

John Ball Primary School

Southvale Road, Blackheath, London, SE3 0TP

Inspection dates 21–22 November 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils in Key Stages 1 and 2 make rapid progress in English and mathematics. At the end of Year 6, pupils' attainment in reading, writing and mathematics is above the national average.
- Teachers and additional adults check on pupils' progress often in lessons and adjust their plans, if necessary, so that work is tailored for individual pupils. Adults ask questions to encourage pupils to think about their learning.
- Teachers mark pupils' books regularly and provide very good guidance to assist pupils in improving their work.
- Pupils are given many opportunities to read and respond to teachers' comments in books and they often edit and improve their work.
- Pupils are eager to learn, attentive and respectful towards their peers and adults.
- Older pupils enjoy taking on responsibilities in the school and they like looking after the younger ones. Consequently, they often behave in a mature manner.
- The headteacher and his leadership team have high expectations of the pupils. Leaders are always looking for ways to improve their work further.
- The headteacher has ensured that all teachers are aware of the pupils who are eligible for pupil premium funding and their progress is now being rigorously monitored by all.
- Leaders in charge of subjects are enthusiastic about their work. They have created many opportunities for pupils to discuss and explore the wide range of topics and subjects that is offered to pupils.
- Governors often challenge leaders and continuously hold them to account for accelerating pupils' progress.
- Governors attend many training events and thoroughly monitor the use of the pupil premium funding to ensure that the best support programmes are in place for pupils who need them.
- The vast majority of parents and carers feel that the school communicates well with them and is well led and managed.

Information about this inspection

- The inspection team observed 24 lessons. Most of the lesson observations were joint observations with the headteacher and senior leaders.
- The team observed behaviour around the school.
- Inspectors held meetings with the headteacher and deputy headteacher to discuss the progress that groups of pupils make throughout the school. They analysed the school's information on attainment and progress.
- Meetings were held with other senior leaders, staff and with two governors. The team also met with the local authority's strategic leader for primary schools.
- Inspectors considered parents' and carers' views of the school through informal discussions at the start of the inspection and the 113 responses to the online questionnaire (Parent View).
- The team listened to pupils read and interviewed pupils.
- The team examined a number of documents, including those relating to the local authority's involvement with the school, minutes of governors' meetings and information on pupils with special educational needs. They looked at attendance figures and pupils' work.

Inspection team

Janice Williams , Lead inspector

Additional Inspector

David Wolfson

Additional Inspector

Janet Tomkins

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Around 20% of pupils are known to be eligible for additional support through the pupil premium, which provides additional funding for looked-after children, those eligible for free school meals and the children of service families. This figure is above the national average. There are a few pupils who are looked after by the local authority, and no pupils from service families currently at the school.
- Over half of the pupils are from minority ethnic backgrounds. Most of these pupils are from Black or Black British heritage.
- Around 20% of the pupils speak English as an additional language. This proportion is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is well below the national average. The proportion supported at school action plus or with a statement of special educational needs is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection, the school has expanded to have three classes in Years 2 and 4.
- Over recent years, there have been a number of changes to staffing at senior level.
- One pupil who is educated off site attends New Woodlands School.

What does the school need to do to improve further?

- Strengthen leadership and management further by:
 - reviewing pupil tracking procedures in the Early Years Foundation Stage
 - using assessment systems more effectively to identify trends in the achievement of different groups of learners so that all make even more rapid progress.

Inspection judgements

The achievement of pupils

is outstanding

- Achievement is outstanding. Most pupils make excellent progress in Key Stages 1 and 2 and children make good progress in the Early Years Foundation Stage.
- Each year children enter Nursery with skill levels that are either below or similar to those expected for their age in all areas of learning. They make good progress in the Nursery because teachers create an environment where children explore and discuss their ideas with adults who ask probing questions to make them reflect and think deeper.
- Some of the children from Nursery do not continue into Reception but the vast majority enter Reception at age-related expectations and make exceptional progress. This is because teachers continuously provide children with interesting topics and children often independently lead their own learning and make new discoveries.
- Most of the children continue into Year 1. Pupils' attainment in the Year 1 national check of phonics (linking of letters and sounds) has been above the national average for the last two years.
- In Key Stage 1, pupils continue to make excellent progress because leaders have high expectations and these are shared by all staff. In lessons, teachers and additional adults continuously check pupils' understanding and different strategies are used to ensure pupils make exceptional progress in reading, writing and mathematics.
- At the end of Year 6, pupils' attainment in reading, writing and mathematics is above average.
- In Key Stage 2, all pupils, including the most able, continue to make rapid progress because teachers plan many interesting lessons that promote deep reflection, particularly in English.
- They make superb progress in mathematics because lessons are often planned with many interesting activities that match their abilities. Additional adults provide great care and guidance to the pupils they support.
- Although some disabled pupils and those with special educational needs, those eligible for free school meals and those who speak English as an additional language make slightly less progress than their peers, their progress is still rapid given their varying starting points and needs.
- The gap in attainment between pupils eligible for free school meals and their peers is rapidly narrowing because all teachers are held accountable for their progress and this is thoroughly checked by leaders.
- In 2012, the attainment of Year 6 pupils known to be eligible for free school meals was approximately a year behind that of their peers in English and mathematics, but recent evidence shows that this gap is closing. The gap has narrowed faster in the most recent English, grammar, punctuation and spelling national tests.

