

# Julian's School

16 Wolfington Road, London, SE27 0JF

**Inspection dates** 17–18 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well. By the end of Year 6, they have reached standards in reading, writing and mathematics which are above average.
- Teaching is good, and in an increasing number of lessons, it is outstanding. Teachers plan activities which challenge most pupils and provide good written and verbal advice on how to improve further.
- Pupils from different groups, including disabled pupils and those with special educational needs, make good progress. Their needs are understood well and they receive appropriate support.
- Provision in the new Nursery and Reception classes is good. Children enter with skills below those expected for their age and make good progress because there is a strong focus on developing early reading skills and an enjoyment for learning.
- Pupils' behaviour is outstanding. Pupils feel very safe and show exceptionally positive attitudes to learning. They use their initiative to help others.
- The executive headteacher and joint heads of school provide inspirational leadership. They have been highly successful in managing the transition to the new site and creating an exceptional learning climate. They have increased the proportion of outstanding teaching so that standards across the school continue to rise and remain above average. School leaders manage teaching outstandingly well.
- Governors are insightful and understand the school extremely well. They provide high levels of support and challenge, ensuring that the school continues to improve rapidly.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to ensure that greater numbers of pupils make rapid progress and exceed the highest national expectations.
- Teachers do not always make clear to pupils how to improve their work and reach their learning targets.

## Information about this inspection

- Inspectors observed 23 lessons, six jointly with the executive headteacher and joint heads of the school. They also observed support and small-group sessions for pupils at risk of falling behind.
- Inspectors attended two school assemblies and visited the school's breakfast club.
- Inspectors listened to pupils read in class and met with two different groups of pupils. They spoke with two school governors and a representative of the local authority. They also spoke to school staff, including senior and subject leaders.
- Inspectors noted the views of 83 parents and carers who responded to the on-line Parent View survey and spoke to parents and carers who were bringing their children to school. They also took account of a letter received from parents during the inspection.
- The inspection team reviewed the responses to 27 staff questionnaires completed during the inspection.
- Inspectors observed the school's work and looked at a number of documents, including the school's information on pupils' current progress, planning documents, checks carried out by leaders on the school's effectiveness, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Aune Turkson-Jones, Lead inspector	Additional Inspector
Paula Craigie	Additional Inspector
Mr Samuel Ofori-Kyereh	Additional Inspector
Jennifer Barker	Additional Inspector

## Full report

### Information about this school

- The school is larger than most primary schools and has recently moved to a new site, while the original one is being developed to accommodate the school's expansion, from Nursery through to Year 6. The original site will be redeveloped and eventually the school will be based across both.
- The majority of the pupils are from minority ethnic groups and the proportion who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is slightly above average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked after children, those known to be eligible for free school meals and pupils with a parent in the armed forces, is slightly below average.
- The breakfast club on site is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of outstanding teaching and so accelerate achievement by:
  - making sure that all teachers consistently link targets in every lesson with clear explanations of how pupils can achieve them
  - making sure that all pupils respond to high-quality written and verbal feedback, showing that they understand how to improve their work and reach their targets.

## Inspection judgements

### The achievement of pupils is good

- Pupils' skills and abilities when they join the school are usually below those typically found. Pupils make good progress through the school and by the end of Year 6 are reaching standards which are above those of most 11-year-olds. School information and current work indicate that pupils are on track to continue to improve further in both key stages in 2013 with a small number set to achieve Level 6 in mathematics.
- Pupils known to be eligible for free school meals achieve well. Overall, pupils eligible for the pupil premium are edging ahead of their peers in school in writing and mathematics and are only slightly behind in reading. The previous gap has closed because the extra funding is used effectively to provide the targeted support of learning mentors and a highly skilled senior assistant headteacher.
- Pupils' standard of reading has risen consistently over recent years and remains above average. Less-able pupils in Year 2 and Year 6 show a secure grasp of the principles of reading. Pupils have very positive attitudes and high levels of enthusiasm about their enjoyment of reading.
- Writing standards have improved, and writing is closely linked to class visits and visitors. Pupils write for a range of purposes with increasing competence and confidence. They re-draft and edit their own work so that they are constantly improving.
- In numeracy, pupils have good opportunities to apply their skills and choose their own methods to solve problems. This skill in applying previous learning across a range of topics contributes well to raising their achievement.
- Disabled pupils and those who have special educational needs receive good-quality support and achieve well as a result. Additional funding to provide specialised adult support for smaller groups daily has been highly effective in promoting these pupils' success.
- The achievement of pupils from minority ethnic groups is similar to that of other pupils. Those who speak English as an additional language also make good progress because the school identifies their language needs early on and provides good support.
- Progress is best in those lessons where pupils are given clear advice on how to improve their work and what to do next to achieve their targets. This is not yet consistently the case in all lessons and as a result progress overall is good rather than better.

