

Johanna Primary School

Inspection report

Unique Reference Number	100573
Local Authority	Lambeth
Inspection number	285824
Inspection dates	5–6 July 2007
Reporting inspector	Peter Sudworth

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	171
Appropriate authority	The governing body
Chair	Dr Scott Rice
Headteacher	Ms Di Morgan
Date of previous school inspection	12 March 2001
School address	Johanna Street Lower Marsh London SE1 7RH
Telephone number	020 7928 5814
Fax number	020 7261 0449

Age group	3–11
Inspection dates	5–6 July 2007
Inspection number	285824

© Crown copyright 2007

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

Pupils at this one-form entry school come from a wide range of ethnic and social backgrounds, although attainment on entry has improved in the last two years. The percentage of pupils entitled to free school meals is well above the national average. A large percentage of the pupils speak English as an additional language. Most of those at an early stage of learning English are in the Foundation Stage. The percentage of pupils who have learning difficulties and disabilities is slightly higher than in most schools. The current Year 6 class only contains 12 children.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is an improving school which is emerging from very difficult times caused by frequent staff changes. These have in turn led to much pupil turnover and have affected rates of progress, particularly among the oldest pupils. The school is now more settled. Year 6 pupils have had a stable year and standards have recovered well in English and science but pupils have not been able to make up enough of the lost ground in mathematics. Effective changes to various aspects of the school's work introduced by senior leadership, such as merit awards, are increasingly impacting on improved attitudes to work. However, boys in general do not achieve as well as the girls, especially in reading and writing, because their attitudes to learning are not as keen as the girls. Overall, pupils' progress is accelerating and is now satisfactory. Standards are broadly average by Year 6, except in mathematics where they are below average. Pupils' mathematical skills are not secure enough and teachers sometimes do not match work exactly enough to pupils' needs in the ability sets. In the main pupils, including Foundation Stage children, achieve satisfactorily.

The school has made satisfactory progress in addressing the issues from the last inspection. It demonstrates a satisfactory capacity to improve further. There is still room for further progress in mathematics. Parents, as do pupils, speak warmly of the significant improvements made in the last two years under the headteacher's leadership. Pupils are proud of their school. Parents fully support it. They praise the school's approachability and the links between home and school. Echoing others, one parent wrote, 'My daughter thoroughly enjoys school and is making good progress - her individual needs are well catered for'. Pupils contribute well to both the school and local communities, such as helping to plant bulbs and care for the environment. Behaviour is satisfactory. Pupils generally relate well to one another and feel that there is an increasing respect for learning. Pupils show a sound awareness of keeping themselves safe and a good understanding of how to live healthily.

Teaching and learning are satisfactory. However, teachers do not draw boys into the learning enough in some lessons and they can switch off. The school provides a sound curriculum, including the provision for the Foundation Stage. It is developing further as new ideas to excite the pupils' learning are introduced. For example, pupils recently videoed their visit to Waterloo Station to learn about its history. This idea really gripped the pupils' enthusiasm. They added subtitles to their recording. Pupils are now more aware of the improvements that they can make in their work through their individual improvement targets, although the use of pupil targets varies significantly in its effectiveness across the school. Care, support and guidance are satisfactory. The staff take good care of the pupils and know them very well. A newly devised computer system plots pupils' progress but staff are still learning to make best use of it and consequently its impact is not yet being fully felt.

The leadership and management of the school are satisfactory with good features. The headteacher's strong leadership, her good working partnership with senior leaders, combined with the expertise of the governing body are driving the school forward with a clear purpose and understanding of what needs to be tackled. There are some signs of pupils' progress beginning to accelerate.

What the school should do to improve further

- Improve standards in mathematics.
- Improve boys' motivation in reading and writing so that they make better progress.

- Improve the consistency and effectiveness in setting targets for individual pupils.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Attainment on entry is typical of that usually found. The children make satisfactory progress overall in the Foundation Stage and most reach the expectations for their age. In the main, pupils achieve satisfactorily in Years 1 to 6, including those whose first language is not English and pupils with learning difficulties and disabilities. However, the attainment of boys is not as good as that of the girls especially in reading and writing. This is partly due to more boys having learning difficulties and also to girls' greater involvement in lessons. Pupils from Bangladeshi backgrounds make better progress than Bangladeshi pupils nationally and better progress than other ethnic groups in the school. Their very good interest in learning supports their good achievements.

Standards reached by the end of Years 2 and 6 are broadly average but fluctuate from year to year. The current group of Year 6 pupils is very small due to population mobility. Almost half of them have learning difficulties or disabilities. However, almost all have reached average levels in science, most in English but attainment in mathematics is below expectations.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Pupils are involved in school improvements. They have helped to formulate the school's behaviour policy and the school rules. The school council runs its own affairs and invites other pupils to be involved. In this way it has influenced the take up of healthy eating and the improvement of behaviour around the school. Pupils take on various roles and responsibilities, such as the successful peer mediation scheme, which helps pupils to resolve their own problems.

Attendance is improving and is close to the national average. Pupils' spiritual, moral, social and cultural development is satisfactory overall with good features. They have a very good understanding and respect for different beliefs and cultures. Behaviour is satisfactory. Pupils are very friendly and usually polite.

