

# Julian's School

## Inspection report

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<b>Unique Reference Number</b>	100602
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	323307
<b>Inspection date</b>	11 March 2009
<b>Reporting inspector</b>	Ruth McFarlane

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	238
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Smeeth
<b>Headteacher</b>	Ms Alison Moller
<b>Date of previous school inspection</b>	15 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	226 Leigham Court Road Streatham London SW16 2RB
<b>Telephone number</b>	020 8769 8698
<b>Fax number</b>	020 8664 7305

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## Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the quality of the guidance and support provided and its impact on progress, especially in writing and mathematics
- the quality of pupils' spiritual and cultural development
- how effectively the leadership focuses on community cohesion
- the quality and effectiveness of provision in the Early Years Foundation Stage.

Evidence was gathered from observations of lessons, analyses of pupils' work, performance data, parents' questionnaires and the school's documentation, and from discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is an average sized school. The proportions of pupils with minority ethnic backgrounds and those for whom English is an additional language are well above average. The largest groups are of mixed or Caribbean heritage. Slightly above average proportions of pupils have learning difficulties and/or disabilities, mostly for difficulties in speech, language and communication, or dyslexia. A similar above-average proportion enters the school at other than the usual times. The proportion entitled to free school meals is above average. The school has achieved several awards for its provision including Advanced Healthy School and the Activemark. The Early Years Foundation Stage has places for 30 children aged 4-5 years in a Reception class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. The clear direction and purposeful teamwork of school leaders underpin pupils' good progress and their excellent levels of personal development. The curriculum is outstanding. No wonder pupils enjoy school! One parent wrote, typically, 'Julian's is a wonderful school and my child is thriving.'

Pupils achieve well. All pupils make equally good progress from their individual starting points, whatever their background or circumstances. Children get off to a happy and successful start in Reception. Results of the 2008 National Curriculum assessments showed broadly average standards at the end of Year 2 in reading, writing and mathematics with more pupils than average achieving the higher levels. Standards in Year 6 in 2008 in English, mathematics and science were above average overall. Science results were particularly strong, benefiting from scientific enquiry methods taught consistently from an early age. Pupils with learning difficulties and/or disabilities make good progress because they benefit from particularly skilled and sensitive support provided by staff and the good partnerships the school has established with outside agencies. The particular needs of those learning English as an additional language are met with the same skill. Inspection evidence shows the positive impact of strategies to improve the relatively weaker performance across the school in writing and mathematics. More meticulous tracking of progress coupled with effective additional support are contributing to improvement in both subjects.

Pupils' spiritual, moral, social and cultural development and their personal development and well-being are of a high order. Spiritual and cultural development is especially strong. Pupils think and reflect carefully on the effect of their actions, attitudes and beliefs and those of others. This was shown in Year 4's reflective poetry on the personal qualities and beliefs of Martin Luther King. They respond fully to the many opportunities to develop their appreciation of their own culture and that of others. Attendance is above average and pupils behave well. They highly value the caring atmosphere in the school that makes them feel safe. They are proud of their school's Advanced Healthy School and Activemark awards, which they feel they helped to win by their enthusiastic participation. They fully understand the need to take exercise. Pupils enjoy responsibility. They contribute enthusiastically to efforts to improve their local environment. Fund-raising highlights their understanding of the diversity of their community. The school's Prejudice Awareness project, which involved local agencies, shows that pupils understand how they can contribute to a harmonious community. Good progress in basic skills prepares pupils well for their futures. They bubble with enthusiasm about the kaleidoscope of interesting activities and projects provided in an excellent curriculum. Their 'yurt', a traditional Mongolian tent erected in the grounds, forms the hub for exciting outside learning activities. The outstanding enrichment provided through visits, clubs and access to specialists adds significantly to pupils' excellent personal development.

Against this invigorating backdrop, teaching and learning are good, especially where pupils are given high-quality guidance as to how to improve. Pupils benefit from lively, engaging lessons that usually keep their interest and enthusiasm alive. Planning skilfully matches tasks to pupils' prior attainment. Teaching assistants provide good support in group and individual work. Sometimes in whole-class activities they are not used as effectively. Marking is good. Good use is made of information and communication technology. Pupils recently won an 'Oscar' in a local community competition for an animated film they had made.

