School report

St John's Angell Town Church of England Primary School

85 Angell Road, Brixton, London SW9 7HH

Inspection dates 26–27 June 2019

Overall effectiveness	**Good**
Effectiveness of leadership and management	**Good**
Quality of teaching, learning and assessment	**Good**
Personal development, behaviour and welfare	**Good**
Outcomes for pupils	**Good**
Early years provision	**Good**
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher, well supported by the head of school, has brought about significant and sustained improvements as a result of setting high expectations.
- Middle leaders are increasingly effective in their roles, demonstrating much potential. They know how to help pupils make progress. They are well supported through continuing professional development.
- Staff are committed to putting children at the heart of what they do.
- Leaders make good use of additional funding to ensure that vulnerable pupils do well.
- The curriculum is broad, balanced and exciting. However, study in some subjects, for example computing and humanities, requires further development.
- Governors understand their role well. They are involved in the strategic direction of the school, and hold the school to account effectively for the actions that it takes.
- Teaching has improved and is consistently good across the school. As a result, pupils make good progress. By the end of key stage 2, pupils' progress in reading, writing and mathematics is significantly above the national average.
- The early years provision gives children a good start to their education.
- Parents are supportive of the school.
- Pupils behave well. They are polite, courteous, take a pride in their school and have good attitudes to learning.
- Safeguarding is effective. There is a culture of vigilance across the school. Pupils feel secure at school and cared for by staff.
- All pupils with special educational needs and/or disabilities (SEND) make good progress.
- The school's current information on pupil's progress shows a picture of sustained high standards and improving outcomes.

Full report

What does the school need to do to improve further?

- Continue to develop middle leaders so that initiatives in curriculum development become embedded, particularly in computing and humanities.

Inspection judgements

Effectiveness of leadership and management	Good

- Since the school was last inspected, the executive headteacher, well supported by the head of school, has made significant and sustained improvements. Leaders have responded promptly to the disappointing outcomes from the previous inspection by establishing a shared vision and setting high expectations. They have demonstrated strong and effective leadership. They have created an open culture where staff are supported and encouraged to take risks, always with a focus on learning. Actions have been taken which are based on a secure analysis of their pupils' needs. Leaders review and analyse all aspects of the school's performance regularly to ensure that everything they do has a positive impact.
- Leaders have high expectations of themselves and others. They are reflective and seek to continuously improve. Leaders set challenging targets which focus on improving pupils' progress. They pinpoint priorities for the school based on their analysis. Leaders form effective action plans which support key areas for development. They monitor these plans rigorously.
- Leaders make sure that staff receive high-quality training to develop their skills. This has been enhanced by the partnership with two other schools, which has enabled expertise to be shared. Many leaders are new to their roles. They are well supported by members of the senior leadership team. Teachers attend regular staff training sessions. Leaders ensure that performance management targets are specific and focus on pupils' learning. They encourage other teachers, for example by coaching them in their roles. Leaders know that they need to continue develop middle leaders so that they are increasingly effective.
- Subject leaders are passionate about their subjects, even those recently in post. Leadership in mathematics and English is particularly strong. This is reflected in the school's performance in the national assessments. Subject leaders have an accurate and detailed understanding of the strengths and weaknesses in each year group in reading, writing and mathematics. Senior leaders work closely with subject leaders to review pupil progress and plan a range of strategies to address underachievement for individuals. Consequently, pupil progress is strong across the school in English and mathematics.
- Leaders review the curriculum constantly to ensure that it is meeting the needs of all pupils. They provide a curriculum that is challenging, stimulating and supportive. They are aspirational for their pupils. For example, an annual careers day provides pupils with opportunities to explore how to follow a chosen career path. Leaders provide information for parents to explain what pupils will be learning and how they can help them. This has been done through the recently introduced knowledge organisers, which also emphasise the use of technical vocabulary.
- Pupils study a wide range of subjects, which helps them to develop both academically and personally. For example, leaders emphasise the importance of building resilience, developing mental health and promoting well-being. However, leaders appreciate that

study in some subjects, for example computing and humanities, requires further development.

- Pupils enjoy learning. They are very proud of projects in which they are involved. Their learning is enhanced through a wide variety of enrichment activities, for example music with the London Philharmonic Orchestra, focus weeks such as 'E-Safety Week' and World Book Day. Visits to places such as the Houses of Parliament and the British Museum further enhance learning. Opportunities to visit the coast provide pupils with experiences they would not always have.
- The school's values and curriculum promote diversity and support pupils' spiritual, moral, social and cultural development very well. Pupils have a good understanding of other religions and faiths through religious education lessons and visits to different places of worship. Assemblies and personal, social and health education help prepare pupils for life in modern Britain and reinforce fundamental British values.
- Leaders have high expectations for those pupils with SEND. They enable teachers to focus on pupils' individual needs. Staff training has enabled teachers to be very knowledgeable and skilful in organising SEND provision. Pupils with SEND make good progress because of effective teaching and support.
- Leaders analyse and review the use of pupil premium funding to make sure that it is making a difference to the pupils it is meant to support. Disadvantaged pupils receive personalised support in and outside of lessons, including during attendance at breakfast and after-school clubs. This is leading to improved progress for disadvantaged pupils.
- Pupils are provided with many opportunities to develop their sporting skills and promote physical activity. Extra-curricular activities include cricket, football and netball. The school participates in a number of local sporting competitions.

