

St John's Angell Town Church of England Primary School

Inspection report

Unique Reference Number	100615
Local Authority	Lambeth
Inspection number	323313
Inspection dates	23–24 June 2009
Reporting inspector	Margaret Coussins

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	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	228
Government funded early education provision for children aged 3 to the end of the EYFS	33
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Anthony Bottrall
Headteacher	Mrs Yvonne Steel (Acting)
Date of previous school inspection	20 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	85 Angell Road London SW9 7HH
Telephone number	020 7274 4847
Fax number	020 7274 4847

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

St John's Angell is a primary school of average size. The proportion of pupils eligible for free school meals is above average. Almost all of the pupils are from Black African or Black Caribbean backgrounds. The largest group have a West African heritage. Over two thirds of pupils speak English as an additional language. One hundred and twenty eight pupils are at the early stages of learning English. The proportion who have learning difficulties and/or disabilities is above average. Their needs relate mainly to speech, language and communication and behavioural, emotional and social difficulties. There are 63 children in the Early Years Foundation Stage, including 21 who attend the Nursery on a part-time basis and 12 who attend full-time. The rest are organised into one Reception class. The school has a Healthy School Award. The headteacher is on extended sick leave and a temporary headteacher is supporting the deputy headteacher for three days a week.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. The absence of the school's headteacher, through ill health over a prolonged period, and numerous staffing changes have brought challenges to the school. The governing body, local authority and diocese have worked well together and appointed a temporary, experienced acting headteacher to resolve the situation. The acting headteacher has quickly identified priorities for the school and, working closely with the new deputy headteacher, is providing excellent leadership to secure improvement to lift the school from its fragile position. A legacy of substantial underachievement has been stemmed and pupils are making increasingly better progress.

Leadership and management overall are satisfactory because there is still a level of inconsistency in the quality of teaching and learning and standards are not as high as they should be. However, the acting headteacher's drive and commitment to move the school forward are central to the improvements seen. She has created a strong staff team, which, with the governing body, has taken effective action to put the work of the school back on track. This has resulted in improving standards and demonstrates a good capacity to improve further. Despite many parents' concerns about the disruption in the leadership and management, they are generally positive about the school. One parent wrote, 'I am very happy with my child's school. I have a good relationship with the teacher and we all work together for the best for my child's education'.

Standards are broadly average overall and pupils' achievement, given their well below average starting points, is satisfactory. The proportion of pupils currently in Year 2 and Year 6 who are on track to reach the expected level in all core subjects by the end of 2009 has increased from 2008. Pupils make good progress in Key Stage 1 and in Years 5 and 6 because there is good teaching and, in Year 5 and 6, often outstanding teaching. Writing has been a priority for the school. There is a consistent whole-school approach to teaching writing. As a result, standards in writing are above average. Standards in mathematics are below average by the end of Year 2, but because of better progress in Years 5 and 6, are average by the time pupils leave. Standards in science have been particularly low over many years. Recent changes in leadership of the subject are beginning to have an impact, as standards, though still below average, are improving.

Planning and the use of assessment have been improved and there is a sharper focus on identifying pupils who need extra support and promptly providing it. There remain some inconsistencies in the quality of teaching across the school. More remains to be done to ensure that teaching is consistently good rather than satisfactory and to reduce the level of 'catch up' in pupils' progress currently required in Years 5 and 6. In Years 3 and 4, the rate of pupils' progress is sometimes too slow and expectations are not always high enough. Across the school, too few pupils reach the higher levels in all subjects. This is because the curriculum does not always provide enough challenge, particularly for the more able pupils. The school recognises that, to further improve standards, more teaching needs to be good or better if progress is to be accelerated.