Pupils engage well with the local community. For example, they take an active part in the local carnival. They are satisfactorily prepared for secondary school and beyond.

Quality of provision

Teaching and learning

Grade: 3

Good relationships are maintained in lessons, although a minority of teachers sometimes dwell on pupils' occasional misdemeanours for too long and learning time is lost. Teaching assistants are used very effectively for individual pupils' specific learning needs. Specialist training enables them to give effective support to pupils with autism or speech difficulties and helps these pupils to manage their difficulties. The setting of pupils into ability classes supports pupils'

sound progress. However, there is not always enough precision in matching work to pupils' needs in mathematics, especially for the most able. Marking is usually good. It is exemplary in Year 6 in English. A genuine interest in what pupils have written in this class, combined with very detailed marking, has assisted the pupils to make good strides in catching up with their work. Girls are much more responsive in lessons than boys. Teachers do not always engage the boys enough in lessons. The boys are sometimes content to sit back and leave the girls to do most of the answering. As a consequence, girls' attainment is higher than the boys.

Curriculum and other activities

Grade: 3

The provision for pupils with English as an additional language and learning difficulties and disabilities is good. It ensures that these pupils make similar rates of progress to other pupils. Good use is made of the rich local environment for visits to galleries and museums which supports pupils' studies well. Effective links with a secondary school contribute to a good physical education curriculum and to pupils' understanding of the need for exercise. Sufficient time is spent on different subjects. The provision for extra-curricular activities is satisfactory. Sound links are made between subjects. The school recognises that it needs to make the curriculum even more exciting for its pupils. The Foundation Stage curriculum meets requirements and is soundly planned. The provision for personal, social and health education is satisfactory and with good elements that support well pupils' understanding of healthy living. A successful start has been made on the provision for talented pupils with a successful art club.

Care, guidance and support

Grade: 3

Staff know the pupils very well and take a deep, personal interest in each one. Pupils are confident in talking to adults if they have a problem or in confiding in their peer mentors. The school is a safe and friendly environment and enables pupils of different races to get on well together. The needs of vulnerable pupils are clearly understood and acted upon. Outside agencies are used well to ensure that pupils with particular learning and emotional needs receive suitable help. Good links with outside voluntary bodies support pupils well who are particularly vulnerable. Procedures for child protection and safety are effective.

An effective tracking system to monitor pupils' progress across the school has recently been completed. However, it has not yet had time to have a marked impact on pupils' progress and standards. Older pupils know their individual learning targets and keep them in mind when working which supports their progress. However, target setting for pupils elsewhere in the school is not yet effective enough.

Leadership and management

Grade: 3

The headteacher and senior staff are successfully improving the school in various ways. There is a drive for improved standards with more incisive monitoring of teaching and learning than before. The school has identified the correct priorities for improvement and is tackling these effectively. Leadership is well supported by a skilful governing body which is very well led by its highly committed and knowledgeable chair. Governors' visits give them a good understanding of the school and they are able to question senior leaders with a good insight. Other staff are

growing into their roles and are establishing improved strategies and mechanisms for monitoring and improving practice. The impact of these fruitful beginnings, however, has yet to be fully seen across the school, for example in the consistency and quality of target setting for individual pupils and in the better progress of boys in reading and writing.

The headteacher provides strong and dynamic leadership. She has forged successful links with parents which have increased their support for the school and interest in their children's learning. Some parents, for example, attend classes to improve their English and to understand how they can help their children with their learning at home. This is encouraging pupils to take their studies more seriously.

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.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
--	-----------------------

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	3
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?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
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	3

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	2
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

Text from letter to pupils explaining the findings of the inspection

16 July 2007

Dear Pupils

Inspection of Johanna Primary School, London, SE1 7RH

We enjoyed our visit to your school and were delighted with your welcome. Thank you for talking to us about your school and showing us your work. You clearly enjoy school. Your school has had a difficult time in recent years. The frequent changes of teachers in some classes in the past have not been helpful to your progress. We were pleased to note that things are picking up. Many of you are now making better progress in your work but some of you still need to work hard to make up for the difficulties that have slowed your progress, especially in mathematics. We noticed particularly that, in the main, girls are doing better than the boys in their work, especially in reading and writing. This is because girls are working harder in class. We would like to see boys work much harder in lessons so that they make better progress. We want you all to have successful and happy lives.

Teaching and learning are satisfactory. The staff provide a satisfactory range of work for you to do. However, they do not always encourage the boys to play a full part in all activities. You enjoy the visits to places of interest around London. These help your studies. Your behaviour is satisfactory. Most pupils behave well in class but a few occasionally cause interruptions in lessons because they forget the importance of good manners. The work of the school council and the way you can all contribute ideas for what happens in school impressed us. You have a good understanding of healthy living and have a sound appreciation of how to stay safe. You contribute well to community events, such as bulb planting and the Waterloo carnival.

Your headteacher has worked hard since her arrival and she is making important changes to improve the school. She has the good support of senior staff. They are working well together to make sure that you all do your best and that you have the best education possible. This is so important for your future. These changes are beginning to show through and seen in your quickening progress.

We wish you all the very best for the future and hope that you will all support the teachers in the improvements that are being made. Work hard and do your best.

Peter Sudworth Lead inspector