

Immanuel and St Andrew Church of England Primary School

Inspection report

Unique Reference Number	100633
Local Authority	Lambeth
Inspection number	276357
Inspection dates	15–16 November 2006
Reporting inspector	Andrew Lyons

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	233
Appropriate authority	The governing body
Chair	Mr Hugh Dale
Headteacher	Mr James Robinson
Date of previous school inspection	5 June 2000
School address	Buckleigh Road Streatham London SW16 5SL
Telephone number	02086795005
Fax number	02086797771

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Immanuel and St. Andrew's is an average sized school welcoming pupils from a socially and ethnically diverse inner city community. It has a Nursery that takes pupils from three years old, and most of them go on to enter the Reception class. The proportion of pupils with learning difficulties or disabilities is average and the proportion with statements of special educational needs is below average. The proportion of children having free school meals is above average. Over 70% of the pupils come from minority ethnic backgrounds, significantly more than average. The first language of a third of pupils is not English. The new headteacher was appointed in January of this year and the new deputy headteacher and three out of ten teachers joined in September.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education and is rapidly improving from a period when results have been too low. The new head teacher, together with the governing body quickly identified what needed to improve and have set about determinedly to raise standards and improve the quality of teaching. Consequently, lesson planning has improved and is ensuring that the work more closely matches pupils' needs. A major overhaul of the curriculum has ensured a better coverage of most subjects, although there has been insufficient time for these improvements to be implemented fully, particularly in science. Pupils are now given a clearer idea of how well they are doing and how they should improve. They now have challenging short-term targets in literacy and numeracy which are helping to accelerate their progress.

The impact of these changes is ensuring that pupils now make satisfactory progress in lessons and, overall, they are achieving satisfactorily. Standards are improving and are now broadly average. Staff are committed to ensuring that pupils reach the levels of which they are capable and they make good use of assessment information to provide appropriate challenge and support. Teaching is now satisfactory, but the new strategies implemented to improve teaching are not fully embedded across the school. In particular, expectations of higher attaining pupils are uneven, and this slows their progress.

The Foundation Stage is getting pupils off to a satisfactory start from average attainment on entry. When they transfer to Year 1 they meet the goals expected for their age. They continue to make satisfactory progress and by the end of Year 2 standards are broadly average in reading, writing and mathematics. In Years 3 to 6, pupils make satisfactory progress and standards are average in English and mathematics, but standards in science remain too low.

Behaviour is satisfactory overall and it is often good. New policies and strategies are being introduced that are planned to secure further improvement, but these are not yet implemented fully. Attendance is good. Pupils feel safe and have developed a good understanding of how to lead healthy lives. The quality of care, guidance and support is satisfactory, and pupils now receive sufficient information on how they can improve. Most pupils are well motivated and enjoy learning. Several commented on the fun they have in lessons, especially in literacy. Visits and visitors contribute well to pupils' understanding of the world of work and there are good links that support the school, particularly the church.

Leadership, management and governance are satisfactory overall. There are good features, including the leadership of the headteacher, but the leaders' work to raise standards is not yet fully in place. Many of the middle managers are new and not yet fully effective, but have a strong vision of where they want the school to be. Many parents recognise the good leadership of the head teacher, as one said, 'The excellent head teacher has a very positive effect on the school. He seems to be dedicated to improve all aspects of school life.' The school leaders have an accurate view of the school's effectiveness. Much has been achieved in a short period of time, much more is planned. There is satisfactory capacity to improve.

What the school should do to improve further

- Raise standards, particularly in science and amongst higher attainers
- Improve the quality of teaching by embedding the best practice in all lessons
- Improve the effectiveness of middle managers

- Complete the review of policies and practice, particularly those relating to behaviour, bullying, and curriculum organisation

Achievement and standards

Grade: 3

Most pupils achieve satisfactorily to reach broadly average standards. National test results declined from an above average level at the time of the last inspection to a low point in 2005, when they were well below the national average. In 2006, the results improved because raising standards in reading, writing and mathematics has been the focus for improvement. Pupils use information and communication technology (ICT) well to help them with their work in other subjects.

