

# John Ruskin Primary School and Language Classes

Inspection report

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<b>Unique Reference Number</b>	100798
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	323349
<b>Inspection date</b>	28 January 2009
<b>Reporting inspector</b>	Sue Vale

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	518
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 Mark Howarth
<b>Headteacher</b>	Mrs Linda Dickinson
<b>Date of previous school inspection</b>	21 November 2005
<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>	John Ruskin Street Camberwell London SE5 0PQ
<b>Telephone number</b>	020 7703 5800

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<b>Age group</b>	3–11
<b>Inspection date</b>	28 January 2009
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**Fax number**

020 7701 7431

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## Introduction

The inspection was carried out by two Additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following areas:

- the quality of teaching and the curriculum, including the effectiveness of provision in the Early Years Foundation Stage
- achievement and standards, particularly the progress of higher-ability pupils
- provision in the language classes.

Evidence was gathered from lesson observations, the analysis of test results and assessments of pupils' performance, as well as parents' responses to questionnaires and 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

John Ruskin Primary School and Language Classes is situated in the London Borough of Southwark. The pupils come from more than 70 countries and speak over 25 different languages. Nearly two thirds of pupils have English as their second language. There is an attached language class for 24 pupils. A higher than average proportion - a fifth of the current school roll from Reception to Year 6 - joined the school after the normal entry point. Over a third of pupils are entitled to free school meals. The school has two nurseries, one on the school site with 52 children on roll and the other 10 minutes away, also with 52 attending. There are two Reception classes based in the school. Collectively there are 163 places in the Early Years Foundation Stage.

In 2008 John Ruskin became the first primary school in Southwark to be awarded the National Association for Able Children in Education's Challenge Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

John Ruskin Primary, including the language class, is an outstanding school. Pupils achieve extremely well, make excellent progress, reach high standards, and show caring attitudes and excellent behaviour. The school's strong ethos underpins the staff's commitment to pupils' excellent spiritual, moral, social and cultural development. As one mother wrote, 'The school feels like a really big family, thanks to the excellent management of the headteacher and hard-working staff.'

Pupils of all abilities make excellent progress in their academic and personal development. The inclusion of all pupils is reflected in the high quality of care, guidance and support provided by very skilled teachers and teaching assistants. There is excellent inclusion for pupils from the language class, and they talk openly and with pride about their 'integration time'. There is a strong sense of community cohesion, with excellent partnerships forged between the school and parents, other schools and organisations, and the local and wider community.

There is outstanding leadership and management at all levels. The headteacher has exceptionally high expectations and is continually moving the school forward. Together with the excellent staff team and governors, she has guided the school very well since its last inspection. Parents have expressed a high level of satisfaction. 'John Ruskin is an exceptional school', wrote one. The high standards reached, along with exceptional levels of progress and high expectations, are all reasons why the school has outstanding capacity to continue to improve.

Standards in reading, writing and mathematics by the end of Year 2 are broadly average. By the end of Year 6, pupils have made outstanding progress and reach standards that are extremely high. Outstanding teaching enables pupils to achieve exceptionally well in relation to their starting points right through the school. The staff use excellent assessment and tracking systems to identify how well the pupils are doing in all subjects of the curriculum. Highly skilled teaching assistants provide very effective support for pupils who have learning difficulties and/or disabilities, because their progress is closely monitored and tracked. Intervention groups and setting in mathematics and English from Year 4 onwards also contribute to the excellent progress which pupils make. Consequently, the proportion of pupils reaching higher levels has increased year-on-year since the last inspection. The school is the only primary school in the local authority to receive the national award for their support of gifted and talented pupils.

Throughout the school, an excellent curriculum and outstanding teaching provide lessons that pupils enjoy and are of enormous benefit to their personal and academic development. The recent addition of the teaching of French throughout the school has been well received by pupils. Pupils talk enthusiastically about the wide range of educational visits that successfully support their learning. Their enjoyment of school is also reflected in improving rates of attendance since the last inspection. However, this academic year there has been an increase in the numbers of authorised absence due to illness. The school helps pupils to support the wider community through fund raising and improving the local environment, for example when pupils worked on recycling in the local park.

Governors are supportive and knowledgeable about the school. They talk of the 'excellent communication' that there is between home and school, so that any problems which may arise are quickly and appropriately sorted out. They act well as a critical friend.

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

### **Grade: 2**

Provision in the Early Years Foundation Stage is good because children are taught well. Children start in the two nurseries with skills and abilities that are well below expectations for their age, especially in their communication and language skills. By the time they leave Reception, they have reached standards that are broadly as expected for their age, which shows good progress.

A sustained emphasis on the teaching of letters and sounds and careful encouragement of speaking and listening skills, are helping to improve levels of communication and to support the good progress which children make. Children's personal development is good. They feel secure and well cared for, and they quickly learn to share and cooperate with each other. Indoor activities are well planned and stimulating, and provide a good range of learning experiences. However, the lack of suitable, sheltered outdoor facilities restricts the free flow of movement between indoors and outdoors. Consequently, children are unable to make their own independent freedom of choice as to whether they wish to play inside or out. This is not helped by the physical constraints of the building. The school and all staff are very aware of the situation, and are working on solutions on how to improve this.

Leadership and management are excellent. All staff work as a united team despite the considerable difficulties imposed by the separation of one of the nursery units off site. The robust systems for assessment and observations of children in lessons really support and help them to make the good progress which they achieve. There are excellent links with parents.

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

- Review the outside learning environment for the Early Years Foundation Stage children, so that they can have easier access to outdoors and are able to play out in all weathers.

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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 capacity to make any necessary improvements	1

### 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?	1
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?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<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	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
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>	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	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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	1
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**

10 February 2009

Dear Pupils

Inspection of John Ruskin Primary School and Language Classes, London, SE5 0PQ

The inspectors were very pleased to visit your school. You made us feel very welcome. Yours is an outstanding school. You all work very hard with your teachers, and I agree with the many parents who say that your school is an excellent place to learn and play. There are many good things about your school, so it is hard for us to pick out the very best. However, these are just a few of the ones that we were most pleased with.

- You are extremely well behaved, polite and considerate.
- Your teachers are excellent because they are helping you to reach high standards.
- You enjoy school and there are lots of interesting things to do, even after school.
- We were very impressed with the school council and how it helps to improve the school; the councillors have come up with some great ideas.
- Your parents are very pleased with you and your teachers, and the school works very closely with them.
- The staff take excellent care of you and make sure that you are all safe and happy.
- The headteacher, staff and governors manage the school extremely well and work hard to keep looking for ways to make the school even better.

I have asked your teachers to:

- review the facilities on offer for the children in the Early Years Foundation Stage, so that they can play outside in all weathers.

Well done - keep trying hard and helping your school to even greater things. We wish you all the very best.

Yours faithfully

Sue Vale

Lead Inspector