

Inspection of St John's and St Clement's Church of England Primary School

Adys Road, Peckham, London SE15 4DY

Inspection dates:	1 and 2 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy attending this school because adults help them to become inquisitive and independent learners. Pupils understand the importance of education. They have high aspirations for themselves. They are happy and determined to learn. The school has extremely high expectations of all pupils. It ensures that pupils achieve their best, including those with special educational needs and/or disabilities (SEND). Children in Reception receive an excellent start to their education. Pupils flourish here.

The school is a warm and welcoming environment. Positive working relationships between staff and pupils is at the heart of the highly respectful culture. Pupils feel confident that adults deal with their worries in a swift manner. Adults ensure that the school is calm, orderly and keep pupils safe.

The school delivers an extensive offer of enrichment activities that develops pupils' interests, talents and learning experiences. Pupils appreciate the opportunities to give to others, through supporting local and national charities. They value the leadership responsibilities to serve the school as sports, wellbeing and eco-leaders. Outdoor play and learning are exceptional across the school.

Parents and carers are overwhelmingly positive about the school. They celebrate the pastoral care and guidance that allows their children to grow in confidence and independence.

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

The school has developed a carefully thought-out curriculum that is highly aspirational, at all stages. Key content and concepts are systematically threaded through every aspect of the school's provision. This develops in complexity as pupils move through the school. For example, in art, teachers deepen Year 1 pupils' understanding of colour. Year 4 pupils explore shades, tones and hues. In Year 6 pupils learn how to illustrate musical scores inspired by the work of Russian illustrators. Reception children develop their own creative ideas and decide which materials to use to express them. Pupils learn to make deep connections in and across a broad range of subjects. Outcomes are very strong.

Teachers have very strong subject knowledge. Staff are thorough in identifying and assisting pupils who need additional support, including in phonics. Adults skilfully support pupils with SEND, including those who are deaf, access the same ambitious curriculum as their peers. Staff effectively adapt their techniques and resources to help pupils with SEND to achieve highly. Children in Reception use small world objects to explore number sequences. Staff support pupils well to use subject-specific vocabulary accurately when discussing their understanding.

The school promotes a love of reading at the heart of the curriculum. Well-trained staff deliver the phonics programme in a consistent way. They routinely check pupils' understanding and address misconceptions quickly. Pupils enjoy reading high-quality texts. They confidently explain how authors use imagery to develop characterisation.

Adults share stories with pupils. They typically encourage children in Reception to talk about the pictures in the books. Pupils become fluent and aspirational readers.

The school ensures that staff manage pupils' behaviour consistently. Learning goes uninterrupted because pupils are extremely motivated to know more. They undertake additional research and projects. The stimulating outdoor area supports Reception children to develop independence and a sense of responsibility. They select equipment they need to participate in well planned activities, such as hammers in the woodwork area. The school routinely analyses attendance information. High expectations of pupils' attendance and punctuality are clearly communicated.

The school's work to develop pupils' personal development is exemplary. The core values permeate every aspect of school life. Pupils show a strong understanding of character traits such as kindness, resilience and social justice. They know that everyone should be treated equally, irrespective of their gender, race or background. Pupils understand the importance of being able to compromise with others. They have an age-appropriate understanding of consent and personal space.

The school has an inclusive culture where staff consider the individual needs of pupils. Adults skilfully support each other, and pupils, in taking care of their mental health and wellbeing. Staff value the time and opportunities that leaders give them to develop professionally. Leaders take purposeful actions to ensure pupils and staff achieve and grow. Nothing is left to chance. The highly committed governing body guides and challenges leaders appropriately. Leaders routinely reflect on ways to continually pursue excellence. The school effectively prepares pupils with the knowledge and skills they need for the next stage of education.

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	100830
Local authority	Southwark
Inspection number	10323262
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	372
Appropriate authority	The governing body
Chair of governing body	Miranda Wightman
Headteacher	Alli Crank
Website	www.stjohnsandstclements.org
Dates of previous inspection	14 and 15 June 2023, under section 8 of the Education Act 2005

Information about this school

- The school is a voluntary-aided Church of England school in the Diocese of Southwark. The school's most recent section 48 inspection for schools of a religious character took place in May 2017, when the school received a judgement of good.
- The school has an additionally resourced provision that caters for pupils who are deaf. All pupils receive most of their education alongside their peers in the mainstream school, supported by resources and staff from the provision.
- The new assistant headteacher was appointed in September 2023 and the deputy headteacher in September 2024.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools

receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in time evaluation about the quality of a school’s education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the chair and members of the governing body, a local authority and diocesan representative, senior leaders and a range of staff.
- Inspectors carried out deep dives in reading, mathematics, science and art. For each deep dive, activities included discussions with leaders and teachers about the curriculum, visiting a sample of lessons, speaking with groups of pupils about their learning, and considered pupils’ work. Inspectors also considered the curriculum in other subjects.
- 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 considered the views of parents, pupils and staff, including through Ofsted’s online surveys.

Inspection team

Lascelles Haughton, lead inspector	His Majesty's Inspector
Sophie Powell	Ofsted Inspector
Raj Mehta	Ofsted Inspector

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