

Jessop Primary School

Inspection report

Unique Reference Number	100572
Local Authority	Lambeth
Inspection number	307414
Inspection dates	15–16 September 2008
Reporting inspector	Madeleine Gerard

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	242
Government funded early education provision for children aged 3 to the end of the EYFS	78
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ms Lucy Smith
Headteacher	Ms Janet Mulholland
Date of previous school inspection	27 September 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lowden Road London SE24 0BJ
Telephone number	020 7274 2333
Fax number	020 7274 5367

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Jessop Primary is an average size school with Early Years Foundation Stage (EYFS) provision in Nursery and Reception. The school serves a very ethnically diverse community. The percentage of pupils who speak English as an additional language is very high and many are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is above average and many of these find basic literacy and numeracy difficult or need help to settle in class. The percentage of pupils who join and leave the school partway through their education is very high. Academic standards at the school have fallen over recent years and, since April 2007, the school has worked closely in a temporary federation with another local primary school. The headteacher and deputy headteacher of that school are executive headteacher and head of school at Jessop Primary. The two schools work in partnership. There have been a number of staff changes recently. The school has been awarded Healthy School status and the Activemark for Physical Education. The Children's Centre which opened very recently and which shares the site, was not included in the inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Jessop Primary is a satisfactory and improving school. The executive headteacher and head of school work very closely together and have set a clear direction for the school based on raising standards and achievement. Over recent years, standards throughout the school have fallen and pupils have not been making enough progress for their capabilities. This is due in part to weaknesses in the tracking of pupils' progress, and too much variation in the quality of teaching and learning. In 2007, standards in national tests at the end of Year 6 were the lowest for five years, and were exceptionally low in English, mathematics and science with many pupils over a year behind other pupils nationally. Accurate self-evaluation and regular monitoring are enabling the school's leaders to identify appropriate priorities for development and target support where it is needed. As a result of the effective action school leaders have taken, current standards are broadly average and pupils' rates of progress have improved and are satisfactory. Pupils generally met suitably challenging targets, although some more able pupils did not reach the standards of which they were capable.

The school is working hard to harness the support of parents and carers. Workshops on a range of topics, including healthy food, dealing with teenagers and transfer to secondary school, are successful in involving them more in their children's learning. Some parents made a point of writing to express their appreciation for the changes the school is making. One parent commented, 'I feel the school is improving in all areas. I am very pleased with the direction the school is taking.' In this way, the school is developing sound links with various local groups and contributing adequately to community cohesion. Following a period of falling pupil numbers, the school roll is rising and there are two classes in both Reception and Year 1. Pupils take part in a variety of sporting activities, including swimming and cycling proficiency, which contribute to their positive attitudes to keeping fit and healthy. Pupils are rightly very proud of their success in winning first prize in a competition to develop the playground and are awaiting the realisation of their plans with enthusiasm. As a result, pupils' self esteem and self-confidence are growing and behaviour is satisfactory. One pupil said, 'Every year, Jessop gets better and better.' Relationships between staff and pupils are positive which contributes to pupils' enjoyment of school, although attendance is well below the national average.

The curriculum is broad and balanced and rightly prioritises opportunities to develop literacy and numeracy. Teaching overall is satisfactory. Good support from experienced staff at the partner school, for example in planning activities, is helping to ensure pupils have lively and interesting work to do. This promotes positive attitudes to learning. Joint training for staff at both schools has been successful in improving the way behaviour is managed so that most pupils settle to work quickly. However, because planning does not always ensure that all pupils are set appropriately challenging tasks, some pupils are not achieving as well as they could, particularly more able pupils. Pupils' awareness of what they should do to improve their learning is too variable because marking and target setting do not always make clear how to move up to the next level in their work.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children start the EYFS with a range of skills but they are generally well below the expected levels for their age. Induction procedures for children joining the Nursery are good and include opportunities for parents and children to visit the school as well as individual home visits made

by the staff. This helps children to settle quickly. One parent of a child in Reception said, 'My child is very happy with her new school.' Adults correctly prioritise the development of personal and social skills. For example, children swiftly learn to follow routines and to share equipment so that relationships with adults and other children are positive. There is an appropriate focus on children's language and mathematical skills as these are often their weakest areas. There is a good balance of adult-led and child-initiated activities. Children in the EYFS receive a good range of stimulating activities in classrooms. However, the use made of the outdoor areas often prioritises physical development and opportunities are missed to promote other aspects of children's learning. Close partnership with parents and external agencies helps to meet the needs of all children. The very recently appointed coordinator provides satisfactory leadership and management.

What the school should do to improve further

- Ensure that the quality of teaching and learning is consistently good so that all pupils are set suitably challenging work especially the more able.
- Use marking and target setting consistently to make clear to pupils what the next steps are in their learning.
- Work closely with parents and carers to improve attendance.