Governance of the school

- Governors are highly effective in their roles, and are analytical in the questions they ask school leaders. Finances are monitored closely and the impact of spending is carefully evaluated. Governors have willingly undertaken training so that they are well informed about school performance measures and safeguarding practice.
- Governors have an in-depth understanding of pupils' needs, and what is needed to improve the school further. Individual governors have responsibility for specific aspects or parts of the school. They are confident that the school has the necessary capacity and expertise to support other schools in the partnership.

Safeguarding

- School staff know their safeguarding responsibilities and are up to date in their training. All staff have a secure understanding of the 'Prevent' duty and local risks, for example regarding gangs, knife crime and female genital mutilation. Frequent challenges to staff through regular quizzes maintain the high priority given to safeguarding in the school. Records, such as the child protection register, are meticulously organised. The school promptly refers cases that cause concern, and

follows these through. Leaders are relentless in ensuring that pupils get the support they need.

- Leaders have a strong understanding of the specific needs of the community, the challenges facing families and the risks pupils might face. The school's curriculum includes a programme to support pupils' mental health. This helps pupils to keep physically and emotionally safe. It is designed to help the most vulnerable pupils so that they are better prepared to combat issues and remain safe.
- Pupils said that they feel safe in school. They know that staff care about them, and that there are key members of staff to whom they can go if they need help. The school ensures that all pupils know how to stay safe online.

Quality of teaching, learning and assessment — Good

- Teachers have consistently high expectations of pupils' learning and behaviour throughout the school. Pupils know what is expected of them because teachers structure learning well. Lessons are not disrupted by poor behaviour and pupils make progress.
- Teachers are aware of the needs of different groups of pupils and work hard to ensure that their needs are met. For example, most-able pupils are provided with different challenges to extend their learning. Teachers provide appropriate additional support so that pupils with SEND can fully engage in lessons.
- Class routines are well established. Teachers' explanations of what they wish pupils to learn are clear. For example, during the inspection in a lesson in Year 6, the learning was clarified as the teacher modelled how she wished the pupils to evaluate a piece of writing. Interesting lessons are planned. Teachers seek to make learning challenging, relevant and meaningful. For example, during an observation, a Year 5 classroom was in darkness as the teacher explained day and night. The use of a globe demonstrated clearly how the earth spins and where it is day and night. Effective teacher questioning challenges thinking and deepens learning.
- The teaching of English and mathematics is particularly strong. Pupils are challenged to improve. Occasionally, work can be too challenging and progress limited because, for example, pupils have not fully understood a mathematical concept. However, where there is good practice, pupils make strong progress. For example, in English, the use of targeted questions, clear explanations and checking understanding allows pupils to deepen their thinking. They can apply what they have learned when writing a text using more complex vocabulary.
- Teachers receive targeted training, which develops their strong subject knowledge and enables all teachers to teach all subjects. Good examples were observed, for example, in the teaching of art, where pupils learned key skills in the use of chalk and charcoal. A consistent approach to teaching phonics (letters and the sounds they represent) has led to well-established routines for each group.
- Teachers give effective feedback to pupils, especially in English and mathematics. This informs pupils about what they are doing well and where they can improve.
- Throughout the school, the deployment of teaching assistants is effective. They skilfully

ask questions and provide explanations to support learning. Pupils supported on a one-to-one basis are helped extremely well.

Personal development, behaviour and welfare — Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud of their school. They develop a sense of pride when they achieve their pen licence. They are happy and polite. Pupils are respectful of each other. They encourage one another. For example, older pupils help younger children to find a book in the school's library.
- Pupils are keen to take on responsibilities, such as those of school councillors and peer mediators. Older pupils escort visitors around the school. They are articulate and can explain clearly how the school works from the early years to Year 6.
- Pupils are motivated learners and they want to do well. The presentation of their work is of a consistently high standard. They said that they like the range of subjects taught. They know that they have made progress because they can see how their work has improved since the beginning of the year.
- Pupils gain an understanding of democracy by having a voice in school developments, and by fulfilling their roles as representatives of different school bodies. For example, the 'Votes for Schools' programme provides pupils with opportunities to express opinions on a wide range of subjects.
- Pupils are aware of healthy eating. They know which foods are healthy for them. Younger pupils understand that cakes contain too much sugar, which 'could make them fat, but they could eat a little with their lunch'.
- Pupils said that there is little bullying in school. If it occurs, they know that teachers will deal with it well. Pupils look out for each other in their roles as peer mediators and play leaders.

Behaviour

- The behaviour of pupils is good.
- Behaviour around the school is calm and orderly. In classrooms, in the playground and in corridors, behaviour is never less than good. Pupils respond promptly to teachers' instructions.
- Pupils fully understand the school's high expectations of behaviour. Staff consistently apply rewards and sanctions in line with school policy.
- Pupils increasingly value their education. They rarely miss a day at school. Few are absent. Current attendance is broadly in line with the national average. The school adopts a zero-tolerance approach to unexplained absences.

