

Inspection of a good school: St John's and St Clement's Church of England Primary School

Adys Road, Peckham, London SE15 4DY

Inspection dates:

14 and 15 June 2023

Outcome

St John's and St Clement's Church of England Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are happy and safe at this nurturing school. Leaders are highly ambitious for pupils' achievement across the curriculum. They provide deeply enriching experiences. For example, pupils in Year 4 learn about nutrition, food-tasting and knife skills in a Royal Culinary Academy workshop. In Year 5, pupils tend livestock, harvest produce and cook nutritious meals on a five-day residential stay at a farm, which many pupils said was a highlight of their school experience.

Leaders motivate pupils to behave exceptionally well because it is the right thing to do and not just for the sake of gaining rewards. Pupils are extremely considerate of adults and each other. They are encouraged to listen respectfully to adults and to take account of each other's views. This contributes to making the school settled and purposeful.

Pupils are encouraged to demonstrate the school's values through the responsibilities they take up. The eco-team made and sold bird houses to raise funds for an environmental charity. Well-being leaders help younger pupils to make new friends. For instance, pupils in Year 5 are taught the importance of community. They welcome new children into the Reception class by finding out about their interests and gifting to each of them a toy and a book, which they read together.

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

Leaders provide a broad curriculum that builds pupils' knowledge extremely well. They have defined precisely the concepts, skills and vocabulary that pupils should know from early years upwards. They provide opportunities for pupils to make thoughtful links across the curriculum through 'big ideas' that connect areas of learning. For example, pupils in

Year 3 are taught about 'legacy' when learning about cultural treasures and make links to historical events and migration in geography, which prepares them for Year 5, when they explore whether history should always focus on the story of the lives of the powerful. Pupils think critically about what they learn and share their views with considerable maturity. For example, pupils know the work of many artists and critique their work in informed and well-considered ways.

Subject leaders possess deep expertise and enthusiasm for their subjects. Through quality training, they ensure that teachers' subject knowledge is strong across the curriculum. Teachers explain complex concepts clearly to pupils, breaking down information carefully. They help pupils to develop their thinking. They assess pupils' knowledge to identify and address any gaps and misconceptions. Consequently, pupils recall important concepts securely, using what they know to make sense of new learning.

Pupils love reading here. They do so widely and often, with books well matched to their stage of reading. All pupils visit the school's reading room regularly. Reading buddies in Years 5 and 6 enjoy reading to younger pupils.

Leaders ensure that pupils become fluent readers quickly. From early years onwards, children develop secure phonic knowledge. Prompt support is given to those who need it, ensuring that they do not fall behind. Leaders have recently introduced a new phonics scheme and are providing teachers with comprehensive training for its effective delivery.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) are identified. Pupils with SEND receive comprehensive support, including a wide range of specialist services. Staff make careful adaptations for them, including for pupils who are part of the additionally resourced provision. Pupils with SEND achieve well and consistently benefit from the school's wider offer.

Leaders prioritise pupils' personal development. Pupils are taught about healthy relationships and how to stay physically and mentally well. Pupils are taught about different faiths, beliefs and people. Leaders provide opportunities to revisit topics. For instance, from early years onwards, pupils learn about rights and responsibilities, forming a basis for their understanding of democracy. They study the modern British Parliament and set up their own school council with guidance from visiting Members of Parliament and local councillors.

Leaders ensure that the school's rules are understood by all and that pupils follow them. Children in early years learn the social behaviours they need to help them form successful relationships with other children and adults. They take turns, share and communicate extremely well with others. Older pupils collaborate exceptionally well together, both in the classroom and at breaktime. The school is a harmonious community as a result.

Staff typically felt well supported by leaders and appreciated the range of ways in which leaders take account of their workload and well-being. The governing body provides robust oversight and supports the school to improve its work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have instilled a culture of responsibility for safeguarding in everyone who works in the school. Staff know what to look out for because they have had regular training about possible risks to pupils. They report all concerns swiftly.

Leaders take their responsibility for safeguarding pupils' well-being extremely seriously. They act on any concerns without delay, working closely with families and with external agencies where appropriate.

Leaders provide regular, good-quality guidance to pupils about how to stay safe, including a strong focus on how to stay safe when online. Pupils are encouraged to keep themselves safe and are taught whom to talk to if they are worried.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2013.

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.

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	100830
Local authority	Southwark
Inspection number	10289792
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair of governing body	Miranda Wightman
Headteacher	Joseph Bell and Alli Crank (Co-headteachers)
Website	www.stjohnsandstclements.org
Date of previous inspection	7 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a voluntary-aided Church of England school in the Diocese of Southwark. The school's most recent section 48 inspection for schools of a religious character took place in May 2017, when the school received a judgement of good.
- The school has an additionally resourced provision that caters for pupils who are deaf. All pupils receive the vast majority of their education alongside their peers in the mainstream school, supported by resources and staff from the provision.
- The school uses one alternative provider, which is run by the local authority and is unregistered. Pupils attend this provider on a part-time, temporary basis, for example for two days a week, to take part in specialised courses. Pupils attend the school for the other three days in the week.

Information about this inspection

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

- The inspector carried out deep dives in reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work and spoke to teachers, and spoke to some pupils about their learning.
- The inspector also looked at curriculum information in other subjects.
- The inspector considered the school's policies and procedures for safeguarding and supporting pupils' health and safety as well as their welfare and well-being. This included looking at case studies and reviewing the school's record of pre-employment checks.
- The inspector held meetings with the headteachers and other senior leaders. The inspector also met with leaders in other areas, including SEND, behaviour and pupils' personal development.
- The inspector met with members of the local governing body and a local authority and diocesan representative.
- The inspector considered the responses to Ofsted Parent View and the responses to the surveys for staff and pupils.

Inspection team

Rebecca Iles-Smith, lead inspector

His Majesty's Inspector

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