The Christian ethos within the school and the strong contribution made by the Church very successfully promote care and respect for others and good relationships between staff and pupils. All pupils feel valued and included and, as a result, behaviour is excellent and pupils' enjoyment of school is outstanding. This is shown in their above average attendance. These factors, along with effective pastoral care, make an important contribution to pupils' good

personal development and well-being. This includes their good spiritual, moral, social and cultural development. Procedures to ensure the inclusion of pupils from a range of backgrounds, some of whom have complex learning, communication or emotional needs, those learning English and new arrivals to the school are managed well. As a result, they make similarly satisfactory progress to others because of the inclusive ethos and the extra help provided for them. Pupils' good personal skills and improving level of basic skills mean they are satisfactorily prepared for the next stage of their education.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start at school with skills and abilities that are well below those expected for their age. They make good progress but most do not reach the expected goals for learning by the time they move into Year 1. As a result of good leadership and management, teaching is consistently good and activities are carefully planned which means that children learn and develop well. Staff work well together as a team, although there is scope for more opportunities for the children from both classes to work and play together. There is a good balance between activities directed by adults and those where children can make their own choices. Both classes have outdoor areas where activities are relevant, highly motivating and challenging. However, activities in the Nursery could be developed and defined further in terms of what the children are expected to learn.

Staff go to great lengths to create a good literacy environment for the children, many of whom are at the very early stages of learning English. They successfully use a good range of storybooks to develop children's vocabulary and understanding and, in Reception, they learn to link sounds and letters well. Teachers use drama and role play effectively to capture and further children's interest, as seen when children were excitedly and enthusiastically exploring the story of 'Handa's Surprise'. There is a good emphasis on speaking and listening development in all activities. For example in Reception, children were engaged in conversation as they poured water between containers and they talked together during their imaginative role play. In the Nursery, the release of butterflies reared from caterpillars became an emotional experience for the children, contributing towards good early spiritual development. Staff linked this experience well with story, discussion and counting to develop a range of skills. Lunchtimes in the Nursery are excellent, calm and enjoyable social occasions. Children work and play with concentration, perseverance and with good levels of independence. Personal, social and emotional development is excellent. Staff know the children well and maintain a good learning log to record progress. Provision for welfare and safeguarding is good.

What the school should do to improve further

- Raise standards in reading, mathematics and science by accelerating the progress made by pupils across the year groups.
- Ensure that there is consistently good or better teaching and learning in all classes.
- Ensure the curriculum is planned to provide greater challenge to extend learning, particularly for the more able pupils.

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

Pupils are achieving satisfactorily. They make good progress in Key Stage 1. Standards have improved recently and at the end of Year 2 are broadly average. In Key Stage 2, the school's successful efforts to raise standards and to close the gap between pupils' performance in English, mathematics and science are bearing fruit. The progress made by the more able pupils slows when the work is insufficiently challenging. Consequently, the proportion reaching the higher levels in the 2008 tests was much lower than found nationally. The work of pupils currently in Year 6 shows that more pupils are on track to reach the higher level in science and English because lessons are more demanding. There is scope to extend this level of increased challenge across the rest of the school.

Personal development and well-being

Grade: 2

Pupils are enthusiastic about their learning, feel safe and really enjoy coming to school. They are very friendly and caring. One pupil said that they like their teachers because, 'They treat us well and they are kind. They don't shout or make you feel bad in front of your friends'. Pupils are thoughtful and considerate towards each other. They appreciate social and cultural differences and, as a result, work and play together well. The work the school has done to gain the Healthy School Award means pupils make good healthy eating choices and participate enthusiastically in the range of physical activities that are offered. Pupils contribute well to the school and local community and the school council has a strong voice in the school. Pupils enjoy the responsibilities they are given and take them seriously. The roles of the trained peer mediators and playground buddies are particularly valued and respected.

Quality of provision

Teaching and learning

Grade: 3

Positive relationships and pupils' excellent behaviour ensure that lessons are well organised and run smoothly. Consequently, teachers are able to concentrate on helping pupils to learn. However, in too many lessons there is insufficient challenge to accelerate pupils' progress, particularly for the more able pupils. Greatest success has been achieved in Years 5 and 6 where lessons are typified by brisk pace, probing questioning and good use of technology to capture pupils' interest and extend their learning. For example, in a successful Year 5 English lesson, the teacher made good use of video images to show pupils extracts of persuasive argument to support their writing. Pupils particularly enjoy their learning when they are active and practical. One pupil said, 'We think it's fun when we get to do things like acting or trying things out for ourselves. We understand it and remember it then instead of knowing it and then not knowing it'.