Outcomes for pupils — Good

- Outcomes across the school are good. Pupils, including disadvantaged pupils, make very good progress in English and mathematics. They are well prepared for the next stage in their education.
- Most Year 6 pupils reached at least the expected standard in reading, writing and mathematics in 2018. Work seen in a sample of books shows high rates of progress across the school in English and mathematics. Current assessment information shows that progress in English and mathematics is strong. Attainment in foundation subjects across the school is broadly in line with national expectations.
- Overall progress by the end of key stage 2 is well above the national average in reading, writing and mathematics.
- Foundations are laid by the end of key stage 1 as a basis for pupils' strong progress in key stage 2. By the end of Year 2, most pupils reach the expected standards. Over time, an average proportion of Year 1 pupils have met the standard in the national phonics screening check.
- The proportions of disadvantaged pupils attaining the expected standard at the end of key stage 2 are above national averages. Disadvantaged pupils make strong progress, at least similar to that of others in their classes, with the help of targeted support.
- Pupils with SEND make strong progress as a result of the excellent support they receive. Pupils who speak English as an additional language and disadvantaged pupils achieve well.
- Teachers ensure that pupils develop literacy and numeracy skills from a young age. Pupils apply what they have learned in different contexts well.

Early years provision — Good

- Leaders have a good understanding of the main strengths and areas to develop. Safeguarding is effective.
- Staff plan well for the range of children's needs and abilities. They identify differences in children's learning early. They provide directed activities to address any differences. For example, staff quickly provide literacy and numeracy support when necessary. Assessment information shows that this is having a positive impact.
- Both the indoor and outside areas in early years are well resourced and provide a rich learning environment. This helps children to learn in a variety of ways and develop their independence.
- Teachers provide a full range of activities to develop children's skills. They model language well and give opportunities for children to improve their speaking skills. For example, during an observation, staff encouraged children to speak with confidence as they played with pirate ships and created maps to find treasure.
- Staff use effective questioning to promote children's learning. They enjoy counting coins and are encouraged to explain their thinking. Children's language skills are

consolidated in phonics sessions, in which children successfully sound out simple words. Handwriting practice successfully builds upon early mark-making. In the Nursery, inspectors observed adults supporting children with speech and language difficulties as they bathed their dolls.

- From below-average starting points, children make good progress in all areas of learning. This is because teaching is good. Most children, including disadvantaged children, achieve a good level of development by the end of Reception and are ready for key stage 1.
- Children behave well. They listen well and play cooperatively with each other in all activities. Teachers ensure that children know how to keep themselves healthy when they learn about making choices and healthy eating.
- Parents are kept closely informed of their child's activities and progress. Staff form good relationships with parents and ensure that home visits take place before children start in early years.
- Staff assess children's progress accurately through observations and discussions about children's work. They celebrate successes and provide opportunities for future learning.

School details

Unique reference number	100615
Local authority	Lambeth
Inspection number	10088870

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Rosemarie Mallett
Headteacher	Nicky Zeronian-Dalley
Telephone number	0207 274 4847
Website	www.st-johns.lambeth.sch.uk
Email address	admin@st-johns.lambeth.sch.uk
Date of previous inspection	14–15 March 2017

Information about this school

- St John's Angell Town Primary School was judged as requiring improvement in March 2017.
- This is a one-form of entry primary school. The early years consists of one Nursery class and one Reception class.
- The majority of pupils come from a Black African or Black Caribbean background.
- A large proportion of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is high.
- The proportion of pupils with SEND is slightly above average.
- The school provides a Protestant education for pupils between three and 11 years of age. This Protestant education provision was judged outstanding at the school's most recent section 48 inspection, which took place in March 2017.

Information about this inspection

- Inspectors observed learning in all year groups. Most observations were undertaken with the executive headteacher and the head of school.
- Inspectors met with four members of the governing body.
- Inspectors met with a representative of the local authority and a representative from the local diocese.
- Inspectors met with leaders to discuss their roles and the impact of their work.
- Inspectors met with a teacher who is new to the school to discuss the support provided and the impact of this on their work.
- Inspectors heard pupils read and talked to pupils in the lunch hall, as they moved around the building, and in the playground.
- Inspectors talked to staff who were on duty in the lunch hall and in the playground.
- Inspectors met with staff who oversee the single central record of staff suitability checks.
- Inspectors examined a range of school documents, including: information on pupils' progress and outcomes across the school; improvement plans; curriculum plans; and checks on the quality of teaching. They also examined school records relating to governance, safeguarding, behaviour, complaints, pupils' attendance and welfare.
- Inspectors scrutinised a sample of books to check the progress that pupils make over time.
- Inspectors took account of the 17 responses to the most recent staff survey.
- Inspectors took account of the 99 responses to the most recent pupil survey.
- Inspectors took account of the 17 responses to the Ofsted inspection survey, Parent View.

Inspection team

Rick Barnes, lead inspector	Ofsted Inspector
Ann Pratt	Ofsted Inspector
Sue Brooks	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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