The quality of teaching

is outstanding

- Teaching is outstanding because all staff check pupils' understanding regularly and continuously adjust their plans to ensure pupils make accelerated progress in lessons.
- At the time of the inspection, children in Reception were studying 'Space'. They were engaged in the many activities which related to aliens and space ships. In a phonics session, the teacher effectively modelled the sounds and children listened and accurately repeated the sounds. They were also challenged to write some sounds. Consequently they made good progress in applying their sounds to forming words.
- In a Year 6 class with consistently outstanding teaching in English and mathematics the teacher provided different tasks and activities that appropriately matched the pupils' needs. Pupils were always challenged to extend their knowledge and skills. Consequently, pupils were always engaged and confidently discussed their thoughts and ideas with their peers. The lessons moved at a brisk pace, with pupils independently furthering their knowledge with very little guidance

from the teacher.

- In some lessons, teachers used questioning well to probe pupils' understanding and correct their misconceptions.
- Pupils' books are marked regularly with detailed comments of how pupils can improve their work. Their work in books shows rapid progress yearly, with teachers continuously stretching pupils through excellent guidance on how they can improve. Pupils are given many opportunities to read teachers' comments and to edit and redraft their work.
- Additional adults provide excellent support to disabled pupils and those who have special educational needs. In many lessons they adjust their questioning and give pupils time to reflect on the concepts before they respond. Pupils are also given many opportunities to check whether their responses are accurate and there are regular discussions about their method or response. Consequently, they make rapid progress.

The behaviour and safety of pupils are outstanding

- Behaviour and safety at the school are outstanding because pupils are enormously enthusiastic about their learning. In many lessons, they willingly demonstrate the new knowledge they have acquired.
- In lessons, pupils are highly attentive and engaged. In the playground and around the school, they are respectful and willingly take turns to use play equipment.
- The pupil council wrote the school's anti-bullying policy. Pupils say that bullying is rare and if it does happen, it is sorted out quickly. Pupils say they feel safe and they know how to keep themselves safe while in school as well as outside of school.
- Older pupils from Years 5 and 6 are proud of their roles as young leaders where they support younger pupils at lunchtime and also support the midday meals team. At playtimes they also watch the younger ones and ensure that they play safely.
- Pupils enjoy many other roles in the school such as head boy or girl, sports captain and assembly monitors. During assemblies, monitors watch the behaviour of each class and at the end, they select the class that is the most well behaved.
- Pupils say that adults work hard to keep them safe. They have had assemblies on 'stranger danger' and cyber bullying. Consequently, pupils know that they do not entertain conversations with strangers and they also know how to keep safe while using the internet.
- There is a strong focus on pupils' rights and they demonstrate a high level of respect towards their peers and adults in the school.
- The overwhelming majority of parents and carers interviewed and those who responded to Parent View say that their child is happy, safe and well looked after at the school and is making at least good progress.

The leadership and management are outstanding

- Leadership and management are outstanding because leaders have ensured that the overall quality of teaching is always good or better; consequently, most pupils make rapid and sustained progress.
- The exceptional headteacher is aptly supported by an excellent senior and middle leadership team which shares his high ambitions of an inclusive learning environment where all pupils are treated equally and make outstanding progress.
- The Early Years Foundation Stage leader has been in post for a short time and has already made significant changes to the resources and provision for children. As a result, the teaching in Reception has improved and is now consistently outstanding. Leaders are aware that the teaching in Nursery is often good but they have not thoroughly reviewed the tracking procedures to ensure that all children make more rapid progress across the Early Years Foundation Stage.

- Leaders have worked well with the local authority and external consultants to analyse the school's performance in national exams and to evaluate the quality of teaching in the school. Consequently, their views on the school's strengths and areas that need further development are accurate and their rigorous monitoring of teaching is precise.
- Although there are effective assessment systems in place to monitor and check on pupils' progress, these are not yet being used to full effect in order to sharply identify trends in the achievement of different groups of learners.
- Teachers' performance is thoroughly monitored by leaders and teachers' targets are linked to pupil progression. Teachers are now held accountable for accelerating the progress of pupils eligible for the pupil premium.
- Leaders have used the sport funding to assist with employing a qualified teacher as their sports leader. She has effectively improved the planning of sports lessons, which are now more focused on developing pupils' skills. Other teachers have benefited from observing her teaching and she has also taught with some so that they are more confident in providing guidance to help pupils improve their skills.
- Pupils' physical well-being is promoted well. There are many opportunities for pupils to develop their physical and mental skills. The physical education lessons are inclusive and both girls and boys enjoy working together to improve. At the time of the inspection, pupils were working on improving their dribbling and control skills.
- The pupil premium funding is used effectively to provide additional support in class and one-to-one tuition. It is also used to help maintain the role of the pastoral care manager, who supports eligible pupils and rigorously monitors their attendance.
- The curriculum has many interesting themes, with a major focus on developing pupils' literacy skills. Pupils' spiritual, moral, cultural and social development is promoted well through a range of subjects, particularly French, performing arts and religious education.

■ **The governance of the school:**

- Governors clearly know the strengths of the school and continuously challenge leaders to raise their expectations for accelerating pupils' progress. They are accurate in their analysis of how the school compares to other schools nationally.
- They have monitored the school's use of the pupil premium funding and ensured that leaders check the performance of eligible pupils.
- Governors know about the quality of teaching in the school. They make visits to lessons and are aware of the checks that leaders have made on teaching as well as the targets set for teachers to improve their performance. They have also been a part of the headteacher's appraisal.
- Governors have attended many training courses and they also go to some of the training sessions for staff. Consequently, they are aware of leaders' high ambitions for the pupils and continuously challenge them to strive for even higher levels of attainment for each pupil.
- They are aware that the sports funding has been used to employ the sports leader and they know about the many sports activities that pupils enjoy. Governors ensure that safeguarding requirements are met and effective.

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

Unique reference number	100709
Local authority	Lewisham
Inspection number	425639

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

Type of school	Infant
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	522
Appropriate authority	The governing body
Chair	Erica Pienaar
Headteacher	Michael Roach
Date of previous school inspection	16 June 2008
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