

# Surrey Square Junior School

## Inspection report

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<b>Unique Reference Number</b>	131318
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	341126
<b>Inspection dates</b>	11–12 November 2009
<b>Reporting inspector</b>	Ann Sydney

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

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<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ragnhild Banton
<b>Headteacher</b>	Liz Robinson
<b>Date of previous school inspection</b>	9 September 2006
<b>School address</b>	Surrey Square Walworth London SE17 2JY
<b>Telephone number</b>	020 77033049
<b>Fax number</b>	020 72771387
<b>Email address</b>	office@surreysquarejuniors.southwark.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and met with governors, staff and groups of pupils and parents. They observed the school's work and looked at the assessment records, pupils' work, attendance data and the required school policies. The views of parents, staff and pupils were gathered from questionnaires.

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

- the quality and consistency of assessment, especially marking and target- setting
- provision for pupils with emotional and behavioural difficulties to determine its impact
- how well leaders' skills are being developed at all levels
- the effectiveness of the school's efforts to improve attendance.

## Information about the school

This is an average-sized junior school. The vast majority of pupils transfer from Surrey Square Infant School on the lower floors of the same building. The proportion with special educational needs and/or disabilities is double the national average. The largest minority ethnic group is Black African but there are many heritages represented in the school. The majority of pupils speak English as an additional language, and slightly over 20% are at an early stage of learning English. The school has gained many awards in recognition of its work. Among these are Artsmark Gold, the International School Award and Activemark. It is a flagship school for the national 'Food for Life' initiative.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school because everyone involved in the school shares the same strong values and works together to achieve the same goals. The headteacher has led radical changes since the previous inspection to create a school that meets the needs of all its pupils. As a governor said, 'The model for improving the school is built up around pupils' needs: the pupils are not expected to fit a model.' A majority of pupils speak English as an additional language so lessons focus on introducing new vocabulary, talking and justifying choices. This produces not just articulate pupils but people who can avoid violence as a solution to their problems. The school is so successful in modifying behaviour that they take in hard-to-place pupils with emotional and behavioural difficulties. While they are settling in, other pupils rally round with support. Relationships in the school are excellent. All staff, pupils and parents are asked for their opinions, offer ideas and are encouraged to exercise leadership.

The curriculum is outstanding. It is rich, broad, creative and innovative. For example, the 'Identity' theme explores the diversity of pupils in the school and involves the community. The school supports the pupils through their families by offering parenting classes, help in understanding the benefits system and frequent information about pupils' progress. In return parents are very loyal to the school. However, there is a very small minority of families who have particular problems ensuring their children attend and are punctual. Teaching and learning are outstanding because teachers and support staff are well trained and love what they are doing. A governor said, 'The can-do spirit is infectious.' Monitoring and coaching have raised the quality of teaching from good to outstanding. All teaching and support staff are involved in tracking pupils' progress frequently and they have high expectations. Marking is very frequent and involves pupils in a dialogue so that they know exactly what to do next to improve. So, from a low starting point on entry, pupils reach standards that are higher than the national average by the end of Year 6. They make outstanding progress and they love their school. As demonstrated by the many successful initiatives taken by the school and the dramatic rise in pupils' performance, the school has an outstanding capacity to improve.

## What does the school need to do to improve further?

- By July 2010, raise the level of attendance over the year to above the national average and improve punctuality by:
  - analysing data to identify any patterns among non-attenders and late pupils and act on these

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- further developing incentives for individual pupils.

## Outcomes for individuals and groups of pupils

**1**

Since 2006, attainment at the end of Year 6 has improved sharply. It is now above the national average in English, science and mathematics, and far exceeds targets set for the school. All pupils, including those with special educational needs and/or disabilities, perform better than similar pupils nationally. Those who speak English as an additional language do even better than those who speak English as their home language, due to the excellent provision for them in the classroom.

Achievement at the end of Year 6 has been consistently outstanding for the past three years, among the best nationally. Pupils make outstanding progress in English, mathematics and science. All groups in the school show they are making progress significantly faster than similar pupils nationally. Pupils are making fast progress in every class.

Pupils' personal development is outstanding because the core values of respect, compassion, responsibility, enjoyment, success and unity are modelled by all adults in the school. Almost all pupils say they feel safe and they know exceptionally well how to stay safe. They have an excellent understanding of how to keep healthy, demonstrated by the Healthy Schools, Activemark and the Food for Life awards. Pupils look after each other very well. Behaviour is usually excellent in class and around the school, but a very small minority, often of new entrants, are still learning how to deal with disagreements. Pupils are learning to be more articulate, to work together and to understand each other's feelings, and are keen to take on a range of responsibilities. As one pupil said, 'My school is a lovely, caring community filled with children that want to learn. I am proud to be a member.' Notwithstanding this, attendance is about the national average with more than usual numbers of persistent absentees, despite the school's strong efforts to improve this. This means that pupils' workplace skills are good rather than outstanding.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

<sup>1</sup> 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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Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>3</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Teaching is outstanding, with the majority of lessons being excellent, and this consistency has led to outstanding progress. Detailed tracking of individual pupils and groups of pupils is the foundation for teachers' excellent planning. Lessons are generally fast-paced and lively, and pupils are involved in practical activities which they remember. Speaking and new vocabulary are emphasised and this not only helps the pupils who speak English as an additional language, but improves everyone's work. Marking is outstanding. Teachers and pupils enter into a dialogue about what needs to be done to improve, and because marking is so frequent, this means that the pupils make fast progress. In those lessons where learning is less than outstanding, this is because pupils' attention starts to wander. Sometimes this is linked to pupils spending too long sitting on the carpet or, rarely, work not providing enough challenge for an individual.

