

Inspection of Immanuel and St Andrew Church of England Primary School

Northanger Road, Streatham, London SW16 5SL

Inspection dates:	1 and 2 July 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils are happy and feel safe in this friendly school community. In the early years, children settle quickly into well-established routines. They enjoy a rich and stimulating environment both indoors and outside in the play areas. Staff focus on developing children's early language, communication and social skills. This helps children to build strong foundations for future learning.

The school has a clear vision, centred on 'Excellence for all. Excellence from all'. Staff have high ambitions of pupils' learning and pupils work hard to meet these expectations. From the early years onwards, pupils behave well. They know the school rules and follow them appropriately. In lessons, pupils focus and engage in their learning. As a result, most pupils achieve well. During social times of the day, pupils enjoy being active and playing games or chatting with their friends.

Pupils are proud of their roles as pupil leaders and know they can make a positive difference. Pupils feel their ideas are listened to, for example, when they serve as school council, as science ambassadors or as worship leaders. They enjoy the extensive range of clubs and opportunities on offer to explore and develop their musical, artistic and sporting talents and interests.

What does the school do well and what does it need to do better?

The school has designed an ambitious, broad and creative curriculum. This helps pupils to build their knowledge and skills securely over time. Teachers have good subject knowledge and explain new ideas clearly. They revisit important concepts so that pupils remember what they learn. Pupils achieve well across subjects, such as English and mathematics. The school nurtures pupils' creative talents exceptionally well in subjects such as art, design and technology and music. In a few subjects, where the curriculum is not as well established, there are some gaps in pupils' prior knowledge which can limit their deeper learning.

Reading is a key priority across the school. Staff ensure that pupils quickly gain the phonics knowledge they need to become confident and fluent readers. The school carefully matches the books that pupils read to the sounds they are learning. It provides extra help for pupils who need it so they can quickly catch up. Pupils of different ages enjoy reading together. They read a wide range of carefully chosen books that reflect different cultures and voices. Teachers read to pupils daily. They use drama effectively to enhance learning and pupils' speaking and listening skills.

The school quickly and accurately identifies the needs of pupils with special educational needs and/or disabilities (SEND). However, the effectiveness of the support that the school provides for pupils with SEND varies across the school. Where this support is most effective, pupils with SEND achieve highly. Where this is not as effective, some pupils with SEND do not progress through the curriculum as well as they should.

The school's high expectations of behaviour are clear and well understood. Staff apply these expectations consistently. As a result, pupils typically behave well and show positive attitudes towards their learning. The school monitors attendance rigorously. It works well with families to provide support for any pupils whose attendance is a concern. Pupils attend school regularly and persistent absence is low.

The school's work to support the personal development of pupils is exceptional. The curriculum helps pupils to understand important themes such as tolerance, responsibility and respect. Older pupils learn how to discuss sensitive topics maturely and consider the views of others. Pupils learn about healthy living and how to be safe including when online. Carefully planned educational visits, foster responsibility, collaboration and team building. Pupils of all ages are well prepared for their next stage of education and for life in modern Britain.

Staff are proud to work at this school. They appreciate that leaders look after their well-being and listen to their views. Staff, including those new to teaching feel their workload is well considered and managed.

Many parents and carers speak positively about the nurture and care shown towards their children. Others have concerns about communication between home and school. Those responsible for governance, supported by the local authority, use their knowledge of the school to provide effective support and challenge for future school development.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some of the school's improvements to the curriculum are new and are not fully secure. As a result, in a few subjects, there are gaps in pupils' knowledge. The school should continue to check pupils' learning and understanding to ensure that curriculum delivery meets the school's ambitious standards so that pupils learn well.
- The provision for some pupils with SEND is not tailored well enough to meet their specific needs. This means that some pupils do not achieve as well as they could. The school should ensure that pupils with SEND receive consistently high-quality provision that takes account of their individual needs.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100633
Local authority	Lambeth
Inspection number	10379077
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	427
Appropriate authority	The governing body
Chair of governing body	Mark Polglase
Headteacher	Suzette Coleman
Website	www.immanuelschoollambeth.org
Dates of previous inspection	30 June and 1 July 2015, under section 5 of the Education Act 2005

Information about this school

- The current headteacher was appointed in September 2022.
- The school is designated as having a religious character as a Church of England school. The school's most recent section 48 inspection was in December 2019.
- The school runs its own breakfast- and after-school wraparound care clubs.
- The school currently does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the ongoing impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, other senior and curriculum leaders and groups of staff and pupils.
- Inspectors held discussions with members of the governing body including the chair. The lead inspector also spoke with a representative from the local authority and the local diocesan board.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, geography and music. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. Inspectors also discussed the curriculum in some other subjects.
- Inspectors took account of the responses to Ofsted Parent View. They considered the responses to Ofsted's staff and pupil surveys.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders' strategies for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground.

Inspection team

Sean Flood, lead inspector	Ofsted Inspector
Abi Misselbrook-Lovejoy	Ofsted Inspector
Paul Lufkin	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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