

# Inspection of St John of Jerusalem Church of England Primary School

Kingshold Road, London E9 7JF

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Inspection dates: 23 and 24 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils really enjoy coming to St John of Jerusalem. Parents and carers described with pride the family feel of the school. Pupils said that this school is a place where they learn a lot and everyone is good friends. Pupils like the wide range of experiences that they have, for example learning to play the steel pans and having Spanish lessons.

Leaders have made sure that the curriculum in all subjects has a well-sequenced and coherent plan. This means that teachers know exactly what they want pupils to learn. Teachers expect the best from all pupils and want them to do well. Pupils work hard and help each other in lessons.

Pupils know and understand leaders' expectations for behaviour. Pupils said that generally others are well behaved and that they can concentrate on their learning. They understand what bullying is and how it can affect others. Pupils are safe in school. If they ever have any concerns, pupils know that they can speak with staff. Any issues, including potential bullying, are dealt with appropriately.

Pupils learn that it is important to keep fit. They enjoy beginning each day by running the daily mile around the school grounds. Pupils then come into lessons, settling into their learning quickly.

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

Leaders have considered the findings of the previous inspection carefully. They have ensured that there is a clear plan for what pupils need to learn. The curriculum is ambitious and well sequenced in each subject. Staff focus on making sure that pupils have a secure understanding of the subject knowledge and vocabulary taught. Pupils' secure understanding means that they are readily able to apply what they know. For example, in Years 5 and 6, pupils practise writing persuasive letters using techniques and vocabulary from the texts that they have studied.

The school's chosen phonics programme is taught in a systematic and consistent manner. Children begin learning about the sounds that letters make when they are in Nursery class. These foundations are built upon step by step as children move into the Reception class and then in Years 1 and 2. This means that pupils develop fluency in reading. Teachers help pupils who are having difficulty learning to read. Staff and pupils know the routines of the reading programme. Pupils show real resilience using their phonic knowledge to read unfamiliar words.

Teachers know the subjects that they teach well. This means that they can explain what is being taught clearly. Regular assessment identifies any gaps in pupils' understanding. Teachers use this information to make sure that pupils are secure in their learning.

In the Nursery and Reception classes, children quickly learn the school routines. They are taught a curriculum that enables them to develop knowledge progressively in all seven areas of learning. In the wooded outdoor area, for example, children learn about the world around them, including the birds and plants that are on the school grounds. Teachers model how to use language carefully. This means that children are well supported in the development of their language and communication.

Pupils with special educational needs and/or disabilities (SEND) are generally well supported, particularly those pupils with education, health and care plans. Adults understand these pupils' needs well. Systems to identify and support pupils who are finding learning difficult have recently been reviewed and improved. These new approaches to supporting pupils with SEND are at an early stage and are not fully embedded. Consequently, in a few instances, leaders and teachers are unclear about how they should be supporting these pupils and whether additional help is working well.

Leaders have high expectations of pupils' behaviour both in and out of school. Pupils said that lessons are rarely disrupted. Pupils who join the school part way through the year are supported to make friends quickly. Their peers are good role models for the expectations that everyone in school has for behaviour. Leaders follow up any incidents of poor behaviour effectively, including any concerns about bullying. In some instances, however, records of incidents, including how they have been resolved, lack rigour. This affects how well leaders are able to build up an accurate picture of pupils' behaviour over time.

Leaders have designed well-chosen opportunities to support pupils' wider development. Pupils learn about people and families who are different to themselves. Staff teach pupils about British values and pupils learn about why these are important. For example, pupils understand what democracy is. They spoke about the school council and how they vote for peers to ensure that each class has their views represented. All pupils can take part in the clubs and activities that are organised. The clubs on offer reflect pupils' broad range of interests, including arts and crafts, sports and cookery clubs.

Leaders, including governors, have a secure understanding of the strengths and areas that the school needs to continue working on. Governors carry out their responsibilities effectively. They have drawn on the advice of the local authority to help them to obtain a firm understanding of how to support school improvement.

Staff feel well supported in their work. They know that leaders listen to them and that they are working as a team.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that all recruitment procedures are checked thoroughly and carried out in accordance with statutory guidance. Staff are clear about what signs may indicate a pupil is at risk. They know how to report any concerns that they or pupils may have.

Leaders work with other agencies to get pupils and families the support that they need. In a few instances, safeguarding records do not capture all of the support being provided. Because leaders review safeguarding arrangements regularly, they are already taking the right actions to strengthen record-keeping further.

Pupils are taught how to keep themselves safe outside of school and online. They know the importance of keeping their personal information private and that they should report any concerns they have.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Revised approaches to identifying and supporting pupils with SEND are not fully embedded. This means that, in some instances, staff are not as clear as they could be in knowing how to meet pupils' needs. Leaders should ensure that their approaches for identifying and supporting pupils with SEND are consistently strong. This includes making sure that staff are clear about the exact next steps pupils need to take to overcome any barriers to learning well.
- In a few instances, record-keeping does not capture all the actions taken to promote pupils' well-being and behaviour. Because of this, leaders occasionally lack sufficiently clear information on how their work is securing improvements over time. Leaders should build on their existing work to strengthen record-keeping.

## **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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100270
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10240262
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	146
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Alister Bould
<b>Headteacher</b>	Asarena Simon
<b>Website</b>	<a href="http://www.st-johnjerusalem.hackney.sch.uk">www.st-johnjerusalem.hackney.sch.uk</a>
<b>Date of previous inspection</b>	21 and 22 September 2021, under section 8 of the Education Act 2005

## Information about this school

- St John of Jerusalem is smaller than the average-sized primary school.
- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in May 2017.
- The school runs a breakfast and after-school club.
- Leaders do not make use of any alternative provision for pupils.

## Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors completed deep dives in these subjects: reading, mathematics and geography. To do this, they met with subject leaders to discuss the curriculum, had discussions with staff and pupils, visited lessons and looked at pupils' work.

The inspectors also considered the curriculum in some other subjects. This included early mathematics in the Nursery and Reception classes.

- The inspectors scrutinised a range of documents, including leaders' priorities for improvement. They also met with pupils and staff to discuss their views and experiences of the school. Inspectors took into account the responses to Ofsted's surveys for staff, pupils and parents.
- The inspectors met with three governors, including the chair and vice-chair of the governing body and one governor remotely. They also spoke with a representative from the local authority.

### **Inspection team**

Adam Vincent, lead inspector

His Majesty's Inspector

Karen Kent

Ofsted Inspector

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