At the heart of the school is its outstanding quality of care, guidance and support, which has a strong emphasis on mental health. Provision for pupils with emotional and behavioural difficulties is outstanding, including a family liaison worker, the Place2be counselling service and a nurture group. One pupil rightly said, 'Even though some people are rough sometimes, the school turns their behaviour around.' Communication between staff is excellent and there are close working relationships with a number of local agencies to promote pupils' welfare. Frequent tracking of progress allows extra help to be given exactly where it is needed. The quality of support provided by support staff is high. Consequently, all groups of pupils are making outstanding progress.

The curriculum is outstanding. It is innovative, with a wide range of experiences for pupils both in and out of school. Not one opportunity for learning is wasted. Mornings are for literacy and numeracy but extra help is given outside these times for those pupils who need it, so that all pupils make excellent progress. In the afternoons there is a rich mix of subjects, with specialist teachers leading lessons on information and communication technology, music, physical education and French, which leads to high standards in these subjects. For one term pupils explore the theme of 'Identity', which includes exciting activities learning about both the vibrant mix of cultures in the school

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and other aspects of their identities. A wide range of clubs include the Yoruba club, open to everyone, which explores many fun aspects of Nigerian life and language. Staff encourage pupils to aim higher, especially in 'Aspirational Fortnight', where they are introduced to careers by some of the many business contacts made by the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### **How effective are leadership and management?**

Leadership and management are exemplary. The core values are modelled from the top and shared by everyone. They are the foundations of the school's development plan. One member of staff correctly said, 'We have a formidable team: staff, children, parents and the community.' Everyone in school, staff and children, is seen as a potential leader. The skills are passed on through coaching and training. Everyone can make suggestions for improvement; for example, a Higher Level Teaching Assistant designed the rewards system for playtime. Pupils are involved in the review of the child protection policy.

Systems are simple, clear and intelligently applied, so that all staff and pupils know what to do. Expectations and ambitions are very high and the school's leadership ensures that the curriculum is flexible enough to adapt to differing needs and interests. All teachers and support staff are involved in analysing progress data and then deciding where resources and staff are needed most. The quality of learning is rigorously and accurately monitored and effective action is put in place where it is less than outstanding. All aspects of school life are monitored so that each group has equal representation and equal opportunities. Governors ensure that safeguarding procedures are carried out to the highest standard. This total commitment to pupils experiencing excellent teaching and a relevant curriculum, as well as an outstanding level of safeguarding and care, has led to fast improvements in test results in a short time.

The school has worked hard to involve parents from a wide variety of cultures, and this is paying off because they are engaging much more with their children's education. All of them now attend progress review meetings. Community cohesion is outstanding, not just within the school and locally, but in the development of links with French and Indian schools. The school meets all statutory requirements. Self-evaluation, which involves everyone, is highly accurate. A committed governing body, with skills well matched to the school's needs, provides the challenge that ensures this school gives outstanding value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

The number of questionnaires received was higher than average. The overwhelming majority of parents and carers give a positive picture of all aspects. All parents who returned the questionnaire say that their children enjoy attending and parents feel well informed of their progress. They all agree that teaching is good and the school helps them support their children's learning. They feel the school helps prepare pupils well for the next stage in their education and enables them to live healthily. They believe the school is well led and managed and meets their children's individual needs so that all of them are happy with their child's experience at Surrey Square Junior School.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Surrey Square Junior 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.

The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 225 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	65	33	35	0	0	0	0
The school keeps my child safe	48	52	44	47	1	1	0	0
The school informs me about my child's progress	58	62	35	38	0	0	0	0
My child is making enough progress at this school	43	46	48	52	2	2	0	0
The teaching is good at this school	47	50	46	50	0	0	0	0
The school helps me to support my child's learning	47	50	46	50	0	0	0	0
The school helps my child to have a healthy lifestyle	45	48	48	52	0	0	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)	39	42	54	58	0	0	0	0
The school meets my child's particular needs	36	39	48	61	0	0	0	0
The school deals effectively with unacceptable behaviour	46	49	44	47	3	3	0	0
The school takes account of my suggestions and concerns	36	39	55	59	2	2	0	0
The school is led and managed effectively	45	48	48	52	0	0	0	0
Overall, I am happy with my child's experience at this school	52	56	41	44	0	0	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 November 2009

Dear Pupils

Inspection of Surrey Square Junior school, Walworth, London SE17 2JY

The inspectors really enjoyed visiting your school and talking to many of you. You were friendly, polite and helpful. You told us just how proud you are of your school. On the questionnaires you filled in, one pupil wrote, 'The school only has one word and that is OUTSTANDING!' We agree.

It is an outstanding school because your headteacher has organised it so well that you are extremely well cared for and you learn exciting things that interest you. Teaching and learning are outstanding. Lessons help you improve your speaking and writing. Teachers (and you) mark your books really well so you know how to improve. Your behaviour in class is often excellent. A small number of pupils have difficulty controlling their hurt feelings, but the rest of you rally round to help them. Because of this you are all making excellent progress and the pupils leaving Year 6 are getting better results than in most schools in England. The school is very popular with your parents and all the school staff work with them very well to give you an excellent education.

There is something you can do to help your school get even closer to perfection. A small number of pupils do not attend as often as they could, and some pupils are late in the morning. Please remember that you will be missing out on an outstanding experience if you miss school when you are not ill, or you miss the start of lessons. Only a few schools are outstanding, and Surrey Square Juniors is one of them.

- Please remind your parents that you must come to school whenever possible, and arrive on time.
- Follow your dreams and ambitions' as the poster in school says.

Yours sincerely

Ann Sydney

Lead Inspector

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