

St John Baptist Southend Church of England Primary School

Inspection report

Unique Reference Number	100728
Local Authority	Lewisham
Inspection number	323332
Inspection dates	25–26 February 2009
Reporting inspector	Sue Frater HMI

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	210
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
Appropriate authority	The governing body
Chair	Mrs Andrea Blower MBE
Headteacher	Mr John Goodey
Date of previous school inspection	7 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Beachborough Road Bromley BR1 5RL
Telephone number	020 8698 3059
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Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

St John Baptist Southend Church of England Primary School is of average size. The number of pupils eligible for free school meals is above average. A high proportion of pupils are from minority ethnic groups, predominantly Black Caribbean, Black African and Sri Lankan Tamil, and a far higher proportion than is usually found are at an early stage of learning English. There are proportionally fewer pupils with learning difficulties and/or disabilities than in most schools, although the number with statements of special educational needs is above average. Difficulties and/or disabilities relate mainly to specific learning (dyslexia), behaviour, and speech and language. The number of pupils who join or leave the school at times other than at the start of Reception is about average. The school has achieved the Activemark and Healthy School awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

St John Baptist Southend Church of England Primary is a good school. The enthusiastic team of teaching and support staff is committed to providing the best possible care and education for all pupils. As a result, the school continues to improve. Parents are fully supportive of the school, and pupils thrive in its safe and caring ethos. One parent writes regarding a son, 'St John's has given him a great foundation and the impetus and enthusiasm to learn'.

Following a good start in the Early Years Foundation Stage, children continue to make good progress across the school. As a result, standards at Key Stage 1 have improved year-on-year and were well above average in the 2007 and 2008 national assessments for Year 2 pupils. Standards in the national tests at the end of Key Stage 2 have remained average since the last inspection. However, this represents good progress from the pupils' lower attainment when they were at Key Stage 1.

Pupils' good achievement, particularly in reading and science, is due to improvements in the quality of teaching and learning, and rigorous tracking of pupils' progress. Achievement is enhanced also by an exemplary curriculum that adds immensely to pupils' enjoyment of school. While teaching and learning are now good overall, not all lessons challenge more-able pupils to make the progress they should. The school is aware that better use of targets is needed to raise standards in English (specifically writing) and mathematics, particularly for more-able pupils. Because pupils enjoy school and achieve, their attendance is good and their behaviour is outstanding.

Pupils' personal development and well-being are good overall due to the school's effective care, guidance and support. The school works well with an extensive range of partners to promote pupils' well-being. While the care provided by the school is a particular strength, academic guidance is only satisfactory, because pupils need to be given clearer advice on what to do to improve their work.

Good leadership and management at all levels have resulted in a rise in pupils' achievement and, therefore, improvement in the school's overall effectiveness since the last inspection. Pastoral care is a particular strength. In addition, the school makes an excellent contribution to community cohesion by developing pupils' understanding of different faiths and cultures, and, in supporting families, through its work in the community. Given the improvements since the last inspection, leadership and management demonstrate good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start the Reception Year at levels which are broadly in line with expectations for their age, except in communication, language and literacy, where standards are below expectations. Many of the children are in the early stages of learning English. They make good progress because of the strong focus on speaking and listening, and developing knowledge of letters and sounds. Children are taught well so that, by the time they enter Year 1, standards are in line with the expected early learning goals. An extensive range of high-quality resources and the outdoor area are used well to promote all aspects of the curriculum. Planning ensures a good balance of adult-led and child-initiated activities. Children and staff have fun together, and humour plays a significant role in developing children's confidence. Children make particularly good progress in their personal and social development. They enjoy exploring their

understanding of right and wrong, as in making decisions about whether someone should sit in jail in the pretend police station. The leadership of the Early Years Foundation Stage is good, although children's achievements are not monitored closely from the start and targets for improvement are not reviewed frequently enough.

What the school should do to improve further

- Raise standards in English and mathematics, particularly for more-able pupils, by ensuring that:
 - targets are challenging for more-able pupils
 - teachers use targets to inform the level of work for all pupils
 - pupils and teachers use the targets to assess pupils' progress and to identify the next steps in improving their work.

Achievement and standards

Grade: 2

By the time children enter Year 1 they have acquired a good grasp of the basic skills. Building on this sound foundation, they make good progress across Years 1 and 2. By the end of Key Stage 1, they reach well above average standards overall. In the national assessments in 2008, standards in reading were well above average, while standards in writing and mathematics were above average. There was no significant difference in the attainment of pupils by gender, ethnicity or ability. Pupils continue to make good progress across Key Stage 2, particularly in science. The 2008 national test results, although not yet validated, indicate that the Year 6 pupils achieved average standards overall in English, mathematics and science. However, this represented good progress from the pupils' well below average attainment when they were at Key Stage 1, although fewer pupils than expected reached the higher levels. The school's challenging target for English was exceeded, although not at the higher level, but the target for mathematics was not reached. Pupils with learning difficulties and/or disabilities make good progress due to effective intervention from the special needs coordinator and teaching assistants.

