

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 4234  
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Asrena Simon  
Headteacher  
St John of Jerusalem Church of England Primary School  
Kingshold Road  
Hackney  
E9 7JF

Dear Ms Simon

### **Short inspection of St John of Jerusalem Church of England Primary School**

Following my visit to the school on 20 September 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2012.

#### **This school continues to be good.**

You and your leadership team have maintained the good quality of education in the school since the last inspection.

The area for improvement from the previous inspection has been worked on by you and your leadership team with success. The school leaders have worked hard to improve the quality of writing across the school. Teachers plan lessons to provide pupils with the opportunity to write at length and across the curriculum. The school's displays celebrate this high-quality work in classrooms and around the school building.

You have introduced an effective assessment system that enables pupils to reflect on their learning. As a result, teachers use this information effectively to move pupils' learning on.

Senior leaders and governors have a good understanding of the school's performance as a result of an effective monitoring system. At all levels of leadership, there is an understanding that the priority of focusing on the most able pupils' progress in reading in key stage 2 will improve the school's performance. The larger middle leader group has increased the school's capacity to embed improvements. These leaders know how to measure the standards in their subjects and evaluate impact on pupils' outcomes successfully. As a result, you have a team of skilled leaders who are able to show impact on pupils' standards.

The inclusion leader provides effective support, guidance and advice for the number of pupils who have special educational needs and/or disabilities. These pupils receive high-quality support from well-trained staff. As a result, the progress of these pupils is strong.

The school community is very supportive of the school's vision and Christian ethos. The parents are involved in a number of events, including the popular international evenings where different cultures from the local community are celebrated. The caring approach by all staff and governors is a real strength at St John of Jerusalem.

### **Safeguarding is effective.**

Safeguarding is well managed and the appropriate checking of staff and visitors to the school is effective. The single central record of recruitment checks is completed in line with current government guidance and checked routinely by senior leaders including the safeguarding governor. Training is up to date and the staff are aware of the 'Prevent' duty, female genital mutilation and child sexual exploitation, together with the most recent safeguarding requirements. The staff and pupils have regular e-safety training. Parent workshops on how to keep their children safe online are well attended and as a result online safety is effective. The governing body has a secure knowledge of the school's safeguarding procedures. The site is well managed and risk assessments are completed regularly. This demonstrates the school's continuous vigilance for the safety of all its pupils.

Pupils say that they feel safe and that the school informs them of ways to assess risks in the community. For example, the school has been innovative in its work on ensuring that the older pupils are ready for the next stage in their education. The Postcode Pen Pal initiative draws on local intelligence around gang culture and pupils are encouraged to write to peers in neighbouring postcodes. As a result pupils say that they feel more prepared for secondary school and the scheme supports them in being ready to meet other pupils from the local area.

### **Inspection findings**

- Leaders apply a detailed and precisely targeted analysis to each pupil's learning and adjust the teaching and resources accordingly, using pupil premium funding to its best effect. As a result, most disadvantaged pupils meet and some exceed expected standards by the end of key stage 2.
- Rates of progress are secure in the early years and key stage 1 from pupils' starting points. However, leaders and governors are aware that pupils' progress in reading across key stage 2, particularly for most-able pupils, is not consistent enough. This accurate analysis of school performance by school leaders is recognised in the latest monitoring report by the local authority in July 2016. This information is used to

support the school's own self-evaluation.

- The early years provision is led and managed well. As a result of this positive start, children make strong progress. The children are confident and work productively in a bright and stimulating environment. By the time they leave Reception, they are very well prepared for Year 1.
- Pupils' impressive attitudes towards learning ensure successful and enjoyable lessons. The school has a purposeful atmosphere. Teachers have a consistently positive approach which ensures good behaviour and attitudes. Consequently, pupils maximise learning time in lessons and disruptions are rare.
- All teachers and support staff have training, advice and support which match their professional development needs well. Consequently, teaching across the school is consistent and effective.
- Attendance is above average. The number of pupils who may have special educational needs and/or disabilities identified as persistently absent has declined significantly since 2015. The learning mentor regularly analyses attendance and reports to the senior leaders in order to measure the impact of the school's work to improve it. Effective support is put in place for pupils and their families to reduce instances of absence. The headteacher's reports to the governing body illustrate the very low instances of bullying and rates of exclusion.
- The curriculum provides pupils with a wide range of rich and interesting experiences. The subject lead teacher has ensured that teaching staff plan the foundation subjects, such as history, geography and art, through themes effectively. Other subjects, such as science, are taught as single areas of learning. Pupils speak enthusiastically about their lessons and the educational visits that enrich their learning. The curriculum is enhanced with music, dance and drama lessons. The school has an international link with a Spanish school that enriches the teaching of this language across the school. The sport premium grant is used effectively on specialist coaches providing high-quality teaching.
- The school provides a range of opportunities for pupils to develop their understanding of fundamental British values. The Christian framework in the school has been woven through the 'rights respecting values' that underpin the school's work. As a result, pupils talk positively about how they learn about tolerance and celebrate different cultures. The school council is effective and designed the new playground equipment which has improved playtimes for the younger pupils.
- The school has very positive relationships with parents. Parents spoke warmly about a 'family' feel in the school and the hard work of the staff who know their children well. They note that staff provide high levels of care in addition to educating their children. The parents support the school ethos and the strong link with the church. The chair of the governing body, who is also the rector of St John of Jerusalem Church, regularly takes part in the celebration assembly and is well known by the pupils.

## **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- pupils' progress in reading across key stage 2 continues to improve, particularly for the most able pupils.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Hackney. This letter will be published on the Ofsted website.

Yours sincerely

Sara Morgan  
**Her Majesty's Inspector**

## **Information about the inspection**

In preparation for the inspection the following key lines of enquiry were identified:

- Has the school updated the safeguarding policy and trained staff to meet the new requirements for 2016?
- How has the school ensured that attendance is improving for pupils who may have special educational needs and/or disabilities with education, health and care plans?
- What has the school done to improve pupils' learning and achievement in writing?
- How have leaders addressed the weaker progress in reading for the most able pupils?

To investigate these lines of enquiry I considered a range of evidence. I met with you and the senior leadership team. Meetings were also held with representatives of the governing body and the local authority's principal primary adviser. The information reviewed during the inspection included the school's safeguarding records, policies and procedures and the single central record. I looked at the school's assessment of its performance, minutes of meetings and information about pupils' progress. A group of pupils were interviewed and I heard pupils read. I spoke formally with a small number of parents and informally with others before school started. Lessons were visited, including those in physical education, writing and mathematics. I took account of eight responses to Ofsted's online survey, Parent View.