Care, guidance and support are outstanding. Child protection, risk assessments and safeguarding meet requirements. Pupils who find learning difficult benefit from skilled support and the well-established partnerships with external agencies. Those at an early stage of learning English do well because they also benefit from skilled support. Excellent and consistent guidance is given to all pupils to help them understand how to improve in English and mathematics. Comprehensive data is used by managers and staff to identify and set progress targets and these are well monitored. Sharing the targets with pupils helps them understand what they need to do to improve. This is a key reason why teaching and learning are so consistently good. Methods to monitor progress in other subjects are more informal.

Leadership, management and governance are good. The headteacher, who provides the driving force, shares her vision well with staff, and is supported by able managers. Outcomes of good leadership show in rising standards in those areas identified as priorities. The good progress since the last inspection, and the teamwork evident, shows good capacity for further improvement. Governors contribute well to good monitoring practices. Consequently, self-evaluation leads to an accurate audit of the school. Leaders make good use of challenging targets. Many parents are full of praise for the school, but a minority feel that the school 'could do more to engage with parents'. Concerns expressed on the parents' questionnaire responses were found to be misunderstandings when inspectors investigated, suggesting an occasional lack of clarity in the school/home partnership. Notwithstanding this, the school promotes community cohesion well overall. School leaders have made an illuminative evaluation of the impact of initiatives designed to strengthen pupils' understanding of their place in the school, local and wider communities. Stronger links with the UK and global communities are developing. Leaders' good impact on cohesion is best illustrated by a pupil's explanation: 'I am part of this school, and this school is part of the whole world.'

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children are admitted to Reception with skills and abilities that are often slightly below those typical of their age. Teaching is good, learning is fun and basic skills are well taught. Children enjoy activities and make good progress in all areas of learning so that most reach the Early Learning Goals appropriate for their age. Children behave well, take turns, work collaboratively and play together well. They grow in their knowledge of personal safety such as a growing awareness of the danger of traffic and the need to wash their hands before eating. Planning achieves a variety of adult-led and child-initiated activities. Exciting trips, such as a theatre trip on inspection day, kindle their interest and help them learn about the community. There is open access to the outside area but a limited range of activities was set out there during the inspection. Welfare arrangements are good. Well-trained staff support children effectively. Strong assessment practices developed by the Early Years Foundation Stage leadership include excellent individual records of each child compiled in words and photographs. Individual needs are identified early and staff promptly access specialist support. Good leadership is based on a clear vision of improving provision further. Effective partnerships with local nursery providers ensure smooth transition across early years settings.

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

- Extend the excellent systematic monitoring of progress of English and mathematics to a broader range of subjects.
- Give parents a greater sense of partnership with the school.

- Improve the outdoor learning opportunities for Reception children.

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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?	2
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?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

20 March 2009

Dear Pupils

Inspection of Julian's School, London, SW16 2RB

We really enjoyed our recent visit to your school. Thank you for helping us. We enjoyed meeting you, talking to you about your school, visiting your classrooms and looking at your work. You were very friendly and polite. We know you really enjoy school by your bubbly enthusiasm and your good behaviour and attendance.

You attend a good school. All the people who work in school are doing a good job. Your school leaders know very clearly how they intend to make it even better. You are helping, too, through your keen interest and involvement in all the school has to offer. Your personal development is excellent. You learn a lot from all the activities in school that help you understand other cultures as well as your own. The African drumming sounded a lot of fun! You take time in the day to think about things, in your assemblies, thinking about how other people are feeling. Teachers organise strong support for those of you who need extra help quickly. You are given clear targets and very good guidance on how to improve in English and in mathematics.

You enjoy the super curriculum activities and opportunities and acquire new knowledge and skills in an exciting way through visits from experts. Lessons are often really interesting. You play your part by continuing to work hard. Consequently, you make good progress throughout the school. By Year 6 most of you are doing better than most children in the country of your age. Well done!

There are three things the school should do next. We have asked that the school help parents understand what is going on at school a bit better. We have also asked the school to use the outside area for Reception children more effectively to help learning. Finally, we asked the school to help you do even better in your work by checking your progress with you in other subjects in a way that is as brilliant as the way they do it in English and mathematics.

You can do something about this by working hard and doing the best you can for your teachers.

Yours faithfully,

Ruth McFarlane

Lead Inspector