

St Jude's Church of England Primary School

Inspection report

Unique Reference Number	100835
Local Authority	Southwark
Inspection number	307502
Inspection dates	17–18 October 2007
Reporting inspector	Margaret Coussins

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School	168
Appropriate authority	The governing body
Chair	Mrs Veronica Quinn
Headteacher	Mrs Lynn Charlton
Date of previous school inspection	16 September 2002
School address	Colnbrook Street London SE1 6HA
Telephone number	020 7928 5484
Fax number	020 7401 3405

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St Jude's is a smaller than average primary school in a socially and economically disadvantaged area, which is culturally and racially diverse. The percentage of pupils from minority ethnic groups is much higher than average. The largest group is from a Black African background. The percentage of pupils whose first language is not English is higher than average. The proportion of pupils eligible for free school meals is higher than average as is the proportion with learning difficulties or disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

St Jude's is a satisfactory school. The ethos within the school successfully promotes care and respect amongst pupils from different backgrounds and trusting relationships between staff and pupils. Pupils' personal development is good so they feel safe and like coming to school. This is shown in attendance rates, which have improved since the last inspection and are now above average. Parents are generally positive about the school. One wrote, 'St Jude's has given both my children a great start in life.' Pupils have a good awareness of the need to adopt healthy lifestyles and know the benefits of eating a balanced diet and taking regular exercise. Pupils enjoy the responsibilities they are given in school but there are not always enough opportunities, particularly for younger pupils, to make decisions and act on their own ideas.

Pupils' achievement is satisfactory and standards are broadly average by the time they leave in Year 6. Standards are below average by the end of Year 2 but, given their starting points, pupils make satisfactory progress. Standards in writing are not high enough across the school. Pupils' work shows they are beginning to make better progress. This is a result of having a more stable staff, improvements in the planning and development of the curriculum and better checking of pupils' progress. However, teaching is only satisfactory overall because there are not yet enough good lessons to raise standards more rapidly. Teachers' expectations in some lessons are too low, which means that work is not always challenging enough, particularly for more able pupils. Pupils with learning difficulties or disabilities and those who speak English as an additional language are supported well and make similar progress to others.

The school has good systems for keeping track of the progress pupils make and teachers have a clear picture of how well pupils are doing over time. Pupils have targets for their learning in mathematics, reading and writing which help them know what they need to do to improve their work. However, there is insufficient detailed analysis of where the gaps are in teaching and learning, especially in writing, to enable the assessment systems to have a greater impact on raising standards.

Leaders and managers know the school's strengths, but do not keep a rigorous enough check on all their work to ensure that improvements are made quickly enough. However, the school has made significant improvements in some areas, including pupils' work in science and in tracking progress and attendance rates, which demonstrate that there is a satisfactory capacity to secure further improvement. Pupils' good personal development and the level of their basic skills mean they are satisfactorily prepared for the next stage of their education.

Effectiveness of the Foundation Stage

Grade: 3

When children start in the Reception class their attainment is, on average, well below what is expected for their age, particularly in their communication, language and literacy skills and their personal and social education. Children settle well and enjoy their learning. Teaching is satisfactory and staff work hard to provide a broad range of activities. An outdoor area has been developed since the last inspection but there are too few opportunities for children to benefit from this space where resources are limited. Children make satisfactory progress although they do not reach the expected goals for all their learning by the time they start in Year 1, particularly in their knowledge of sounds and letters, their writing skills, and their understanding of shape and space.

What the school should do to improve further

- Rigorously monitor all aspects of its work to raise standards and accelerate the pace of improvement.
- Improve the proportion of good teaching by providing more challenging work, particularly for the more able pupils.
- Identify why achievement is weak in writing and take steps to address the issues that emerge.

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

Many pupils start in Year 1 not having reached the expected goals for learning for their age. Standards are below average by the end of Year 2 in reading and mathematics and particularly low in writing. Given pupils' starting points, however, progress and achievement are satisfactory. By Year 6, pupils' work shows that standards are broadly average despite low results in the 2007 English tests, and achievement is satisfactory. Across the school, however, more able pupils are not always sufficiently challenged to make more rapid progress and achieve higher levels. Standards are best in science and have improved because of the focus the school has given to the subject, particularly pupils' investigative skills.

