

Johanna Primary School

Inspection report

Unique Reference Number	100573
Local Authority	Lambeth
Inspection number	335560
Inspection dates	15–16 June 2010
Reporting inspector	Sarah McDermott

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Dr Scott Rice
Headteacher	Diana Morgan
Date of previous school inspection	5 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The team observed 10 teachers teaching 20 lessons. The inspectors held meetings with the headteacher, governors, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed pupil, staff and 71 parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at whether:

- teaching and curriculum activities enable pupils to improve their writing
- more able pupils are achieving as much as they could
- team leaders are sufficiently effective in improving pupils' attainment and raising their achievement girls are sufficiently engaged with their learning to make similar progress to boys.

Information about the school

Johanna Primary is located close to Waterloo Station and is smaller than most primary schools. Children enter the Early Years Foundation Stage with skills below and often well below the expected levels. A large majority of pupils do not have English as their home language. Higher than average numbers of pupils leave or arrive at school other than at the usual times. Most pupils come from a wide range of minority ethnic backgrounds, predominantly Black African. The proportion of pupils known to be eligible for free school meals is higher than average. The proportion of pupils with special educational needs and/or disabilities is average. Their needs are mostly related to difficulty in behaving appropriately or learning more slowly than others.

The school runs its own breakfast and after-school clubs. The school holds Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Johanna Primary is a good school with a very strong community spirit. Pupils have a wide range of different faiths and cultures, and all feel valued members of the school. The headteacher and her staff go out of their way to ensure they have a thorough understanding of each pupil's background so they can welcome newcomers and plan very effectively for their needs. Parents really appreciate seeing the headteacher each morning at the school gate, so messages can be passed on and any problems shared. The Early Years Foundation Stage gives children an excellent start to their schooling with its dedicated staff, captivating activities and buzz of children making the most of their time. One parent commented, 'My son has settled in at this school brilliantly and has had no trouble with anything.'

The headteacher has driven the school forward effectively since the last inspection, taking on innovative ideas to help the pupils take leaps and bounds in their learning. Excellent governance is providing just the right level of strategic leadership, willing to try out different approaches to education, yet only accepting new ideas following thorough screening. The decision to take on a dedicated partnership coordinator has proved most successful in raising the school's profile in the local area, increasing admission numbers and raising substantial funds from local businesses. The introduction of a new literacy scheme is reaping rewards through its structured approach in improving pupils' skills in speaking, listening and reading. The senior leadership team is reviewing its effect on improving writing, aware that more could be done in literacy and other lessons to provide exciting writing opportunities. On occasion, more able pupils do not make as much progress as their classmates because tasks and activities are insufficiently tailored to their academic needs. However, overall, pupils make good progress in their learning. In 2009, Year 6 pupils attained above average results in their national tests for mathematics. This significant improvement on the previous years was the result of very well targeted academic support. The school clearly knows what is going well and what needs improving and has a good capacity for sustained improvement.

The spiritual, moral, social and cultural development of the pupils is outstanding. School councillors and Eco-Warriors spoke very proudly of their jobs and are key partners in making the school an environmentally friendly place. They are proud of the talents in their school. During the inspection, great appreciation was shown for the impromptu piano recital during lunchtime given by a new Middle Eastern boy. Pupils are particularly knowledgeable on how to lead healthy lives, as is evident in the high numbers relishing the well-balanced cooked lunches. They feel safe, secure and 'at home' in school.

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What does the school need to do to improve further?

- Ensure that the range of activities in lessons is regularly reviewed so that:
 - pupils are given plenty of opportunities to improve their writing
 - more able pupils are sufficiently challenged so they achieve all that they are capable of.

Outcomes for individuals and groups of pupils

2

Pupils arrive at school with a spring in their step and look forward to meeting their teachers and friends. Attendance has improved year on year and is now above the national average. Most pupils get to school on time, although a few families find it difficult to be punctual. A great many pupils walk to school, actively participate in physical education or clubs and are very well versed in what makes a healthy lifestyle. They feel safe, confidently knowing whom to turn to if at all worried. Most pupils behave very well in lessons, although a few older boys are over-boisterous at playtimes and need to be reminded to keep an eye out for smaller and younger schoolmates. Pupils get on very well together, appreciating each other's different backgrounds and are intrigued to find out more about holy days and celebrations. Team spirit is to the fore as they compete for points for their houses. Pupils from different year groups gel particularly well in lessons based on the new literacy scheme a great benefit to their social development and learning. Not only do pupils all play their part in making Johanna Primary a successful and cohesive school, but they are also impressive ambassadors within the local Waterloo community.

Pupils make good progress from their starting points, whether as recent arrivals or as more established pupils. Boys have responded well to recent initiatives to improve their progress in English and mathematics, so now boys and girls are making equally good progress. Pupils with special educational needs and/or disabilities make good progress, but on occasion the more able pupils are not sufficiently challenged to make the most of their abilities. In 2009, pupils left school in Year 6 with levels of attainment overall in line with national averages for their age profile. Pupils are continuing to achieve well because they enjoy their lessons and want to do their best. They like the routine of orderly lessons, mostly listening well to instructions and handling resources sensibly. In a good Year 4 history lesson, pupils worked very well in groups to deduce from photographs and historical writing the names of Ancient Greek gods and goddesses. Often pupils are captivated by the activity, demonstrating a true sense of awe and wonder, as in a Year 2 lesson watching a video clip on the creation story.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The excellent care, guidance and support for pupils are providing solid bedrock for good learning and progress. Very effective links with experts, often as a result of tenacious chasing by the inclusion manager, mean that vulnerable pupils receive specialised support, whether for social problems or particular disabilities, that smoothes the way for effective learning. The school is quick to notice if pupils are falling behind and to find ways of putting them back on track. Staff have built up great expertise in successfully helping the many pupils who have a limited grasp of English.

