

Julians School

Inspection report

Unique Reference Number	100602
Local Authority	Lambeth
Inspection number	276341
Inspection dates	15–16 May 2006
Reporting inspector	Alan Jarvis

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Michael Smeeth Ms Alison Moller
Date of previous school inspection	Not previously inspected
School address	226 Leigham Court Road Streatham London SW16 2RB
Telephone number	02087698698
Fax number	02086647305

Age group	4–11
Inspection dates	15–16 May 2006
Inspection number	276341

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Julian's is an average sized primary school that is popular and oversubscribed. Pupils come from a wide range of socio-economic and ethnic backgrounds. Six out of ten are from minority ethnic heritages. This is much higher than average. Around one quarter speak English as their second language: nine pupils are at an early stage of speaking English. An average proportion has a learning difficulty or disability. One pupil has a statement of special educational need which is below average. Attainment on entry is broadly average. Recently, staff turnover has been higher than normal, but has now stabilised.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- * Fully implement the plans to establish a new senior management team to help realise the school's vision and develop the expertise of staff.
- * Sharpen the targets set for pupils and ensure a common system operates in all years.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are good. As a result, pupils enjoy their lessons and achieve well. In the reception class children learn through a rich range of activities that successfully capture their imagination and engage their interest. The good teaching in Years 1 to 6 is characterised by the pupils being clear about what they are going to learn and a good pace to learning. Teachers skilfully use interactive whiteboards to bring learning alive. Homework is regularly set.

Teachers have got better at meeting the learning needs of each pupil in their class. Although some teacher's planning is better than others the overall impact on pupils' learning and progress is good. Teaching assistants give effective support to children with learning difficulties or who are vulnerable. In addition, the more able pupils are given challenging tasks either in normal lessons or when withdrawn as a group for more intensive teaching. Marking too is generally effective. Some, such as in Year 2 is exemplary as it gives constant encouragement and clear pointers for improvement.

Curriculum and other activities

Grade:

The reception class curriculum is planned well and covers all areas of learning for young children. The curriculum in Years 1 to 6 meets statutory requirements, and goes beyond this. It effectively meets the needs of all pupils and has a good impact on standards in English, mathematics and science. All subjects are covered well. A very skilled teaching assistant helps to deliver the ICT curriculum. Although teachers have strengthened the links between subjects in order to raise standards and encourage creativity, further work is in hand. The curriculum for the more able pupils has been developed well as a result of parental wishes.

The curriculum engages pupils' interest and contributes strongly to their personal development and enjoyment of school. It is enriched well. Pupils regularly visit places of educational interest and participate in a wide range of creative and sporting events. For example, the school choir has sung at the Royal Festival Hall. The school team has played cricket at the London Oval.

The school places a strong emphasis on the teaching of music. It provides regular music lessons, singing assemblies, violin and guitar tuition and a variety of dance classes all of which have a high uptake. Physical activities are given a high priority and these encourage many pupils to keep fit and active.

Care, guidance and support

Grade:

Child protection procedures are securely in place. All staff have received appropriate training. Health and safety checks and risk assessments are carried out regularly which ensure the environment is safe and secure. Checks on the background and suitability of adults who work in the school have been effectively undertaken. There are good referral systems for identifying potentially vulnerable pupils. Such pupils are well tracked and supported.

The school sets challenging targets for pupils' attainment. It has good tracking and assessment systems in place to monitor pupils' progress. Individual teachers use a variety of different methods for setting and monitoring pupils' targets, but there is not yet an agreed whole-school approach to target setting. Consequently, the quality of the guidance they receive varies.

The school has established good relationship with parents. The overwhelming majority of parents are highly supportive of the school. Children are inducted very well into the Foundation Stage helped by home visits and very clear assessments on entry. There is a strong commitment to including all pupils. Good relationships with outside agencies are effectively used to support pupils' progress and well-being.

Leadership and management

Grade:

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Text from letter to pupils explaining the findings of the inspection

Pupils

As you know we visited your school recently to find out how well you were doing. We enjoyed speaking to you in lessons and in the playground. We would particularly like to thank the school council for letting us know about all the good work they do.

We judge Julian's to be a good school, and this is why.* You are cared for well and you also look after each other.* Many of the lessons we saw were good and, as a result, you all make good progress.* Your attendance is better than normal and your behaviour is very good.* You are helping to make the school better and your ideas are taken seriously.* You have many interesting things to do in addition to the lessons you have.* We think your headteacher, runs the school very well.* You told us that you enjoy going to school and your parents told us that they think the school does a good job too.

In order to make the school even better these things should be worked on next.* Senior leaders have good plans to make their work even better and should see these through to make the school even better than it is.* The targets you are set could be better and a similar system used in all years.Thank you once again for all your help. We wish you well in the future.

Yours sincerely

Dr Alan Jarvis

Lead Inspector