



# Surrey Square Junior School

## Inspection Report

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**Unique Reference Number** 131318  
**Local Authority** Southwark  
**Inspection number** 293736  
**Inspection date** 29 September 2006  
**Reporting inspector** Christopher Parker

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>	Junior	<b>School address</b>	Surrey Square
<b>School category</b>	Foundation		Walworth
<b>Age range of pupils</b>	7-11		London SE17 2JY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02077033049
<b>Number on roll (school)</b>	227	<b>Fax number</b>	02072771387
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Doug Mitchell
		<b>Headteacher</b>	Ms Liz Robinson
<b>Date of previous school inspection</b>	11 February 2002		

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

The pupils are taught in eight classes. Around three-quarters come from minority ethnic backgrounds. The largest group is of Black African heritage. More than a quarter of the pupils are at the early stages of learning English. The school serves a disadvantaged area. Far more children have free school meals than in most schools. Almost half of the pupils have learning difficulties and disabilities.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

The school provides a good education for its pupils. It is moving forward at a considerable pace because of outstanding leadership and management. The leadership team has a shared commitment to making learning vibrant and engaging for the pupils and is increasingly successful in doing so.

The pupils' personal development and well being are good. The school's values of enjoyment, unity, responsibility, compassion, respect and success are widely and consistently promoted. Most pupils behave well. The small minority who find it difficult to concentrate and contribute to lessons are thoughtfully and positively managed. The school makes very effective use of the resources at its disposal to ensure that all pupils are included in, and benefit from, what it has to offer. Strong links with the community are used, for example, to introduce black boys to positive role models who encourage them to improve their reading and writing. The school has a very purposeful air which generates a desire, amongst the pupils, to do well. Those who are at the early stages of learning English are well supported in lessons and through group activities.

Achievement is good. From a low starting point the pupils reach standards in line with the national average by the end of Year 6. They do very well and make exceptionally good progress in mathematics and science and reach above average standards. In English their progress is not as rapid and standards are below average because many are developing their understanding of English. The leadership team's analysis of results, knowledge of the pupils' progress, scrutiny of their work and incisive monitoring of lessons has led them to redouble their efforts to raise standards in English.

The teaching is good and effective. Adult support is used to good effect to ensure pupils with learning difficulties make good progress. Some lessons are outstanding because they have energy and pace that motivate the pupils. These lessons consist of a variety of short and carefully planned activities that build towards a very clear goal. They excite the pupils and generate a momentum to their learning. Experienced and highly skilled teachers are working closely with recently qualified colleagues to ensure that reading and writing are consistently well taught. One pupil when asked about English lessons commented, 'We used to have fun before, now we have even more fun!' The teachers are seeking to maximise the use of reading resources, by creating displays that encourage pupils, and particularly boys, to read more. Many activities create interesting opportunities to write in a range of subjects but these are not always fully exploited. The teachers mark the pupils' work, often making detailed comments. However, too few of their comments help the pupils to improve their next piece of work. Although some pupils have targets others are not clear about what elements of their writing they need to improve.

The very strong leadership, clearly focused plans for improvement and the enthusiasm of all members of staff places the school in an excellent position to become even better.

## **What the school should do to improve further**

Raise standards in English by fully exploiting opportunities for pupils to write in other subjects and using marking and target setting more precisely to help them to improve their work.

## **Achievement and standards**

### **Grade: 2**

Overall standards are average but there is a marked difference between national test results in mathematics and science and those attained in English. In 2004 and 2005 results in mathematics and science increased sharply to be well above average. In 2006 fewer pupils reached the higher level but standards remain above average. In both subjects the results show that from quite low starting points pupils have made exceptionally good progress. In English, national test results have been below average for some years although pupils make good progress. In 2006, the proportion reaching the higher level increased although standards remain below average.

Pupils with learning difficulties make good progress because they receive carefully planned help and support in lessons.

Analysis of the 2005 results shows all ethnic groups doing well and both boys and girls making good progress. Those pupils who speak English as an additional language outperformed those who speak English as their first language in 2006 tests.

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

### **Grade: 2**

The school is successful in building the confidence, increasing the independence and raising the self esteem of many pupils. As a result they contribute much to the school community. One member of the school council pledged, 'to make the school a better place.' A sentiment echoed by all its members. The pupils say they feel safe. They say there is little bullying because the teachers are in the playground, 'having fun' with them. The pupils know they can talk to any of the adults if they need help or support. They say the school meals are 'nutritious' and know that this is important. The pupils are developing good skills in information and communications technology that will prove useful in later life.

