

# St Jude's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	100616
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	307424
<b>Inspection date</b>	4 June 2008
<b>Reporting inspector</b>	Wendy Simmons

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>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Williams
<b>Headteacher</b>	Ms Florence Wilson
<b>Date of previous school inspection</b>	19 January 2004
<b>School address</b>	Regent Road Herne Hill London SE24 0EL
<b>Telephone number</b>	0207 2742883
<b>Fax number</b>	0207 7330966

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- how well the school is developing reading to lift standards and achievement, especially for the most able pupils in Years 1 and 2
- how well the quality of leadership, together with the quality of teaching and learning opportunities, makes an impact on pupils' overall academic and personal achievement.

The inspector gained evidence from lessons and from the school's own evaluations of its work. Discussions were held with staff, pupils and three governors. A range of documentation was evaluated. Samples of pupils' work were scrutinised and the views of parents were gathered from questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included where appropriate in this report.

## Description of the school

St Jude's is a smaller than average primary school that serves a culturally and socially diverse community. Over a third of all pupils receive free school meals. Most pupils come from Black Caribbean backgrounds and this group makes up half of the school. The next largest groups include those from Black African backgrounds. Between Years 3 and 6, almost all pupils come from these two groups. In other parts of the school, an increasing proportion of pupils are from other backgrounds such as White British, Portuguese, Turkish, Bangladeshi, Chinese and a variety of Mixed heritages. A slightly higher than average proportion speak English as an additional language. The number of pupils with learning difficulties and disabilities is similar to the national average. Pupils' difficulties mostly relate to communication, behavioural, emotional and moderate learning difficulties. During the last 18 months, the headteacher has been working very closely to support another local school. The school has gained the Artsmark Gold, the Healthy School and the environmental Green Flag Awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

St Jude's rightly deserves its strong local reputation as an outstanding school. Pupils show a joy for learning and are right to be proud of their school. Parents have a great deal of confidence in the school and agree that their children thrive academically and personally. As one parent commented, 'St Jude's encourages the children to be the best they can be'. This is due to the excellent teaching and learning, and outstanding leadership. The headteacher and her senior leadership team are especially effective. They are aided by good support from the governors. All staff are making a positive difference to pupils' lives and experiences. As one pupil put it, 'They make you work with sweat but they do it in a fun way'.

Pupils make exceptionally good progress from starting levels that are very low for many of them. They build up skills very successfully from year to year. By the time they leave school, in Year 6, they reach standards in their work that are above average. Highly skilled teaching and exemplary lesson planning ensure that all pupils are given suitable work for their individual capabilities. Strong links between subjects make learning meaningful to pupils. Pupils gain a very broad range of additional skills that equip them most successfully for their future lives.

Achievement is outstanding. The headteacher and all staff believe passionately in helping all groups of learners to excel, and are successful in promoting this. As a result, boys and girls do equally well and boys do especially well when compared with other boys nationally. Similarly, pupils who receive free school meals, and those from Black Caribbean or Black African heritages do exceptionally well. The role models and expectations of staff contribute much to pupils' impressive progress. Pupils with learning difficulties are very well supported. In particular, the anger management support helps pupils to overcome their frustrations so that this does not stop them from getting on with learning.

Pupils who learn English as an additional language do very well due to the rigorous focus on promoting speaking and listening skills. This outstanding aspect of teaching and learning benefits all pupils. Teachers and assistants ask thought provoking questions, introduce exciting new vocabulary and help pupils to become more fluent and charismatic speakers. The use of visual resources, role-play, drama and debating give pupils considerable confidence to share and express their ideas.

The very good focus on speaking skills helps pupils to express their ideas well and they write with enthusiasm and emotion. However, teachers recognise that some pupils struggle with aspects of spelling and that opportunities are missed to guide pupils in how to improve their individual spelling skills. There is a strong focus on reading with more pupils on track to gain high levels than they did in Year 2 in 2008. Such activities, as the 'Owl Group' enable the most able pupils to read and understand more complicated texts.

