

John Donne Primary School

Inspection report

Unique Reference Number	100797
Local Authority	Southwark
Inspection number	276389
Inspection dates	2–3 May 2006
Reporting inspector	Paul Missin

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	
Appropriate authority	The governing body
Chair	Musharaff Chaudhury Ms Jo Klimek
Date of previous school inspection	Not previously inspected
School address	Woods Road Peckham London SE15 2SW
Telephone number	02076390594
Fax number	02076359246

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This school is bigger than most primary schools and has a very high proportion of pupils from minority ethnic groups. A significant proportion of these are at an early stage of learning English. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils with learning difficulties and disabilities (LDD) is above average. There are a significant number of vulnerable pupils in the school. Pupils' starting points are very low when they first join the school. The number of pupils who leave and join the school part way through their education is very high. There are high levels of deprivation locally. The school is part of an Education Action Zone. The school emerged from a period when it was subject to Special Measures in March 2004. There has been high staff turnover in the last two years.

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

- * Raise standards and improve the quality of teaching and learning, particularly in Year 6
- * Improve the tracking and monitoring of the progress made by individual pupils

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is satisfactory, but is inconsistent across the school. In the good lessons, relationships between staff and pupils are very good, giving pupils the confidence to participate. Activities in these lessons are well planned, there is good use of resources, and teaching is enthusiastic and motivating. The impact of the effective teaching in ability groups in Year 6 is beginning to raise standards there, but there is still more to do. Where teaching is less successful, planning does not adequately meet the specific needs of all groups of learners, for example, for pupils with LDD and EAL. The pace of learning can be slow, and the management of change from one activity to the next inefficient. The school recognises that there is insufficient outstanding teaching to act as role models for the staff.

There is a good range of assessment procedures. These are used well to record the progress made by LDD and EAL pupils. Individual learning plans for pupils with LDD have precise targets enabling small steps in progress to be recorded. Across the school, an important shortcoming in assessment procedures is that data does not identify progress and any under achievement by individual pupils against their previous targets.

Curriculum and other activities

Grade:

The curriculum is satisfactory overall with some strengths. It fully meets statutory requirements and appropriate emphasis is placed on the provision of basic literacy and numeracy skills. The curriculum and levels of support for pupils with EAL and LDD are also sound, enabling them to make satisfactory progress in their learning. Innovative modifications to the curriculum, such as the grouping by ability in Year 6 and the provision of after school booster classes are helping to raise standards. A shortcoming is that the programme for developing pupils' personal, social, health and citizenship education is not sufficiently detailed.

The provision of extracurricular activities is good and good use is made of local resources such as museums, galleries, parks, and theatre visits to enliven the curriculum. Effective use is also made of local facilities such as fire brigade, police and community health to develop pupils' appreciation of the local community.

Care, guidance and support

Grade:

The school is working successfully to extend the care and guidance provided for its pupils. Pupils say that they value the support given to them by all adults in the school. The quality of care is satisfactory, with a suitable range of support for pupils with learning difficulties.

The school works closely with most outside agencies and the local community to ensure the safety and well-being of pupils. Child protection procedures are effective. There is satisfactory support for families and parents. Pupils develop appropriate social skills to enable them to take their part in the wider community. The school's focus on improving behaviour has resulted in most pupils behaving well around the school.

The school recognises that more work is needed on assessment and tracking of individual pupils' progress from year to year. While pupils know their targets for improvement in personal skills, such as concentration and behaviour, they do not know their learning targets sufficiently well to ensure that they can make more rapid progress.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Children

Thank you for welcoming us to your school when we came to see how well you were doing recently. We were pleased to see how well you work together and how kind you are to all the children in your classes. You told us how much you enjoyed coming to school and that you particularly liked the interesting visits planned. During the inspection older pupils had a good time visiting the Royal Observatory in Greenwich. One of you agreed that school was about learning and having fun! We think that your teachers are clever in devising interesting things for you to do and encouraging you to have fun but sometimes lessons need to be better matched to the needs of all pupils in the class.

We think your school has improved since the last inspection and is satisfactory. Your teachers know you and the school well and know how to continue to make the school better. Most of the younger children are doing well and making progress in their learning, but some older children are still not making enough progress. Your headteacher and the other staff know this and they are working hard to help them.

Teachers collect a lot of information on the progress that you are making but it is not yet used to show how each of you are doing or to set you individual targets to reach. These would show you more clearly what you need to do to get better.

We wish you well for the future

Paul Missin

Lead inspector