A small proportion of the 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

The school's own assessment records show that rates of progress through the school have improved and are now satisfactory overall. There are some examples of good progress, for example in Years 1 and 2. However, this is not consistent across classes. Standards in tests at the end of Year 2 have fluctuated over recent years and have generally been below average. The 2008 test results show standards at the end of Year 2 have risen. No national figures are yet available, but results were broadly in line with last year's averages. The attainment of pupils in tests at the end of Year 6 are no longer exceptionally low, although they are still below last year's average. Pupils who need help with basic literacy and numeracy and those who struggle to concentrate on their work make good progress as a result of the support they are given. Pupils who are learning English as an additional language achieve as well as their peers. Pupils from different backgrounds all make similar progress.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Pupils are enthusiastic to take on responsibility as members of the school council and some older pupils contribute to the smooth running of break times. Pupils have a good understanding of how to keep themselves fit and healthy, and the number of pupils cycling to school is increasing. Pupils, parents and staff commented on improvements in pupils' attitudes and behaviour in lessons and around the school so that pupils feel safe. Spiritual, moral and social development is satisfactory. Their cultural development is good because of the good opportunities provided. For example, they learn to play music from their own and other cultures, celebrate festivals and have a growing understanding of different faiths. Through raising money for charity, they are developing an

understanding of those less fortunate than themselves. Pupils' skills in English, mathematics and information and communication technology (ICT) prepare them satisfactorily for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning have improved so the pace of pupils' progress is now satisfactory. Teachers use the recently installed interactive white boards well and explanations are clear. Relationships are positive and teachers establish good routines to help lessons run smoothly. Committed teaching assistants give good support to pupils who have learning difficulties, as well as pupils who are new to the school and those who find it more difficult to settle. However, planning does not consistently ensure that pupils are set suitably challenging work. Marking in pupils' books is uneven because it does not always explain what pupils need to do to improve their work.

Curriculum and other activities

Grade: 3

There are some good links developing between subjects. For example, pupils in Year 2 use computers to research the life of Mary Seacole in history. However, opportunities for pupils to develop their mathematics and English skills systematically across subjects are too limited. Information for parents and carers about how mathematics and English are taught, as well as details of the work classes will be doing each term, is helping them to support their children at home. The school shares a specialist music teacher with their partner school and music is now a weekly highlight of the curriculum which supports pupils' cultural development. Pupils' personal and social skills are promoted through opportunities to sing alongside pupils at the partner school. Visits to local places of interest help to bring the curriculum to life and visitors to the school support pupils' understanding of global communities. The range of extra-curricular clubs is limited. Links with local cultural centres provide good opportunities for pupils to take part in performances which develop self-esteem and self-confidence.

Care, guidance and support

Grade: 3

Pupils feel safe and are confident that adults will take action should any problems occur. Procedures to safeguard pupils' health, safety and well-being are robust. The school works well with outside agencies to support pupils' welfare. For example, a weekly after-school club for older pupils helps them to prepare for transfer to secondary school. There are good systems in place to support pupils who join the school part-way through their education which help them to settle swiftly. The needs of pupils who struggle with their literacy and numeracy, and those who find it difficult to behave in lessons, are well managed and supported. As a result they make good progress. The school has recently established measures to promote regular attendance and good punctuality but these have not been in place long enough to show their effectiveness. Academic guidance is satisfactory. The progress pupils are making is now checked regularly and this is helping the school to track how well pupils are achieving. Nevertheless, the information from assessments is not always used well to plan suitably challenging work for

all pupils. Some pupils know their targets but others do not and, as a result, pupils are not consistently clear what the next steps are in order to move up to the next level in their work.

Leadership and management

Grade: 3

The executive headteacher and the head of school are very good leaders. They work very well together and have successfully united the staff, who share their vision for the school. Clear policies for behaviour and shared approaches to planning ensure teaching staff are working as a team. As a result of accurate self-evaluation and regular monitoring, the school has a clear understanding of what improvements are needed and has identified successful priorities for development. However, some recently appointed leaders have not been in post long enough to have developed their roles or to take a systematic part in monitoring the quality of provision in order to bring about further improvement. The school works well in partnership with others to promote pupils' well-being. The very close relationship with its partner school is a particular strength. Improvements in pupils' achievement, in the quality of teaching and learning, in pupils' personal development and in support for pupils with learning difficulties and/or disabilities, reflect the school's good capacity to improve further. In the past, governors have not been holding the school sufficiently to account over pupils' achievement and standards, and the quality of provision. They are now working more closely with the school and are taking an active part in helping the school to improve further.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	4
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
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 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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**

30 September 2008

Dear Pupils

Inspection of Jessop Primary School, London, SE24 0BJ

Thank you for your friendly welcome and for helping us when we visited your school recently. We enjoyed our visit very much and are delighted to hear of your success in winning a competition to fund the development of the school playground. We wanted to tell you what we found.

Jessop Primary is a satisfactory and improving school. These are its strengths.

- All the staff and governors are working together as a team to make the school even better.
- You enjoy the opportunities you have to take on responsibility.
- You have a good understanding of how to keep fit and healthy.
- Those of you who find learning hard have extra help and do well.
- You are doing better in your learning and are making satisfactory progress in your lessons.
- Those of you who join the school during the year are helped to settle quickly.
- You told us that behaviour has improved and your teachers and parents agree.

We have asked the school to carry on working hard so that all the lessons are good ones. You can help by telling your teachers if you find the work too easy or too difficult. We would also like the school to make sure you know what to do to move up to the next level and we have asked teachers to give you more ideas about how you can improve when they mark your work. Some of you have too much time away and we have asked the school to work with your parents and carers to help you to come to school every day and to arrive on time.

Finally, I would like to thank you once again for your help. We wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead Inspector