

Jessop Primary School

Inspection report

Unique reference number	100572
Local authority	Lambeth
Inspection number	376415
Inspection dates	1–2 May 2012
Lead inspector	Helen Howard

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	341
Appropriate authority	The governing body
Chair	Maureen Sheridan
Headteacher	Lillian Umekwe
Date of previous school inspection	15–16 September 2008
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Age group	4–11
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Introduction

Inspection team

Helen Howard	Additional inspector
Victoria Turner	Additional inspector
Colin Lower	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 27 lessons taught by 14 teachers. They met with pupils, listened to them read and met with members of the governing body and various members of staff. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work and looked at school documentation including its self-evaluation, monitoring procedures and data about pupils' progress. Inspectors also analysed the views of pupils and 71 parents and carers who responded to the questionnaires.

Information about the school

Jessop Primary is larger than the average-sized primary school. The number on roll has considerably increased since the last inspection and the school has undergone major rebuilding in order to accommodate the additional pupils. Most pupils have a minority ethnic heritage with the biggest groups having Black Caribbean or African backgrounds. The proportion of pupils who speak English as an additional language is much higher than the national average and many of these are in the early stages of language acquisition. The proportion of pupils who are known to be eligible for free school meals is well above that found nationally. The proportion of pupils who are supported by school action plus or with a statement of special educational needs is below average. Nearly one third of pupils join or leave the school part-way through their education and this is a much higher proportion than that found nationally. The school meets the current government floor standards, which set out the minimum expectations for attainment and progress.

Children in the Early Years Foundation Stage attend either full or part time in the Nursery and attend Reception full time in one of two classes.

Since the last inspection, the school's soft federation with two local primary schools has been extended and is led by an executive director. The headteacher of Jessop School is also the deputy director of the federation.

The children's centre, which shares the site, is not included in this inspection.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	2
Leadership and management	1

Key findings

- This is an outstanding school. Achievement is outstanding because the motivational leadership of the headteacher and senior leaders and managers has secured outstanding teaching. Parents and carers highly value the progress that their children are making. Pupils enjoy lessons and make outstanding progress because they are inspired by the interesting variety of activities offered to them.
- Achievement is outstanding. The vast majority, including disabled pupils and those who have special education needs, make rapid and sustained progress year on year from their starting points. Overall, pupils reach above average levels in English and well above average levels in mathematics.
- Teachers have excellent subject knowledge and have very high expectations of what pupils can achieve. They use imaginative teaching methods and plan to meet the needs of all pupils. The use of assessment to support pupils' learning is especially effective and marking is of a very high quality.
- Pupils feel very safe in school. They are friendly, courteous and get on well together. They generally have excellent attitudes to learning. Behaviour is good as a result of high expectations and a wide range of strategies to support those who have behavioural, emotional and social difficulties. It is not yet outstanding because a few pupils do not always consistently maintain their very high standards of behaviour when they are being taught by staff who are unfamiliar to them.
- Leaders and managers, including the governing body, have undertaken rigorous monitoring and evaluation of how well the school was doing to enable them to identify where there were weaknesses. There have been significant improvements in key areas since the last inspection, including in the quality of teaching and this has raised attainment over a sustained period. The rich and stimulating curriculum inspires and motivates pupils and offers outstanding

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opportunities for them to develop spiritual, moral, social and cultural awareness.

What does the school need to do to improve further?

- Ensure that all pupils understand the importance of consistently sustaining high standards of behaviour, particularly when they are being taught by staff who are unfamiliar to them.

Main report

Achievement of pupils

When children start school their skills and abilities are well below the levels expected for their age. They make outstanding progress in the Early Years Foundation Stage and reach above average levels by the time they reach Year 1. The well-organised environment provides many exciting learning opportunities, which enables them to develop their reading, writing and speaking skills highly effectively and thus achieve extremely well. For example, children made very good progress with their early mark-making and writing skills when they were provided with materials to make lists for shopping and to record results of eye tests in a 'doctor's surgery'. In addition, communication skills are enhanced because adults are skilled at modelling language and take every opportunity to encourage discussions while children are socialising.

