

Immanuel and St Andrew Church of England Primary School

Inspection report

Unique Reference Number	100633
Local Authority	Lambeth
Inspection number	335570
Inspection dates	21–22 September 2009
Reporting inspector	Jo Curd

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Catherine Pearson
Headteacher	James Robinson
Date of previous school inspection	5 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with staff, governors and groups of pupils. They spoke to parents, pupils and staff. They observed the school's work, looked at documentation from the School Improvement Partner, the Diocesan Education Advisor, Early Years Foundation Stage, school learning mentor and about safeguarding, records of lesson observations and planning, pupils' books and questionnaires from pupils, staff and 134 parents.

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

- the attainment and progress of pupils
- the extent of pupils' personal and social development
- opportunities for all pupils to learn about Britain's diverse cultures and faiths
- how well all leaders and managers have driven improvement
- the effectiveness of procedures to safeguard the health and safety of all pupils.

Information about the school

This average sized school has one class per year group, a Reception class and a Nursery. At the request of the local authority and demand for places at the school, a second Reception class is due to open in January 2010. The proportion of pupils who are eligible for free school meals is higher than in most other schools. Three quarters of pupils are from minority ethnic groups, many of these are of African, Caribbean or Polish descent. Over 40% of pupils have English as an additional language. Over three quarters of these, about a third of all pupils, are at early stages of using English. Although the proportion of pupils who have special educational needs and/or disabilities is in line with the national average, a higher proportion than in most schools have statements of special educational needs. Whilst their difficulties and/or disabilities are diverse, many have moderate learning difficulties or autistic spectrum disorders and some have far more profound needs. A very small number of pupils are looked after by the local authority.

New, independently-run after-school care started in September 2009.

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. All pupils make good progress in their learning, and develop positive attitudes. Behaviour is good. Pupils feel safe and enjoy their time at school. One pupil said it is, 'a very happy, healthy and great school, full of smiles'. Nearly all the parents appreciate the school and the education it provides. One said, 'I am impressed by both the teaching standards and the support the school provides. I am really happy that my child attends.'

Given the school's track record of development, its strong and effective leadership and the commitment of all, capacity for sustained improvement is good. For example, one reason for the school's success is largely due to the competent way in which the headteacher, deputy headteacher and governors lead and manage the school. They work effectively as a team presenting positive, productive role models for all staff and pupils to follow. One parent cited the headteacher's greatest strength as the successful recruitment of able, caring staff. The sense of community and shared vision throughout the school is strong. Moreover, effective and accurate monitoring and evaluation have contributed to improvements in teaching and the progress of all groups of pupils. For example, standards for pupils of African and Caribbean descent have improved considerably.

Children start at the school with knowledge, skills and understanding lower than expected for this age. They all progress well and leave with attainment in line with the national average. This includes about a third of pupils who reach higher levels in statutory tests at the end of Year 6 and some, who despite good progress, have significant learning difficulties and disabilities which serve as a barrier to their attainment. Expectations and aspirations for all pupils are high. Detailed and careful tracking of progress throughout the school helps to keep all staff accountable and shows that all groups, including those from ethnic minorities, are now making good progress in all years. Although staff know all the pupils well they do not always use assessment information sufficiently well to adapt work to meet individual needs. Occasionally, work is too difficult or easy for some which inevitably slows their progress.

The school has a strong Christian ethos. This underpins the way everyone is valued, cared for, supported and respected. The very varied school community is settled and harmonious. Pupils are confident, friendly and very welcoming to all. Although they learn about Christianity, Islam, Buddhism and Judaism in religious education, other opportunities for pupils to learn about a diversity of cultures and beliefs in Britain are more limited.

What does the school need to do to improve further?

- Ensure the consistent progress of pupils through teachers making better use of assessment information to ensure appropriately challenging work is set for pupils of all abilities.
- Increase opportunities for pupils to extend their knowledge and understanding through learning about a wider range of cultures and beliefs.