Personal development and well-being

Grade: 2

Pupils' good personal development and well-being have their foundation in the twenty-two values promoted in the school's vision. These include concepts such 'perseverance', 'enthusiasm' and 'respect'. They underpin strong spiritual, social and cultural development. Moral development is further enhanced by opportunities for considering moral issues within a church school ethos. Children thoroughly enjoy coming to school, so their attendance is above average. Behaviour, both in lessons and outside, is exemplary and contributes to successful learning. Pupils report that relationships are based on mutual respect, so there is very little bullying in the school, and any that does occur is always dealt with quickly. They show concern for each other's well-being and safety, and have a commitment to keeping fit through healthy eating and exercise. Pupils are actively encouraged to participate in decision making through the school council, and this develops their sense of responsibility and understanding of citizenship. They also have opportunities to find out about the world of work and careers, and this, together with their developing skills in literacy, numeracy and information and communication technology (ICT), prepares them well for their long-term future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Typical features of lessons include positive relationships between staff and pupils, a structured sequence of tasks leading pupils to new learning outcomes, and effective use of ICT. In modelling tasks on the interactive whiteboards, teachers enable pupils to understand quickly what is required of them in their independent work. Pupils enjoy the many opportunities they are given to engage actively in their learning, as in role play, problem solving and managing their own work using laptops. There are examples of outstanding practice where teachers accelerate progress by engaging pupils in assessing their own progress towards their individual targets. This results in well above average standards. However, teaching is not consistent in challenging more-able pupils to make the progress they should.

Curriculum and other activities

Grade: 1

The school describes its provision as the 'Irresistible Curriculum'. This establishes thematic links across subjects and inspires pupils by including real-life experiences and investigations. The richness of the curriculum promotes pupils' enjoyment of lessons and is visible in the high-quality displays around the school. A wide range of visits and visitors enriches learning experiences and supports the school's strong commitment to community cohesion. Provision for music is outstanding and every child has the opportunity to learn to play a musical instrument. The recent introduction of French is proving to be very popular with pupils. Access to personal laptops for pupils in Years 4 and 5 is helping them to develop computer skills to a high standard. Pupils appreciate the wide range of extra-curricular and enrichment activities. A high take up of after-school sports clubs, together with links with the Sports Development Partnership, encourages their health and well-being.

Care, guidance and support

Grade: 2

The school has established strong links with external agencies to help ensure that pupils are cared for and supported well. Child protection procedures are securely in place, and health and safety requirements are met. There are outstanding systems for managing behaviour and monitoring attendance. The needs of pupils who require extra help are met effectively, with the result that they make good progress. However, academic guidance is only satisfactory because pupils need to be given clearer advice on what to do to improve their work through more detailed marking and focused targets. Some pupils have opportunities to assess and evaluate their own work and progress, but this practice is inconsistent. All learners are supported well, regardless of need, but more-able pupils could be more effectively challenged.

Leadership and management

Grade: 2

The headteacher and his very able team of deputies and subject leaders provide good direction for improvement. Through rigorous self-evaluation, they identify appropriate priorities to raise achievement. The leadership team is aware that standards will not rise further unless more

pupils achieve the higher levels. However, the team has not ensured that all teachers are setting challenging targets for more-able pupils or that they are using individual targets to set appropriate levels of work for all pupils. Effective whole-school intervention programmes, and activities such as family learning and 'Culture Day', provide equality of opportunity and help to eliminate discrimination for pupils with learning difficulties and/or disabilities and those from minority ethnic groups. Non-Christian pupils are integrated very well into the school through an excellent emphasis on celebrating a range of faiths and cultures, for example with visits from a local Imam. Family learning sessions support Tamil parents to engage in their children's learning. Pupils develop a very good understanding of people in the community through their work in the local hospice and a special school. They develop global understanding through the curriculum and emails to a school in Mexico. Resources, including teaching assistants and ICT, are used effectively and efficiently to achieve good value for money. Some parents expressed concern about staff long-term sickness in Key Stage 2. The leadership team is addressing this appropriately to minimise disruption to pupils' progress. Governors discharge their responsibilities well. They ensure that the school meets statutory requirements and that finances are managed efficiently. They are committed to supporting the work of the staff, and hold the school to account for its achievement and standards.

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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 ¹ reached by learners	3
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

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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	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?	1
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**

11 March 2009

Dear Pupils

Inspection of St John Baptist Southend Church of England Primary School, Bromley, BR1 5RL

Thank you for giving the inspectors such a friendly welcome when we visited your school. We enjoyed talking to you and seeing you at work. You and your parents told us that you attend a good school, and we agree. Your parents told us they appreciate the school's website because they can see the work that you do. You told us that you work and play well together - this is a special feature of your school.

These are some of the things that we found out about your school.

- Those of you in Reception class have lots of fun and learn well.
- You make good progress in your lessons across the school.
- Your behaviour is outstanding and you learn about values such as friendship.
- You enjoy school very much and you attend regularly.
- Your teachers take good care of you and help you to learn.
- You enjoy all the opportunities to learn from visits, visitors, using computers and laptops, playing musical instruments, and the activities that take place after school.
- Your headteacher and other leaders always try to make your school better.

To help your teachers make things even better, this is what we have asked them to do now.

- Raise standards, and help more of you to reach the higher levels, in English and mathematics by making sure that:

- your targets stretch those of you who could reach the highest levels- your teachers set different levels of work for the class, so that it is not too easy or too hard for you- you and your teachers use your targets to see how much progress you are making and to know what to do next to improve your work.

We wish you all the best for the future and hope you continue to be so enthusiastic about learning.

Yours faithfully

Sue Frater

Her Majesty's Inspector