The use of specialist teachers and links with local and worldwide organisations enhance teaching and learning very successfully. The teaching and learning for the creative arts are impressive. For example, pupils play a wide range of instruments and several boys and girls attend weekly training sessions with the Royal Ballet School.

The curriculum has many especially strong features, which contribute to pupils' all round achievement. However, it is not yet outstanding overall because the Foundation Stage accommodation has several limitations, which are currently being addressed through the building programme. The range of clubs is very impressive and they enhance pupils' hobbies, teamwork, and their academic and social skills. It was a delight to see pupils enjoying Chinese Club, playing

the steel pans and taking part in so many creative and sporting clubs during the inspection. Pupils also spoke passionately about the many visits and clubs. Pupils gain stamina, fitness and exercise through excellent provision for team games and challenges such as morning aerobic activities and regular cross-country running. Pupils understand very well about how to be safe in the world in which they live.

This is a happy and caring family school. Pupils are extremely polite. Their behaviour is exemplary and they are respectful. This comes from the way that leaders and staff have set high expectations. Pupils keenly take responsibility and are right to be proud of the nature garden that they have renovated for the community. A very strong Christian ethos underpins the work of the school and pastoral care is very good. Pupils have a very good awareness of different religions and cultures. Outstanding links with the wider community contribute much to pupils' development.

The school was identified as being very successful at the time of the last inspection and has continued to improve since then. As a result, the headteacher was invited to share her skills with another local school. During her absence, St Jude's has continued to flourish. Senior leaders have risen very well to the challenges because roles and tasks are delegated very well. Staff have been empowered to widen their skills. The exceptionally impressive guidelines for new staff have ensured a smooth transition for them, and continued high achievement for pupils. Leaders set a very clear direction for school development because the evaluations of their work are mostly very accurate. Leaders are sometimes too modest in their overall evaluation of the work of the school. The school has an excellent capacity to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children join the school in the Reception class and have skills and knowledge that are often much lower than is usually expected for their age. They make good overall progress because teaching and learning are good. In particular, children make especially good gains in their ability to communicate with others and in developing basic reading and writing skills. They make good progress in mathematical and creative development and in their knowledge and understanding of the world around them. Progress in their physical development is satisfactory but hampered by not having an adjoining play and exploration area. By the end of the Foundation Stage, overall, their skills are almost at the expected level. Opportunities for children to explore the curriculum in small groups and individually are restricted by limited space. However, building work is imminent. It is intended to rectify the limitations of the accommodation so that teachers can develop the curriculum as fully as possible.

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

- Build on the work already started to improve the accommodation and curriculum opportunities for children in the Foundation Stage.
- Guide pupils in how to improve their individual spelling skills.

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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?	1
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
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



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

17 June 2008

Dear Pupils

Inspection of St Jude's Church of England Primary School, London, SE24 0EL

You may remember that a school inspector visited your school. Thank you for being so friendly, helpful, polite and well behaved. It was a real pleasure to talk to you and see you busy working and having fun. I am writing to let you know what I found out.

You go to an outstanding school. This means that it is fantastic! There is not much to be done to make it even better for you. You like your teachers and they like you. This makes the school a very happy and caring place to be. Your teachers work very hard to help you to learn new things very well. You work hard and clearly enjoy school, especially all of the extra activities. Well done for making the new nature garden and entertaining so many people with the steel band and other activities. I would like to congratulate you on learning to respect others and being thoughtful. I especially like the way you are learning to talk about your ideas because this helps you to be confident and gives you very good ideas for your writing. You and your teachers are working very well together so that you get to levels in your work that are often much better than pupils in other schools. This is especially impressive and will set you up well for life in secondary school.

Your excellent headteacher and all of the other adults are working very hard to make the school as special as possible for you. I have asked them to:

- get on with the exciting plans to build the new classroom and outside play area for the children in the Reception class
- give you some more help with your spelling.

Good luck with the production of 'Oliver' and thank you for entertaining me so well with the steel pans, I was most impressed, well done!

Yours sincerely

Wendy Simmons

Lead Inspector