work. However, other areas of the curriculum are less well planned. In subjects, such as history and art, aspects of the prescribed curriculum are not planned for. Learning is not broken down into logical steps. This means that pupils have not always learned and understood what they need to before moving on.

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

Leaders place importance on teaching pupils to be confident and motivated readers. Staff have high expectations of pupils' reading from the early years onwards. Leaders have developed systems to identify pupils who are falling behind. Staff are well trained to understand pupils' needs and ensure books are closely matched to the sounds they have

learned. Pupils show perseverance and determination in learning to read. This is because they are well supported by staff. Across the school, pupils listen attentively and respond enthusiastically to the stories they listen to.

Pupils have lessons in all the subjects within the national curriculum. Leaders have considered the important knowledge and vocabulary they want pupils to remember. In some subjects, such as mathematics and science, content is well organised. Pupils' learning is broken down into clear steps. Ideas are introduced logically, and pupils have opportunity to practise the knowledge and vocabulary they have learned. Pupils demonstrate a secure understanding of their previous learning in these subjects. They can apply what they have learned to more difficult work. For example, in mathematics, pupils select and explain efficient methods for adding. This is because they have previously learned and practised different strategies for addition and rounding numbers.

In other subjects, such as history and art, plans are less effective. Aspects of the curriculum in these subjects have not been planned for. For example, ways for pupils to learn about the past have not been considered. As a result, older pupils do not know about different types of sources or how they might be used. Similarly, in art, pupils do not create sketchbooks. This means that they do not routinely practise and secure different techniques. The curriculum in these areas has not been broken down into logical steps. Teachers often introduce several ideas to pupils without checking whether they have understood what they have learned before. This confuses pupils and leads to misconceptions in their work.

Children in the early years are settled. They engage happily with adults and other children. Their curriculum has been designed to provide opportunity to practise what they have learned. This builds their confidence as they become more successful. For example, in mathematics, children could explain and create patterns because they had learned about colours, shapes, and sequences.

Pupils with an education, health and care (EHC) plan are well supported because adults understand their needs. As a result, these pupils are confident and engage with their learning. However, other pupils with special educational needs and/or disabilities (SEND) do not always receive the timely support they need. This results in them being unsure about what they need to do in lessons.

Pupils behave very well. They concentrate on their learning and work well, whether alone or with their friends. Pupils spoken with during the inspection said that behaviour was good. Most parents who completed Ofsted's survey agreed that behaviour was well managed.

Pupils enjoy the clubs that are provided for them. They are keen to share what they learn when attending the cookery, art, drama, or sports activities. Pupils speak with enthusiasm about St John of Jerusalem being a 'Rights Respecting School'. They understand their rights and take seriously their responsibilities in ensuring the rights of others.

Staff are proud to work here and enjoy contributing to the school and local community. They appreciate the training they receive and the opportunities to develop as teachers and leaders. Staff feel well supported by leaders who manage workload effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take safeguarding seriously and follow up any concerns they have promptly. This means that pupils and their families receive the support they need from school and other agencies. Systems are in place for training staff to identify pupils who may be at risk from harm. During the inspection, some staff spoken with were less clear on aspects of their safeguarding training. Leaders are re-visiting these aspects.

Pupils explained how the school keeps them safe. They also know about how to stay safe online. Most parents who completed Ofsted's survey stated their children felt safe at school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The planned curriculum matches the scope of the national curriculum. In subjects such as mathematics and science, pupils learn the full prescribed content. This is not the case in subjects such as art and history, where aspects of the prescribed curriculum are not planned for. Leaders should check that curriculum plans in all subjects match the content of the national curriculum.
- Leaders have identified what knowledge they want pupils to remember. They have organised the curriculum to give pupils opportunity to practise this. In subjects like mathematics and science this knowledge is broken down into clear steps. This helps teachers check pupils have understood each step before moving on to more difficult work. This is not the case in other subjects such as history and art. Leaders should ensure curriculum planning in these subjects is organised to enable pupils to build their knowledge sequentially.
- Pupils with EHC plans are well supported. Other pupils who struggle with their learning do not always receive the support they need. As a result, some pupils do not understand what they need to do. Leaders should check that the additional support provided to pupils is appropriate and supports them to achieve well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2012.

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 information from Ofsted Parent View 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	100270
Local authority	Hackney
Inspection number	10200045
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	148
Appropriate authority	The governing body
Chair of governing body	Alister Bould
Headteacher	Asarena Simon
Website	www.st-johnjerusalem.hackney.sch.uk/
Date of previous inspection	20 September 2016, under section 8 of the Education Act 2005

Information about this school

- St John of Jerusalem is smaller than the average-sized primary school.
- The school runs a breakfast- and after-school club.

Information about this inspection

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the school leaders, and has taken that into account in their evaluation.

- The inspector completed deep dives in these subjects: reading, mathematics, and history. To do this, he met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work. The inspector also considered leaders' plans for art and science.
- The inspector considered early mathematics in the Nursery and Reception classes.
- The inspector scrutinised a range of documents, including leaders' priorities for improvement.
- The inspector met with three governors, including the vice-chair of the governing body. He also spoke with a representative from the local authority.

- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys, were considered.

Inspection team

Nick Turvey, lead inspector

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021