Assemblies provide a good platform for promoting the school's values. When two teachers acted out a disagreement, the pupils made good contributions to a discussion to find a resolution. Activities of this kind contribute strongly to the pupils' good spiritual, moral, social and cultural development. As a result, most behave well but the school has to carefully manage the behaviour of a minority.

One parent wrote, 'My children are very happy when it's Monday!' Illustrating their enjoyment of school and explaining why attendance is above average.

## Quality of provision

### Teaching and learning

#### Grade: 2

The teaching and learning are good because all staff create interesting and lively opportunities for the pupils' to develop their skills and knowledge. They also create the conditions, in their classrooms, that promote positive attitudes. Pupils, including those in the early stages of learning English, are encouraged to, 'give it a go'. The contribution made by each pupil is valued. When the Year 5 pupils were discussing powerful words to describe clouds, their suggestions were immediately recorded and displayed on the wall to help and encourage them in the writing task which followed. Those with learning difficulties are given considerable encouragement and support to ensure they benefit fully in lessons.

Discussions with pupils indicate that the school's efforts to generate an enjoyment of reading and writing are having a positive impact. The pupils feel that the comments on their work help them to know well they are doing. They find the 'tips on how to make work better' very useful but these are not evident in many of the pupils' books. Some pupils know their class targets but are unsure about what they must do make their next piece of writing better than the last.

### Curriculum and other activities

#### Grade: 2

The school has a comprehensive curriculum plan which ensures all pupils experience all elements of all subjects. The range of work on display supports the view that it is a good curriculum which makes purposeful links between subjects. However, the school is rightly seeking to make better and more effective use of opportunities to extend and enrich the pupils reading and writing.

Discussions with pupils show that the good range of creative activities they are engaged in, from instrumental tuition to drama, add to their enthusiasm and enjoyment.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. The school takes appropriate steps to ensure the safety of the pupils. Parents strongly agree that their child is well cared for at school. Members of staff are felt to be, 'approachable and easy to talk to.' Parents say the opportunity to meet the headteacher on the playground before and after school is 'a great idea.'

Good standards of behaviour are achieved because adults strongly promote responsibility and respect. This is a strong element of the school's work but is consistently a high priority. Similarly, although support for those pupils with learning difficulties is good maintaining and expanding success requires consistent attention

to the needs of each pupil. Specialist support for pupils at the early stages of learning English is thoughtfully deployed.

The school records each pupil's progress. Detailed records are kept of those in the early stages of learning English. The academic guidance has many strong features but the school has yet to develop the consistency of approach needed to ensure all pupils know precisely how to improve their next piece of work.

## **Leadership and management**

### **Grade: 1**

The governing body is actively involved in checking how well the school is doing. Governors visit the school with a clear purpose and report back to meetings but they are not yet fully involved in all aspects of the school's self evaluation. They have ensured the school has made good progress since the last inspection. During this period they have shown considerable determination to ensure that the baton of successful leadership has been passed to a strong and effective headteacher.

Once appointed, the headteacher acted quickly and incisively to provide stability following a number of changes of staff. Rigorous recruitment of both recently qualified and experienced teachers created a well balanced team with a common vision and purpose.

Extensive and detailed monitoring of the quality of teaching provides information which the leadership team uses very effectively. Highly skilled teachers work alongside their colleagues to help them to become as effective as possible. The leadership team's unerring focus on high standards has enhanced the provision for pupils, established good teaching as a minimum standard and places it in an excellent position to raise standards further.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to me. You go to a good school that is getting better all the time. You told me that you liked the changes made by your headteacher and teachers. You feel safe, most of you behave well and know it is important to work hard and learn new things. The members of the School Council represent your views well. They let the teachers know how you want the school to continue to improve. Many of you are looking forward to the work on the building and the new playground being completed.

You are doing well in lessons. Most of you concentrate on your work and are making exceptionally good progress in mathematics and science. You are not doing quite as well in English. The teachers are making lots of improvements to English lessons so they are interesting and lively. I have asked them to give you more guidance, when they mark your work and set you targets, on how to become good readers and writers.

I really enjoyed being in your school and hope that in the future it is even more successful in helping you to do as well as you possibly can.

Yours sincerely

Christopher Parker

Lead inspector