Teachers are clear on what they want pupils to learn by the end of the lesson, often checking at intervals that pupils understand. The new structured approach to literacy is very helpful to lower and middle ability pupils, matching activities closely to their needs. Lessons move along at a good pace, with a variety of activities to keep pupils on their toes. Pupils usually have sufficient chance to write at length in literacy sessions.

Teachers are starting to introduce opportunities for writing in other lessons too. Marking is upbeat and positive, boosting morale effectively. However, teachers are not routinely checking that pupils complete the small tasks set to embed their learning. The yellow target cards are used consistently well to set pupils' personal objectives. Teachers make good use of an interesting range of resources, including the interactive whiteboards.

Pupils are positive about the varied range of after-school clubs. The supplement of interesting visitors and exciting outings into the vibrant local area greatly enhances the pupils' experiences, many of which they would not otherwise have.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
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The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has successfully driven improvement since the last inspection. Strategic and budgetary planning is closely allied to the focused vision for the school. The deputy headteacher keeps close tabs on the recently introduced literacy strategy and is about to review its effectiveness at the end of a full year. The team leaders for each key stage have taken on their new roles with enthusiasm, gaining an accurate overview of how pupils are progressing in each subject. They use assessment data well to plan changes to teaching and learning. Nevertheless, they are not yet spending enough time observing the quality of teaching and learning first-hand to be able to give informed advice on how to improve the quality of teaching further. The governing body comprises very well trained and influential members, thoroughly involved in forward planning and well able to take advantage of links with local businesses and organisations for the good of the pupils. Good information and support are provided to parents, who appreciate all that is done for their children, although some parents do not feel able to contribute to school life as much as they would like to.

Safeguarding meets all legal requirements and potential risks are carefully assessed and addressed. The promotion of equal opportunities is good. There is no discrimination and the school has sufficient means to ensure no pupil misses outings for lack of funds. The school is an extremely unified community, supporting its own pupils, families and staff very effectively, yet also extending the pupils' knowledge of London, the United Kingdom, and other countries as global citizens. For many pupils whose families are often on the move, the school is a secure and constant haven.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a flying start in the Nursery and Reception classes. The welcoming staff make the children and parents feel very much at ease right from the beginning. Parents are thoroughly included in their children's learning. As one reported, 'When I asked for her folder it was given to me straight away and there is generally work up at the window for parents to see what children are learning that week.' Many children arrive speaking very little English, make excellent progress and leave at the end of Reception with language and literacy skills as expected for their age. Plenty of conversation encouraged by adults helps children pick up language skills quickly and easily. Even more impressive is the tremendous progress children have made this year in their number skills, taking them above expectations for their age.

Resources are of very high quality. On a few occasions, adults can be over-directional, hampering chances to have an independent go at activities, even if it means getting messy. Nevertheless, staff set up a wealth of interesting and inspiring activities that really capture the children's imagination. Children loved using magnifying glasses to follow insects around the garden, stimulating questions and investigation. The very able leadership of the Early Years Foundation Stage ensures the progress of each child is carefully monitored and they all receive the best support they can at the start of their school life.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming majority of parents are happy with all aspects of school life. Of the few who added extra comments, all mentioned the warm welcome they always receive and the positive encouragement to get involved in the life of the school and their

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children's learning.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Johanna Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	51	31	44	4	6	0	0
The school keeps my child safe	37	52	32	45	1	1	0	0
The school informs me about my child's progress	35	49	31	44	1	1	1	1
My child is making enough progress at this school	34	49	34	48	2	3	0	0
The teaching is good at this school	35	49	34	48	0	0	0	0
The school helps me to support my child's learning	32	45	35	49	0	0	0	0
The school helps my child to have a healthy lifestyle	30	42	38	54	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	37	39	55	2	3	0	0
The school meets my child's particular needs	26	37	43	61	1	1	0	0
The school deals effectively with unacceptable behaviour	34	48	35	49	1	1	0	0
The school takes account of my suggestions and concerns	22	31	39	55	2	3	0	0
The school is led and managed effectively	28	39	35	49	2	3	0	0
Overall, I am happy with my child's experience at this school	34	48	30	42	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 June 2010

Dear Pupils

Inspection of Johanna Primary School, London SE1 7RH

Thank you very much for welcoming us to your school. We particularly like the way pupils from many different religions and a wide range of backgrounds get on so well together. Most of you behave well. We are impressed with the way you eat healthily and take part in school life. Our discussions with the School Council and Eco-warriors pointed to your excellent contribution to the school community. Well done in improving your attendance.

You make good progress in English, mathematics and science. Teaching is good because lessons are well organised, teachers make sure you know what you should learn and they ensure lessons move along at a good pace. Your headteacher and her team of senior teachers lead the school well and they know what needs improving.

To make your education better, I have asked your school to do the following:

- check that you have enough chances to improve your writing
- make sure that the more able of you have challenging work that helps you make good progress.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a very special place for you. You can do your bit by continuing to do your best in your learning and maintaining the lovely community feel at Johanna Primary.

Yours sincerely

Sarah McDermott Lead inspector

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