

Inspection of Jessop Primary School

Lowden Road, Herne Hill, London SE24 0BJ

Inspection dates: 30 and 31 January 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2012.

What is it like to attend this school?

Jessop Primary School is a welcoming and caring community where pupils are happy, safe and thrive. All pupils benefit from the nurturing approach to their education and development, founded on strong relationships. Pupils play an important part in shaping their school through the many opportunities provided for them to lead and be active citizens.

The curriculum is meticulously designed and ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). This ensures that pupils are fully engaged in their learning and motivated to achieve well.

Pupils' behaviour is exemplary and shines through in the positive and respectful interactions they have with their peers and staff. This is because the school sets consistently high expectations, from early years onwards, that pupils are eager to meet. Pupils learn the importance of kindness and curiosity. As such, pupils enjoy coming to school each day, and their attendance is high.

The extensive range of wider experiences is carefully planned to enhance pupils' learning and encourage pupils to be ambitious about their futures. Talents are quickly identified and nurtured so that the unique strengths of pupils are celebrated. Pupils are keen to explore new possibilities, and no pupil misses out.

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

The curriculum is detailed, highly ambitious and goes beyond what is expected nationally. The school has identified precisely what it expects all pupils to learn and when. This begins in early years, where knowledge and skills are carefully sequenced so that pupils master concepts progressively. For example, in Spanish, children in early years begin to practise and secure basic vocabulary. This supports older pupils to communicate different topics using a range of vocabulary and grammatical structures.

Teachers are highly skilled in delivering the curriculum. They have strong subject knowledge and consistently provide learning activities that help pupils to know more and remember more. This is because they are provided with regular, high-quality training from subject experts across the federation. Teachers regularly check pupils' learning. This ensures that any errors and misconceptions are swiftly addressed. As a result, learning is securely embedded so that pupils achieve strong outcomes and are well equipped for the next stage of their education.

Teachers know the needs and abilities of their pupils very well. This begins with swift identification in early years of children who would benefit from targeted support. Teachers make appropriate use of resources and targeted strategies. As such, all pupils, including those with SEND, are nurtured to be confident learners, accessing an equally ambitious curriculum.

There is a strong emphasis on developing children's early communication and language. Adults typically maximise the opportunities to reinforce the intended learning by actively engaging with children in discussion. The school places a strong emphasis on developing language and a love of reading. Books are carefully selected, and the development of vocabulary is well mapped in the curriculum. The approach to teaching early reading begins in Nursery and continues until pupils are confident and capable readers. The teaching of phonics is meticulously led and delivered by well-trained staff. Pupils at the early stage of reading are provided with timely and effective help that ensures they are well supported to catch up.

The emphasis placed on pupils' wider development is exceptional. The school ensures that pupils understand how to be healthy, respectful and to value diversity. Pupils are encouraged to pursue interests and to embrace new experiences. For example, all pupils are taught to play an instrument and participate in a residential visit by the time they leave the school. Pupils value the range of outings and additional activities provided. They are particularly enthusiastic about the opportunity to explore different career possibilities and to take on leadership roles. This supports pupils to understand the value of being active citizens and regularly share their views that shape their school. For example, pupils sit on the school council and take on responsibility to look after and support younger pupils. The ambitious curriculum is further enriched through visits from poets, artists and musicians.

Leaders, including those responsible for governance, are relentlessly ambitious for their pupils and wider community. Pupils' learning and development sits at the heart of the decisions leaders make. There is a strong culture of continuous school improvement, which is strengthened by the work of the federation. Staff are rightly proud to work here and feel very well supported in their roles. They value the emphasis placed on their ongoing professional development and the regard shown for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

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	100572
Local authority	Lambeth
Inspection number	10296566
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	312
Appropriate authority	The governing body
Chair of governing body	Fiona Morris
Headteacher	Andrea Parker
Website	www.jessop.lambeth.sch.uk/
Dates of previous inspection	1 and 2 May 2012

Information about this school

- The school is part of the BJS federation of schools.
- There are no registered alternative providers used by this school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, 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 carried out deep dives in these subjects: early reading, mathematics, history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Inspectors also considered the curriculum in other subjects.
- Inspectors considered responses to Ofsted’s online surveys for parents, staff and pupils.

Inspection team

Sophie Cavanagh, lead inspector	His Majesty’s Inspector
Jamie Hallums	Ofsted Inspector
Noeman Anwar	His Majesty’s Inspector

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