Personal development and well-being

Grade: 2

Pupils know that their contributions to the school's work are valued and feel part of a close community. Pupils from a range of ethnic and cultural backgrounds work and play happily together. They take their responsibilities seriously and enjoy their roles as school councillors and 'Guardians'. There are not enough opportunities for pupils to initiate their own ideas and be more involved in decision-making. Pupils know how to keep safe and healthy. One of the youngest children said, 'We have healthy food so we don't get sick or fat.' Behaviour is satisfactory and pupils appreciate the need for school rules. Some pupils find it difficult to moderate their own behaviour, but teachers manage this well in lessons so that the learning of others is not disrupted. Good relationships between pupils and adults support this. Pupils' spiritual, moral, social and cultural development is good because the school makes good use of the wealth of opportunities in the area, and of its links with the church, to promote this.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and enable pupils to make satisfactory progress. Detailed planning, where clear links are made between different subjects and work is tailored to meet the needs of the class, usually makes learning enjoyable and inspiring for pupils. Role-play and the use of information and communication technology are often used well to motivate pupils. However, this is not yet consistent across the school. On occasion, tasks are not challenging or exciting enough to help pupils develop different ways of learning. This is particularly the case for higher attaining pupils, where teachers' expectations are not always high enough.

Teachers give pupils targets for their learning and, in some cases, marking gives pupils a very clear indication of what they need to do to improve their work and reach their learning goals.

Curriculum and other activities

Grade: 3

The school has recently revised the curriculum with a range of links across different subjects. This is helping to add energy and interest to the curriculum and but has not yet had time to have a marked impact on standards. The personal, social and health education curriculum is planned well to promote pupils' personal development and ensure their safety through anti-bullying programmes, drug education and road and rail safety. Enrichment of the curriculum through visits, visitors to school, storytelling and links with local theatre groups is good and broadens pupils' experiences, interests and language skills. Enrichment activities inform pupils about the wider community as well as celebrating the diversity of culture and faith within the school community. Performances are enjoyed by parents and visitors and contribute significantly to pupils' confidence and self-esteem. Provision for music is good including a choir, band and the opportunity to play recorder or violin. Pupils spoke with great enthusiasm about how exciting it was to sing in Southwark Cathedral.

Care, guidance and support

Grade: 3

Counselling and support sessions for pupils with behaviour and emotional difficulties are good and, along with a massage programme, contribute significantly to pupils' well-being. The school has developed good relationships with parents and appropriate support is given to children and their families through the school support systems and effective liaison with external agencies. The school has responded positively to low attendance by carefully checking patterns of absence, rewarding pupils for good attendance and has worked hard to raise attendance levels to above average. Academic support and guidance for pupils are satisfactory. Assessment data is used to track progress however, assessment information is not always used effectively to inform pupils' targets for their learning. All statutory requirements for child protection are in place. Health and safety procedures, including risk assessments are in place but the school does not do enough checks to make sure that all staff follow the procedures consistently. Pupils who have learning difficulties or disabilities are identified early and given effective additional support. Parents are very pleased with the individual and often creative support given to their children.

Leadership and management

Grade: 3

The headteacher and assistant headteachers know the children and their families well and effectively promote the caring ethos of the school, which contributes significantly to pupils' personal development and well-being. As a team, they have an accurate view of the school and take into account the views of pupils and parents in their self-evaluation. However, monitoring is not rigorous enough to evaluate how well the school is meeting its identified priorities to raise standards. The governing body is supportive of the school and works well with the headteacher and senior team. They are aware of the strengths of the school and the need to raise standards. The impact of the school's leadership has been somewhat diluted due to many changes in staffing over recent years, including the governing body. Staffing is now more stable

and has enabled the senior leaders to implement some effective changes including a more effective and focused tracking and assessment system and curriculum revision.

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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 effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	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 disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
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 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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	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

Text from letter to pupils explaining the findings of the inspection

1 November 2007

Dear Pupils

Inspection of St Jude's Church of England Primary School, London, SE1 6HA

Thank you for helping us, when we visited your school, by talking to us about your work and telling us what you think about your school. You were very friendly and interesting to talk to. I am writing to tell you what we have found out.

St Jude's is a satisfactory school. You enjoy coming to school, you attend regularly and you and your parents think it is a safe place to be. You respect everyone's different background, culture and faith, which means that you get on well with each other. You trust your teachers and have good relationships with them which help you learn and behave in lessons even though a few of you find this difficult.

There are some things that you and your teachers should do to make your school even better.

- All of you should work really hard to improve your writing and your teachers should find out what it is you find difficult about writing so they can help you.
- Your teachers should give some of you harder work and different ways of learning and expect more from you to help you do well.
- Everybody who runs your school works really hard and they should check in more detail that all the things they do are helping the school to be better.

We were pleased to hear your lovely singing in assembly and in your music lessons. Thank you again for all your help.

Yours sincerely

Margaret Coussins

Lead inspector