School data show that pupils make consistently rapid and sustained progress in every year group and this has been maintained for the last three years. The current Year 6 are on track to reach above average levels of attainment in English and mathematics which represents outstanding progress from their starting points. Attainment in writing is broadly average and improving rapidly because there are excellent opportunities for pupils to apply their skills in different contexts. Attainment in reading at the end of Year 2 and Year 6 is above average. Pupils of all ages articulate their views clearly, demonstrating confident use of language. Almost all pupils learn mathematical skills exceptionally well and, by the end of Year 6, they reach well above average attainment. Pupils are encouraged to use mathematical language and make relevant links to everyday life. They are exceptionally well prepared for their next stage of education.

The vast majority of parents and carers feel that their children are making good progress in school and almost all pupils agree that they 'learn a lot'. Progress is typically outstanding in lessons. Careful use of data, rigorous monitoring in lessons and regular tracking ensure that any variance in progress is tackled quickly.

All sizeable groups make rapid progress, including pupils known to be eligible for free school meals, disabled pupils and those who have special educational needs. Intensive support programmes and pairing with 'buddies' ensure that pupils who join

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the school part-way through their education make rapid progress. As one Year 5 pupil said, 'Learning is fantastic.'

Quality of teaching

The quality of teaching over time is outstanding because it leads to above average outcomes and fosters determination to succeed. Teachers have excellent subject knowledge, very high expectations and plan a range of activities that inspire and enthuse pupils in lessons. Almost all parents and carers feel that their children are well taught and pupils say that teaching is good. As one parent said, 'Jessop is a fun, safe school where children come first and really learn.' Teachers make excellent links across subjects providing practical experiences to make learning more relevant to pupils and to develop curiosity. For example, a nature walk for Year 1 linked mathematical work on shapes with the identification of parts of a flower in science and with a story they were reading about an enormous turnip. Every opportunity is taken to promote learning, develop reflective thinking and independent skills and to teach collaborative skills. Very effective use of resources, including information and communication technology, along with excellent pace in lessons, ensures that learning is enjoyable.

Teachers plan exceptionally well for different groups, including disabled pupils and those who have special educational needs. Activities and resources match their needs and consequently they make excellent progress. The 'steps to success', which identify precisely what pupils need to do in lessons, help pupils to understand what level of work they should complete. Teaching assistants skilfully support them in lessons and encourage them to think for themselves.

Pupils routinely assess and compare their own work with partners, including children in the Early Years Foundation Stage, and this helps to clarify their thinking. Teachers' feedback to pupils is of a very high quality and the use of red and green marking informs pupils about the next steps in their learning and gives them opportunities to respond to teachers' comments. Pupils have aspirational, but realistic, targets and these are shared in lessons so that they can focus on their level of challenge.

Outstanding teaching of early reading skills and regular sessions that link letters and the sounds they make in the Early Years Foundation Stage and in Years 1 and 2 provide a very good foundation for children to learn to read. In Key Stage 2 guided reading sessions encourage pupils to analyse texts and respond to authors' use of language.

Behaviour and safety of pupils

Pupils are typically polite and respectful and this leads to a calm and productive learning environment. Pupils willingly and enthusiastically take on posts of responsibility. Pupils act as 'buddies' on the playground and for new pupils. Prefects help to maintain good conduct at break times. Peer mediators, who are trained by learning mentors, are influential in resolving conflicts between pupils. The school

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council is highly valued by pupils, who say that their views are listened to and acted on.