Overall, pupils with learning difficulties make similar progress to others. There is no significant difference in the progress made by pupils of different backgrounds. Those learning English as an additional language quickly acquire basic skills and then make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. They have positive attitudes towards learning and want to achieve as well as they can. The vast majority of pupils behave well. However, a small minority show insufficient consideration for others. Steps are taken to help them to change their behaviour. With input from parents, pupils, staff and governors a new behaviour and anti-bullying policy has been formulated but only partially implemented. Pupils' cultural awareness is developed well through learning about each other in this multi-faith, multi-cultural community. Spiritual understanding is developed well in assemblies and in several areas of the curriculum. Pupils know about healthy diet and lifestyles, and are provided with nutritious lunches. They participate in a range of sports and physical activities in lessons and after school clubs. Throughout the day they work and play safely. Pupils are keen to take responsibility and develop a clear sense of community through activities such as raising funds for charities, the school council, involvement in local recycling schemes and performing at local community events. Attendance is good with appropriate strategies to encourage punctuality. Because of their improving literacy and numeracy skills and their effective use of ICT, pupils are gaining skills that will contribute well to their future economic well being.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning varies. It has improved and is now satisfactory. Some teaching is good and, in Year 6, it is often excellent. New teachers are supported well. In lessons, learning is at least satisfactory because a very wide range of strategies is used, including pair and group work and the use of interactive whiteboards captures pupils' interest. There are good opportunities for pupils to discuss their work and extend their thinking. Teachers know their pupils well, and information from assessment helps them plan appropriate work. However, too little is sometimes expected of the more able pupils. Those with learning difficulties and disabilities are supported and encouraged well. Teaching assistants play a key role in the progress

they make. Most parents are appreciative. As one wrote, 'My daughter's teacher is excellent, full of ideas and an insight how to teach. Thank God for my choice of school!'

Curriculum and other activities

Grade: 3

The school plans a curriculum that includes all subjects and is enhanced by French, Spanish and swimming. The recent review has led to more effective links between subjects and the planning more closely matched the needs and abilities of all pupils. There are gaps, however. The planning for science, for example, does not yet include all aspects of that subject. The ICT resources have improved and pupils benefit from resources such as laptop computers and interactive whiteboards that are used to support many subjects. A wide range of well-attended extra-curricular activities and opportunities for pupils to take instrumental lessons extend the provision. There is a strong commitment to musical activities with a steel band and a hand-bells group. Trips, residential visits and visitors to the school enrich the curriculum, and special events such as Africa Day bring particular focus. Pupils enjoy these activities, contributing to the development of their self-esteem and self-confidence. They participate in local festivals, events in the capital and with local sports clubs.

Care, guidance and support

Grade: 3

Pupils feel safe in a secure, supportive environment, and their teachers know them well. The caring ethos promotes the inclusion of all pupils. The school works effectively with outside agencies and involves parents in helping pupils to achieve their potential. Vulnerable pupils and those with learning difficulties are identified at an early stage, and good measures are undertaken to meet their needs. Policies and procedures to protect pupils and ensure their health and safety are made clear to all staff, and are carefully implemented. The anti-bullying policy is currently being updated in response to concerns about a small number of pupils whose behaviour to others causes concern. The work of the Learning Mentor and peer mediators is assisting in the resolution of conflict. Although pupils' work is now monitored on a regular basis and group targets are set, the impact of these measures is not yet fully established in helping pupils to know how to improve all of their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory, and are not good as the school judges them to be. This is because many of the initiatives to raise standards are new and their full benefit is not yet felt. Many of the middle managers are new and not yet fully effective. The school leaders have rightly identified the need to improve teaching and learning as the key way of raising standards. As a result, teaching is now satisfactory and this is ensuring that pupils make satisfactory progress. The vast majority of parents are supportive of the school. The governing body has developed new policies and set new practices for the school, such as those for behaviour, bullying and curriculum organisation. However, not all are fully implemented. Staff development has enabled improvements in achievement and personal development.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A**Leadership and management**

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you so much for helping us during the inspection. You made us feel welcome and were kind and friendly. We are writing to let you know our findings.

We think the school has gone through a difficult patch when pupils were not doing as well as they should. The school is improving and is now satisfactory. Your parents have confidence in your headteacher to get things better and better, and we do too. We think that all the staff are helping you learn, setting you targets and showing you how to improve. You told us that some of the lessons are fun, and how you like using the new electronic whiteboards and being more involved in your learning. We hope all the lessons soon will be like that.

It was good to see you in assembly listening and joining in together. You come from many races and religions and you get on so well together. Perhaps you could show adults a thing or two! You agree with us that you are well cared for.

The inspectors have asked the school to help you to make even more progress by doing these important things;

- We think you should do even better in your lessons, particularly science, and some of you need harder work, especially those of you who find learning easy, so we have asked for that too.
- We have asked the teachers to keep on improving their lessons so that are all as good as the best, and you learn more every day.
- We think that some of the managers need more training to do their work even better.
- There are going to be important new ways of dealing with behaviour, bullying and what you learn, so we have asked for these to be sorted out quickly.

Look after each other and listen to your teachers as they try to give more interesting and exciting lessons so that you can learn better.

With best wishes for your future success,

Andrew Lyons, Lead inspector