

Inspection of John Ruskin Primary School and Language Classes

John Ruskin Street, Camberwell, London SE5 0PQ

Inspection dates: 18 and 19 October 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils love learning and thrive at this welcoming and supportive school. They enjoy the wide range of learning opportunities available through the academic curriculum and beyond. Pupils study a broad and ambitious curriculum that enables them to develop a deep and rich body of knowledge in different subjects. Staff are determined that pupils will excel. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well. As a result, pupils are very well-prepared for the next stage of their learning.

Behaviour is extremely positive. Pupils have a clear sense of right and wrong. They are confident, articulate, well behaved and kind. They look out for each other and those around them to make sure that no one is left out. Incidences of bullying are rare and dealt with swiftly. Pupils know they can speak to adults about their concerns. They appreciate the 'chat zone' when they need to discuss any worries they may have. This ensures pupils feel safe and are kept safe in school.

Pupils are keen to take on additional responsibilities, such as being members of the school council. Pupils attend a wide range of additional activities, including ballet, art, drama, boxing and cooking, using vegetables from the school garden.

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

The school has adopted a curriculum that matches and, in some areas, exceeds the ambition of what is expected nationally. Leaders have considered carefully what pupils need to learn. The curriculum is well-sequenced from early years onwards and for those pupils who access the school's specialist language classes. For example, in mathematics, place value and number is prioritised from the Nursery, where children practise counting and matching amounts. This foundational knowledge helps older pupils to solve and explain increasingly complex mathematical problems. Similarly, in music, pupils learn and perform different musical elements using their bodies, voices and a range of instruments. This helps older pupils listen to and respond to a range of musical styles and genres.

The planned curriculum is implemented with high levels of consistency. Teachers are well-trained and have strong subject knowledge. This ensures they explain new concepts effectively. Assessment is used effectively. Teachers routinely check pupils' understanding and swiftly address any misconceptions.

Reading is prioritised for all pupils. Staff are highly trained to deliver the agreed phonics programme from the Reception year onwards. Pupils practise reading using books that closely match the sounds they are learning. This helps pupils to become fluent and confident readers. Staff expertly support those pupils who find reading more difficult. These pupils typically catch up with their peers. Across the school, pupils develop a love for reading. They read widely and often and eagerly discuss a wide range of authors and literature.

Staff have been well-trained and are skilled in meeting the additional learning needs of pupils with SEND. Appropriate adaptations are made to tasks and activities so that, wherever possible, pupils access the same ambitious curriculum as their peers. The language resource provision provides specialist support. It is fully integrated into the school community. Parents and carers speak highly of the help provided for pupils with SEND.

Behaviour in lessons and around the school is exemplary. This begins in early years, where children are taught to share resources, listen to each other and take turns. Pupils demonstrate consistently positive attitudes to their learning. They work hard and are motivated to tackle things they did not think achievable at first. Learning is not disrupted. Outside in the playground, pupils of all ages interact well together. The school takes a proactive approach to encouraging high attendance.

Pupils' broader personal development is exceptional. Pupils embody the school's core values and understand right and wrong. The curriculum is designed to help pupils to understand what constitute safe and respectful relationships and the importance of healthy and active lifestyles. They are encouraged to make a positive contribution to the school community. For example, pupils participated in a 'road to well-being' project with an artist, creating paintings in the school and playground.

Those responsible for governance know the school well. This enables them to work closely with the leaders, providing appropriate support and challenge. Leaders place a high priority on the well-being of staff and pupils. Staff are effusive in their praise about the support they receive to carry out their roles effectively.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the

school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100798
Local authority	Southwark
Inspection number	10242319
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	480
Appropriate authority	The governing body
Chair of governing body	John Bulwar
Headteacher	Clare Tayton
Website	www.johnruskin.southwark.sch.uk
Dates of previous inspection	9 and 10 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school has an additional language resource provision. This is currently accessed by 23 pupils.
- The school has two nurseries, one of which is off site.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteachers and other senior and subject leaders. Discussions were also held with members of the governing body and a representative of the local authority.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in reading, mathematics, history and music. To do this, they met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of pupils' work.
- The curriculum in other subjects was considered as part of the inspection.
- The inspectors scrutinised a range of documents, including leaders' priorities for improvement.
- The views of staff, pupils, parents and carers were gathered through both discussions and responses to Ofsted's online surveys.

Inspection team

Sarah Lack, lead inspector	His Majesty's Inspector
Lisa Farrow	Ofsted Inspector
Barry Blakelock	Ofsted Inspector
David Boyle	Ofsted Inspector

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