

# John Ruskin Primary School and Language Classes

Inspection report

---

<b>Unique Reference Number</b>	100798
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	276390
<b>Inspection dates</b>	21–22 November 2005
<b>Reporting inspector</b>	Christopher Gray

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<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>	Mr Mark Howarth Mrs Linda Dickinson
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	John Ruskin Street Camberwell London SE5 0PQ
<b>Telephone number</b>	02077035800
<b>Fax number</b>	02077017431

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	21–22 November 2005
<b>Inspection number</b>	276390

---

© Crown copyright 2005

Website: [www.ofsted.gov.uk](http://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 three additional inspectors.

## Description of the school

The school is much bigger than most primary schools and has a unit for children with specific language impairment. The percentage of pupils from minority ethnic backgrounds is high, as is the number of pupils at the early stages of learning English. Most pupils come from homes whose socio-economic circumstances are disadvantaged. The proportion of pupils entitled to a free school meal is high. The percentage of pupils with learning difficulties is greater than in most schools and the proportion of pupils with a statement of special educational need is a lot higher, partly because of the children in the language classes, all of whom have a statement. Children's attainment on entry to school is much lower than expected.

## 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**

\* provide children in the nursery with more opportunities for independent activities that will also enhance their developing literacy and numeracy skills.

## **Achievement and standards**

**Grade:**

## **Personal development and well-being**

**Grade:**

## **Quality of provision**

### **Teaching and learning**

**Grade:**

Teaching and learning are good, and this is also the school's view. One of the chief strengths of the teaching is the effective way teachers and managers use assessment data to influence pupils' future learning. English and mathematics groups are carefully monitored and support is directed at those who need it most. Lessons are evaluated so that pupils move on easily to what they need to learn next. Marking of pupils' work is thorough and shows them how to improve. Pupils respond well by adding their own comments to show how well they have learnt, or where they are still unsure. Teachers work well with their assistants so that their valuable support is given to the pupils who need it most. Teaching is effective in the language classes because it gives pupils the skills and confidence to mix easily in mainstream classes. Children in the nursery receive good support for their personal development. They learn to use their developing literacy and numeracy skills when they are working in groups with the teachers, but they do not have enough opportunities in their free play activities to practise these skills.

## **Curriculum and other activities**

**Grade:**

The school provides a curriculum which is outstanding. There is good provision for numeracy and ICT, as is seen in rising standards. In literacy, the wide range of activities, such as opportunities for extended writing in most subjects, is making a big contribution to pupils' development of basic skills. The breadth of the curriculum is such that the needs and interests of all pupils are considered, enabling pupils with learning difficulties and disabilities to make good progress. Pupils' enthusiasm for learning is partly a result of a curriculum geared to their interests and backgrounds, such as the geography work being undertaken about Vietnam in a year group containing a number of pupils of that origin. The curriculum in the Foundation Stage is good overall. The integration of pupils from the language unit is very good, giving both them and the other pupils the chance to develop maturity in their relationships. The curriculum is further enriched by a wide variety of visits and clubs. The opportunity to learn to learn musical instruments is taken up by over a hundred pupils. A DVD of this year's choir trip to Norfolk showed not only the good quality of the musical performances but also the enjoyment of the children involved in such a valuable opportunity. Personal, social and health education

is central to the ethos of the school, resulting in pupils' developed awareness of healthy and safe lifestyles and what this entails.

### **Care, guidance and support**

#### **Grade:**

The quality of care, guidance and support is outstanding. The school works closely with parents, who are very supportive of all the school provides, and outside agencies. This is part of the work to help children attain their potential. Vulnerable pupils and those with learning difficulties are identified at an early stage and good measures are used to meet their various needs. The success of these measures is monitored on a regular basis and as a result these boys and girls progress well. Policies and procedures to protect children and ensure their safety are carefully implemented. Regular opportunities are provided for pupils wishing to confide in an adult and seek advice. Standards of care at all times are consistently very high. The result of all this is that parents and pupils have great confidence in the supportive and protective environment that the school creates. Pupils' work and progress is regularly monitored, so that a constant check is kept on the quality of pupils' learning. Pupils are given clear targets to achieve, which they say they like because it shows them how to improve in easy stages.

### **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](http://www.ofsted.gov.uk).**

---

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

Thank you for welcoming us to your school this week. We very much enjoyed our visit and the chance to talk to so many of you. You were very polite, friendly and proud to show us your school.

Your school is a very pleasant place to be and you play a big part in its success. You show consideration for each other and help one another if you have a problem. You know how to respect people from different backgrounds and how to welcome new children into your class. You spoke to us clearly about how to stay safe and what is important if you want to grow up to lead a healthy life. You use your writing skills particularly well and we enjoyed reading the many examples on display of your work. The adults too play a big part in the school's success. The headteacher is doing an excellent job and she has a good team of teachers and other adults to help her. They teach you well and make your lessons very interesting. There are lots of things to do as well as lessons, such as learn a musical instrument, and all your clubs are full. Staff look after you extremely well so you know where to go if you have a problem.

One thing we have asked the school to change is in the nursery. You will remember how, in that class, children sometimes work with the teacher and at other times, they have the chance for free play activities. Children need to practise some of their counting and writing skills when they are playing.

Yours sincerely

Christopher Gray

Lead inspector