Outcomes for individuals and groups of pupils

2

Pupils settle quickly and behave well in lessons because they are motivated by interesting work and keen to do well. In an English lesson pupils made good progress in spelling because of the teacher's good subject knowledge. In a mathematics lesson other pupils effectively spurred each other on, challenging and encouraging each other in problem solving and discussion. Observations and discussions confirmed pupils enjoy playtimes, swimming and 'working hard'. Physical exercise at playtimes, in lessons and in out-of-school clubs and nutritious, tasty school meals all contribute well to their good levels of health. Attendance is improving, particularly that of some pupils who have been persistent absentees. This is now in line with the national average. Although a few pupils expressed concerns about behaviour, inspectors found this to be good in and out of lessons. Lessons observed were settled and purposeful and playtimes seen were happy and harmonious. Despite some concerns about behaviour, pupils feel safe because they know, 'teachers are always there to help us sort things out'. All Year 6 pupils are trained peer mediators who successfully take responsibility for helping peers and younger pupils resolve differences and disputes. Discussions with, and questionnaires from, pupils indicate that most are very positive about the school. This is one reason for their good achievement and enjoyment of school. One said, 'When I'm older I might send all my children here because it's that good.'

Because of their positive attitudes, good behaviour, an effective curriculum and good teaching, all pupils progress well. By the time they leave Year 6 attainment is in line with the national average. There are currently no significant differences between the progress of various groups. A recent concerted focus on raising attainment in mathematics has proved highly successful. Although progress in writing is rising it continues to lag behind other subjects. In 2009 in the unvalidated statutory tests all Year 2 pupils of Caribbean descent reached at least average levels. This is well above their counterparts elsewhere and a big improvement for the school. Pupils who have English as an additional language achieve well because of good support and a very practical curriculum. Pupils who have special educational needs and/or disabilities make good progress through effective support. Three pupils with quite profound learning difficulties were seen settled, happy and working well because they were each supported effectively by a well-trained learning support assistant.

Pupils contribute well to their school and local community through helping with various jobs around the school, serving as peer mediators, school president or school

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

councillors, raising money for charities and singing at a local residential home. They are well prepared for later life and learning because they are well behaved, keen to learn, confident and hard working. Spiritual, moral, social and cultural development is good even though pupils' understanding of diverse cultures is relatively limited.

These are the grades for pupils' outcomes

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	2
The extent to which pupils contribute to the school and wider community	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Monitoring, effective support for staff and professional training have improved the quality of teaching. Classroom management and the use of praise help motivate pupils. Behaviour is good as a consequence of good relationships in lessons. Planning is clear and helpful and enables all adults, including teaching and learning assistants, to work well as a team to meet the needs of all pupils. Although assessments are detailed and frequent, teachers do not always use them sufficiently well to modify the work they give to different groups of pupils. Consequently, progress occasionally slows for some pupils. Effective provision enables all groups of pupils to make good progress in their learning, personal and social skills. A thorough review and reorganisation of the curriculum has made this more interesting, creative and relevant for all. The school has invested heavily

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

in resources for information and communication technology which is frequently used throughout the school. Young children enjoy working together on large interactive whiteboards, whilst older pupils benefit from using two different computer platforms which helps prepare them to use various systems in their future work and learning. All pupils are cared for and supported well. Considerable time and effort are given to ensuring pupils' smooth transition into school and on to secondary school. The school uses the input from other professionals, such as speech therapists and educational psychologists, particularly well to support individuals and train teaching assistants. This successfully and significantly increases support for pupils with special educational needs and/or disabilities and successfully raises their achievement. Nearly all staff are happy and settled. As one said, 'This is a wonderful and happy environment to work in. I feel fully supported as a teacher and enjoy coming to work.' The academic support and guidance that pupils receive vary in quality. Marking varies between classes. Some is detailed, ongoing and helpful. Whilst some staff praise effort, there is often missed opportunities to guide pupils as to how to improve their work.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Strong, highly committed, well-focused and astute leaders and managers have set challenging targets and successfully driven change in this school. Three years ago the new headteacher and deputy headteacher quickly monitored and accurately evaluated provision and outcomes and took decisive, strategic action to improve these. Since then attainment, progress, the quality of teaching, the curriculum, the environment and involvement of pupils have all improved. They work extremely well as a team, sharing a commitment to improvement and continually looking out to involve and include all sectors of the school. Through strategies, such as the tracking of the progress of different pupil groups, the leadership has ensured that equality of opportunity is highlighted across all year groups. Pupils of both genders and from a range of minority ethnic groups are also well represented in pupil leadership roles and positions.