Curriculum and other activities

Grade: 3

Teachers make considerable effort to ensure the curriculum interests pupils and enriches their experiences but it does not always provide them with enough challenge. Drama has an increasingly high focus in the curriculum and is helping to develop pupils' speaking and listening

skills as well as motivating and inspiring their writing. For example, a visitor from the Unicorn Theatre working with Year 6 pupils in a drama workshop is, as one pupil said, 'Helping me get all the ideas in my head so I really know what I want to write'. Special events such as the recent refugee week enable pupils to understand others in the local community. Previous weaknesses in the science curriculum are being addressed and there are more opportunities for practical investigations. As a result, standards are beginning to improve. There is a satisfactory range of visits, well-attended clubs, and visitors to the school, all of which are often linked with class themes.

Care, guidance and support

Grade: 2

Pupils' social and emotional needs are given a high priority. As a result, they enjoy learning and playing in the school's supportive atmosphere. There are good procedures to keep pupils safe and secure and pupils say that they are confident to approach adults in school if they have any concerns. Arrangements for risk assessments both onsite and offsite are rigorous. Many pupils come to school with high levels of emotional need. The school provides very well for them and they make good progress in developing self-esteem, confidence and independence. Pupils attending the breakfast club are well looked after. They enjoy the activities on offer. One pupil said, 'It's great. It helps set you up for the day'. Academic guidance is good. Pupils know their targets and how to reach them. As they go through the school, pupils develop good skills in evaluating and assessing their own achievements.

Leadership and management

Grade: 3

The work of the acting headteacher, deputy headteacher and senior leaders is bringing about stability to the school, after a period of turbulence. Leaders and managers are working hard and increasingly successfully to improve standards and provision, particularly regarding teaching and learning in their respective areas. They have clear plans for the future, but despite evident improvements, consistency throughout the school has yet to be achieved. The impact of their work is considerable. The new leadership has been very effective in evaluating the school's strengths and weaknesses and ensuring that all pupils have similar opportunities, whatever their background. However, because of the inconsistencies that remain in teaching and learning and the slower progress pupils make in Years 3 and 4, better outcomes for pupils' standards have yet to be realised. Challenge and aspirations, especially for the more able pupils are still not high enough. There has been particular success, however, in establishing consistency in managing pupils' behaviour, which was an issue in the last inspection. As a result, behaviour is now outstanding. Community cohesion is satisfactory because the school works effectively with its parents and partners in the local community and has strong links with the Church, but has yet to develop international links. The school satisfactorily develops pupils' understanding and awareness of global issues through the Church and its charity work. Governance is good and governors hold the school to account well for its performance. Governors have supported the school well through a difficult period.

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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?	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?	1
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?	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	3

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?	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
The extent to which 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	2
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?	2

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	2
How well equality of opportunity is promoted and discrimination eliminated	2
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	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**

07 July 2009

Dear Pupils

Inspection of St John's Angell Town Church of England Primary School, London, SW9 7HH

I am writing to thank you for making my colleague and me so welcome when we visited your school. Thank you for talking to us about your work and telling us what you think about your school. Your school is satisfactory, which means you learn new things steadily, but there is still more to do to make the school even better.

These are the things that are best about your school.

- You really enjoy coming to school and get on very well with each other and all of the staff.
- Your behaviour is excellent. Well done for this, it is a great achievement.
- You have worked very hard to improve your writing skills and your standards in writing are good. Again, very well done for this.
- You know how to stay healthy and safe.
- Everyone in the school cares for you very well.

We want the school to work on the following important things.

- Improve the standards you reach in reading, mathematics and science by making sure that all you make progress more quickly.
- Make sure that all lessons are taught well in all classes.
- Plan work that challenges you and makes you think more so that you learn as well as you can, particularly for those of you who find learning easier than others.

Thank you again for all your help and for being so friendly and interesting to talk to. My very best wishes to you all for your future.

Yours faithfully

Margaret Coussins

Lead Inspector