Pupils feel very safe and are aware of the different types of bullying. The school offers many good opportunities to explore different issues, including workshops about cyber-bullying and gender and sexuality issues. Incidents of bullying are extremely rare but pupils are confident that, should they occur, staff would deal with them swiftly and the vast majority of parents and carers who responded to the questionnaire agreed. Almost all parents and carers feel that the standard of behaviour in school is good. Attendance, which was low, is now average and improving rapidly as a result of innovative actions taken by the school.

A few pupils have behavioural, emotional and social difficulties. Early identification of their needs and highly effective provision, together with skilful behaviour management by staff, ensure that these pupils make good progress in improving their behaviour.

In lessons, pupils' contributions to their learning are mostly outstanding. They are attentive to staff and respond enthusiastically. They take care with their work and make great effort, which is reflected in the quality of work over time. While behaviour in the Early Years Foundation Stage is outstanding, it is not outstanding overall throughout the school. Very occasionally the behaviour of a few older pupils slips below the high standards expected when they are being taught by staff with whom they are unfamiliar.

Leadership and management

The headteacher, together with senior leaders and managers provide outstanding leadership. They are very well supported by leaders and managers at all levels and by members of the cohesive staff team. An ambitious vision and accurate evaluation have resulted in rapid and sustained improvements in achievement, attendance, teaching, behaviour and the curriculum since the previous inspection and demonstrate the school's secure capacity to improve further. Governors give excellent support and strategic leadership. They carefully monitor the impact of the school's work in improving progress and rigorously hold leaders and managers to account. Outstanding arrangements for safeguarding ensure that pupils are very safe in school.

The very effective federation partnership provides rigorous performance management and high quality professional development for teachers, including coaching and whole school training. As a result, teaching is now typically outstanding. Staff eagerly seize opportunities to share practice and to plan work or moderate assessments together, across the federation and within school.

The creative curriculum offers a very broad range of themed activities which are developed extremely well with contributions from pupils. Consequently, the school provides rich and memorable experiences for pupils that prepare them exceptionally

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well for their next steps in learning. There are many excellent opportunities through the curriculum and in assemblies to promote pupils' spiritual, moral, social and cultural development. The diversity of the school is celebrated and pupils are encouraged to consider other faiths and cultures through projects such as Our Heritage. The school's involvement with the London Music Masters Partnership provides pupils with exceptional opportunities to learn to play a musical instrument and perform in concerts. A very wide range of well-attended, after-school clubs provides many opportunities for sports, arts and music activities.

Engagement with parents and carers is very effective. Almost all who responded to the questionnaire say that the school helps them to support their children's learning. They attend music and mathematics workshops, parent forums and consultation days. Parents and carers also effectively contribute to the curriculum provision. For example, they attend lessons on 'people who help us' to describe the jobs they do.

The school promotes equal opportunities extremely well. Leaders ensure that all pupils have the same opportunities and there is no discrimination. Progress of groups of pupils is carefully tracked and almost all groups make outstanding progress overall in this highly inclusive school.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



3 May 2012

Dear Pupils

Inspection of Jessop Primary School, Lambeth SE24 OBJ

You may remember that three inspectors came to visit your school recently. Thank you for such a lovely welcome. We could see how much you enjoy coming to school and how proud you are of how well you are doing. Jessop Primary is an outstanding school that is helping you to do very well.

You told us that you learn a lot in lessons and that teaching is good. We think teaching is outstanding and we could see that you especially enjoy the project work lessons where you have lots of practical activities that link your learning together. We were very impressed with the musical assembly, when some of you showed how much progress you have made in playing the violin. We enjoyed seeing some of your parents and carers joining in.

You told us that behaviour is good in school. We thought so as well. We saw that you work really hard and try your best. In most lessons your excellent behaviour helps you make the very best progress that you can. In a few situations, we thought that a few of you did not always behave at this same high standard. We have asked the school to work on this so that behaviour by all pupils will be outstanding.

You can all help by continuing to do your best.

We wish you well for the future.

Yours sincerely

Helen Howard
Lead inspector

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