

# St John's Angell Town Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	100615
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	276347
<b>Inspection dates</b>	20–21 June 2006
<b>Reporting inspector</b>	Barbara Atcheson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev. Canon Martin Clark Ms Lucy Whittaker
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	85 Angell Road London SW9 7HH
<b>Telephone number</b>	02072744847
<b>Fax number</b>	02072744847

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Most of the pupils in this averaged sized school are of Black African or Black Caribbean heritage. Almost all come lower than average socio-economic backgrounds. Just under half are entitled to free school meals. A small minority of pupils have learning difficulties. There are a large proportion of pupils whose first language is not English. From September 2005 the school had a seconded headteacher who was appointed as permanent headteacher in January 2006. There is an acting deputy headteacher.

## 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

- \* Ensure that teachers use assessment information consistently to plan work which is matched more effectively to the pupils' needs.
- \* Raise standards through a consistent approach to developing pupils' speaking, listening, reading and writing skills across the school.
- \* Improve the strategic role played by governors in the school.
- \* Improve consistency in behaviour management.

## Achievement and standards

**Grade:**

### Personal development and well-being

**Grade:**

### Quality of provision

#### Teaching and learning

**Grade:**

A rigorous programme of monitoring and targeted training has meant that teaching and learning is now satisfactory. Teacher confidence is growing with improved knowledge and understanding in English, mathematics and science. However the school recognises that assessment is not used consistently to plan work matched to the pupils' needs. As a result, learning is not always as productive as it could be. The lack of a consistent approach to language development has meant that for the majority of pupils, weak language skills in speaking, listening, reading and writing still form a barrier to learning.

Specialist teaching in ICT and physical education (PE) provides a model of good practice. For example, Reception children were delighted at the progress they made in a PE lesson where the use of a parachute successfully demonstrated how learning could be fun whilst maintaining high expectations of behaviour. Teaching in the Foundation Stage is satisfactory. Teacher-led activities are often effective in helping children to make progress but children are not adequately encouraged to persevere in their own choice of activity.

#### Curriculum and other activities

**Grade:**

The school's curriculum is satisfactory. It is currently undergoing revision so that it meets the needs of pupils in a more imaginative and stimulating way, while developing key skills in language and mathematics. PE, ICT and personal, social and health education are strong areas. Provision for pupils with learning difficulties is satisfactory. Recent improvements in tracking mean that support is now satisfactory because pupils' needs are identified quickly and immediately addressed. Pupils whose first language is not English also receive satisfactory support. Pupils enjoy a good range of visits to supplement the curriculum and there are some interesting after school activities.

## **Care, guidance and support**

### **Grade:**

Care, support and guidance for pupils are satisfactory. The school now makes good use of external agencies and visiting specialists and is attentive to the needs of vulnerable pupils. Child protection and vetting procedures for staff are robust and PSHE focuses on helping pupils to stay safe. Inconsistencies in expectations for standards of behaviour mean that pupils sometimes receive mixed messages from staff about what is permissible. The school recognizes that there have been some instances of bullying and is working successfully towards its complete eradication.

Recently introduced targets are helping pupils to understand their achievements and what they must do to improve. Good systems have now been established to track pupils' progress and identify those with learning difficulties so that they can be suitably supported. In response to the schools' recognition of the value of greater involvement of outside agencies, some good initiatives are being developed between the school's 'learning mentor' and outside consultants.

## **Leadership and management**

### **Grade:**

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**Annex B**

## **Text from letter to pupils explaining the findings of the inspection**

### **Pupils**

Thank you for making us so welcome when we visited your school. We really enjoyed talking to you and watching you learn. We think that overall your school is now giving you a satisfactory education. We thought you would like to know what we liked most about your school and how we thought it could get even better.

\* Your school is a happy, caring school.\* Your teachers and teaching assistants work hard to make sure everyone is valued.\* They work hard to make learning enjoyable.\* Your head teacher runs the school well.

These are the things that will make your school even better.\* We have asked teachers to give you clear guidance on how you should behave at all times.\* We have asked teachers to make sure that the work you are given is just right for you.\* We have asked teachers to give you more help with the work that you do in speaking, listening, reading and writing.\* We have asked the governors to take a greater part in the life and work of the school.

Thank you once again for looking after us so well on our visit. Mrs Chesterfield joins me in sending our very best wishes for your future.

Mrs Barbara Atcheson

Lead inspector