### The quality of teaching is good

- Teachers and teaching assistants work closely in lessons and teachers plan carefully, taking account of what pupils already know, understand and can do. This ensures that activities are suitably demanding for most pupils, engages their interest and motivates them well.
- All disabled pupils and those who have special educational needs receive high-quality support from teachers and specialist teaching assistants at the right level for them within lessons and in one-to-one or small-group activities. Their progress is carefully checked.
- The best teaching plays to pupils' skills as exceptionally keen learners who willingly rise to the challenges set for them. For example, in a demanding history topic lesson, pupils created their own high-quality comic pages on laptop computers, using factual information about Vikings. They worked with confidence, helped others without being asked to and checked their drafts against their own learning targets, requiring minimal help from the teacher.
- Teachers are sometimes very effective in linking activities with pupils' individual targets so that they understand exactly what is expected of them and how they can achieve greater success. This is particularly evident in the best lessons; however, this good practice is not consistently widespread across the school and sometimes teachers do not explain clearly enough when setting out their learning expectations. As a result, progress is not as rapid.
- Children begin to develop their reading and writing skills well across subjects from the time they enter the school in the Nursery and Reception classes. This close attention to speech and

language helps them to overcome early barriers to learning and make good progress.

- Marking is good in most lessons and subjects and the best examples refer to pupils' individual targets. Nevertheless, teachers do not always give detailed enough feedback to help pupils reach the highest levels in their work, or make sure that pupils respond to their comments.

### **The behaviour and safety of pupils** are outstanding

- Pupils have exceptionally positive attitudes to learning. They manage their own behaviour very well and play a very active part in maintaining the positive atmosphere in their new school.
- The parents, carers and staff agree that pupils' behaviour in lessons and around school is excellent. Pupils' attendance levels are consistently above the national average.
- Pupils express great pride in their school and were seen by inspectors to be polite, courteous and well mannered. They treat each other and staff with great respect and are tolerant of each other's differences.
- School councillors represent pupils well and act as positive role models for others in the school. They take school improvement seriously and have been actively involved in the developments and move to the new site and the school's vision for the future.
- Bullying is rare and dealt with effectively when it occurs. Pupils understand risk, particularly as they are involved in a high number of visits, and know how to stay safe outside school. Pupils discuss potential risks prior to going out on visits so their awareness of safety is heightened. They are highly aware of different types of bullying and how to keep themselves safe, especially on the internet. There are few racist incidents, and discrimination in any form is not tolerated.
- Pupils are very proud of their school and all speak positively about how much they enjoy and value being a part of it. They train as peer mediators and play leaders and the eco-squad raises the awareness of recycling and the environment.
- Pupils say that they feel very safe in school. If they have any concerns, they say that they trust adults to help them, and calling adults by their first names makes them feel more like equals.

### **The leadership and management** are outstanding

- School leaders have been highly successful in helping to relocate the school, without disturbing the learning and achievement of its pupils. The very recent move has already resulted in good provision in the new Nursery. School leaders work together with a clear vision and commitment to continuous improvement. Their high expectations are reflected throughout the school.
- Leadership roles have evolved and strengthened and new roles have been created to retain talented teachers and drive key improvements identified in the school's development plan. Staff responses were largely positive and praising of the leadership team.
- The school reviews all aspects of its work thoroughly and acts quickly to address any gaps so that the pace of improvements is not slowed. School development plans are realistic and sharply focused. Plans to raise standards are linked to close checks on the quality of teaching, learning and progress.
- Good staff training and the highly effective appointment of key support staff, such as learning and behaviour mentors, have led to marked improvements across the school. This means that the staff are more skilful in adapting work to suit the needs of individuals and groups. This is especially noticeable in the school's approach to teaching early reading skills to a series of different ability groups, and in developing pupils' writing.
- Leaders make sure that teachers' pay and performance link directly to whole-school priorities and pupils' progress. This has helped to improve the quality of teaching so that most is now consistently good and increasingly outstanding.
- The curriculum is supplemented by a vast number of extra-curricular clubs and activities, such as the breakfast club offering of capoeira, a very popular Brazilian martial art. Special events provide inspiring and memorable experiences to support topics studied, such as a visit to Kew Gardens to see the unveiling of the Olympic motto. These help to boost pupils' cultural

knowledge, and develop their views and personal qualities.

- Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer. The school promotes pupils' spiritual, moral, social and cultural development well, and a strong pastoral programme ensures the all-round development of each pupil.
- The local authority has supported the school very well. It has contributed to improvements in the quality of teaching and learning over time and continues to support leadership at all levels.

■ **The governance of the school:**

- Governors are highly skilled and their work with school leaders is exceptional and integral to their vision of becoming an outstanding school. They have an excellent understanding of information on pupils' progress, and use the very latest available to make comparisons with other schools. Governors are committed to enhancing their own skills as a governing body and have deliberately recruited new members with this in mind. This expertise is used to improve aspects of the school as it continues to grow and increase in numbers. They make regular visits to check directly on key areas of the school's work and have successfully improved communications with parents and carers by establishing a parents' forum. Governors also ensure that financial resources are efficiently managed including pupil premium funding and how this impacts on pupils' achievement. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They check that the breakfast club is well run and that safeguarding meets requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100602
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	412272

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	452
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Smeeth
<b>Executive Headteacher</b>	Alison Moller
<b>Heads of school</b>	Sarah Wilson / Becky Coburn
<b>Date of previous school inspection</b>	11 March 2009
<b>Telephone number</b>	0208 87611894
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