Although a small minority of parents, staff and pupils expressed some dissatisfaction, most are very supportive in attitude and practice. As one said, 'I think that what really makes the school work is how everyone pulls together to achieve the best for everyone.' Governors are experienced, focused, challenging and supportive. Their evaluation of the school is accurate and helpful but some aspects, such as the depth of some of their

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

evaluation, is at an early stage. They are close and 'critical friends' to the school. Procedures to safeguard the health and safety of pupils are thorough and robust. A strong and successful focus on raising the progress of all groups of pupils has meant that some areas, such as the evaluation of community cohesion, are at a relatively early stage of development, although the school has analysed and identified the need to extend pupils' experience of cultures further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress because provision is well led and managed and activities are interesting, imaginative and engaging. The current leader has successfully developed a very new staff team, as well as overseeing improvements to the learning environment and the ethos of the Early Years Foundation Stage. Although she is relatively new to teaching, her understanding of early years' education and the introduction of systems to assess Nursery children have already been recognised, praised and endorsed by external agencies. Parents appreciate the way their children settle, gain confidence and learn through the varied activities presented in Reception and Nursery classes. Children generally behave well, although some find it difficult to take turns, share and play together when they first start. They are cared for and supported well. Children start in the Nursery with knowledge, skills and experience below those expected for this age, particularly in communication, language and literacy and personal and social development. Although due to good teaching and provision all the children make good progress and are well prepared to start school, aspects of learning, particularly writing, remain below expectations for this age when children start

school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of parents are happy with all aspects of the school queried in the inspection questionnaire. Almost all say their children enjoy school, are helped to be healthy and are kept safe. Nearly 98% are happy with their child's experience of Immanuel and St Andrew. Some parents requested better communication with the school. Inspectors found staff, senior leaders and governors are frequently using diverse means including a direct mobile line and email route to the headteacher, regular newsletters, notice boards, meetings and 'open door' at the beginning and end of each day. Some parents expressed concerns about the behaviour of some pupils but inspectors found this to be good in and out of lessons. They also found good support and care for all pupils. Over 10% of parents were concerned that individual needs were not always met. Inspectors agree that work does not always match individual needs and have asked that this be improved in future.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Immanuel and St Andrew Church of England 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 12 statements about the school.

The inspection team received 134 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	66	42	31	2	2	1	1
The school keeps my child safe	93	69	37	28	1	1	0	0
The school informs me about my child's progress	71	53	53	40	7	5	1	1
My child is making enough progress at this school	64	48	55	41	12	9	1	1
The teaching is good at this school	73	55	56	42	3	2	0	0
The school helps me to support my child's learning	60	45	66	49	4	3	1	1
The school helps my child to have a healthy lifestyle	77	58	52	39	2	2	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)	65	49	60	45	5	4	0	0
The school meets my child's particular needs	63	47	55	41	8	6	1	1
The school deals effectively with unacceptable behaviour	71	53	50	37	6	5	1	1
The school takes account of my suggestions and concerns	55	41	61	46	9	7	1	1
The school is led and managed effectively	71	53	514	38	3	2	2	2
Overall, I am happy with my child's experience at this school	80	60	50	37	3	2	1	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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:	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. ■ 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.



24 September 2009

Dear Pupils

Inspection of Immanuel and St Andrew Church of England Primary School, Streatham
SW16 5SL

Thank you for being so friendly and helpful when we visited your school recently. It was lovely to meet so many of you. All the things you told us about your school really helped us with our work ' thank you. We agree with many of you that Immanuel and St Andrew is a good school.

You progress well in your learning because teaching is good and the curriculum ' that is what you learn ' is broad and interesting. Behaviour is good and you are helpful, caring and friendly. You are developing positive attitudes to health and know how to keep yourselves and others safe. Relationships in the school are supportive and positive. Most of you say you enjoy school particularly playtimes, swimming and learning.

We think there are two main things that will help the school become even better.

- That teachers make sure that work is always suitable for all of you, not too easy or too hard.
- That staff provide more opportunities for you to learn about different cultures and faiths in your locality and in Britain as a whole.

Perhaps you could help by telling your teachers when work really helps you with your learning and by taking opportunities to talk about your own faith and culture when opportunities arise.

Thank you once again for all your help.

With best wishes to you and your families.

Yours faithfully

Jo Curd

Lead Inspector

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