

# Stillness Junior School

## Inspection report

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<b>Unique Reference Number</b>	100704
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	363640
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	Madeleine Gerard

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	320
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sean Callaghan
<b>Headteacher</b>	Selina Sharpe
<b>Date of previous school inspection</b>	9 January 2010
<b>School address</b>	Brockley Rise London SE23 1NH
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 20 lessons or parts of lessons, taught by 16 teachers, and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, and looked at pupils' books, tracking data showing pupils' attainment and the progress they are making, and the school's development plans. They also considered the 104 responses to the questionnaire received from parents and carers, and the 106 responses to the questionnaire received from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively pupils' progress is being tracked and assessment information used to set targets and match work to the needs of all groups of pupils.
- How accurately the school monitors the quality of its work and ensures consistency of provision so that all pupils learn and progress as well as they can.
- The extent to which the promotion of aspects of pupils' personal development is a strength of the school. The extent to which the promotion of aspects of pupils' personal development is a strength of the school.

## Information about the school

This is a larger-than-average junior school. The proportion of pupils with special educational needs and/or disabilities is slightly above average. Most of these pupils have speech, language and communication needs, behavioural, emotional and social problems, or specific learning difficulty. The proportion of pupils from minority ethnic backgrounds is much higher than average. The proportion of those speaking English as an additional language is also above average, although few are at an early stage of learning English. The school operates and manages a breakfast club. The after-school club which shares the same site was not part of this inspection because it is not managed by the school. The school has achieved a number of nationally recognised awards including the Healthy Schools Award and the Sportsmark. From September 2010, some pupils and staff have been based in temporary buildings, initially at another local school and subsequently on the school site, because the school buildings are being partly rebuilt following fire damage.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Stillness Junior School is a good school. It is a happy and harmonious community where staff know pupils well and ensure that they are extremely well cared for, including the most vulnerable. Behaviour in lessons and around the school is good because staff make their expectations consistently clear. Pupils feel very safe and readily turn to trained peer mediators for guidance if needed. They are also very confident that adults will help them should any problems occur. Pupils' positive attitudes to learning and good work are regularly acknowledged, for example, through house points and in achievement assemblies. This helps their self-esteem and self-confidence to grow. Pupils have an outstanding awareness of how to keep themselves healthy and fit, as the school's success in achieving Healthy Schools Award and the Sportsmark reflects. Older pupils help to sell fruit at break-times and the school council took a leading part in securing improvement to the school meal menus. Pupils organise an annual sponsored walk in a local park and junior ambassadors have represented the school at Olympics meetings. Pupils enjoy a variety of sporting activities organised by specialist sports coaches. The school works hard to encourage regular attendance and good punctuality. Consequently, attendance is above average.

Pupils make good progress and their attainment at the end of Year 6 is above average. The school has good systems to check the progress each pupil is making. This assessment information is analysed and reviewed regularly so that additional support can be put in place for pupils who are falling behind and for those who need additional help. Rates of learning and progress are good because teaching is good. Additional adults are well trained and are used effectively in lessons to support pupils' learning. Small group sessions for targeted pupils, and individualised extra help tailored to pupils' needs in reading, writing and numeracy, ensure that all groups of pupils make good gains in their learning. Marking and target setting are generally used well to help pupils to improve their work. However, in a few lessons, some more-able pupils are occasionally set tasks that are not sufficiently challenging.

The headteacher, staff and governing body work together as a coherent team. Through accurate self-evaluation, the school has a good understanding of its strengths and has ensured that appropriate developments have resulted in improved attainment since the last inspection. This reflects the school's good capacity for sustained improvement. Rigorous monitoring involves leaders and managers at all levels. It is effective in enhancing the quality of the school's work, although occasionally some monitoring of teaching focuses more on the quality of provision than on its impact on pupils' learning.

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

- Sharpen the consistency with which assessment information is used to ensure more-able pupils are consistently challenged in their work.
- Ensure that the monitoring of provision consistently focuses on the impact of teaching on pupils' learning in order to raise attainment further. Ensure that the monitoring of provision consistently focuses on the impact of teaching on pupils' learning in order to raise attainment further.

## Outcomes for individuals and groups of pupils

**2**

Pupils enjoy their learning and achieve well. The reasons why pupils learn and progress well were illustrated in a mathematics lesson when the teacher had high expectations of the pupils' capabilities. They were given good opportunities to discuss their ideas in pairs and practise new learning. Some pupils explained to the rest of the class how they had done the task. This ensured that all pupils rapidly understood a variety of methods. The teacher also emphasised the use of key mathematical vocabulary that supported their good progress. Pupils enjoy working in pairs and small groups as well as independently; they often think hard and concentrate well.

Pupils with special educational needs make good progress. Additional sessions outside the classroom in reading, writing and mathematics are particularly successful in boosting pupils' basic skills. Pupils speaking English as an additional language are helped to settle quickly and receive additional help so that they make good progress in English.

Pupils take on responsibility readily, for example, on the school council and in the eco-team. They have also worked with shops in the local community to raise awareness of keeping safe outside the school and, through links with a local secondary school, pupils have made a short film about keeping safe. They raise funds for local and national charities and the school choir sings in the local community. They show caring attitudes towards one another. For example, pupils in Year 5 volunteer to help the others at break-times as play leaders. Through learning about a variety of world festivals, links with the local church and visiting guest speakers, their spiritual, moral, social and cultural development is good. Although attainment is above average, more-able pupils are not consistently well challenged to reach the high levels in their literacy and numeracy skills of which they are capable. Nevertheless, pupils are prepared well overall for the next stage in their education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Most pupils can explain their targets and marking is used well to make clear how they can improve their work. The curriculum promotes pupils' creative, practical and personal talents effectively. Links between different subjects are developing well and helping to capture pupils' interest in their work. In a literacy lesson about similes, pupils made good progress when the teacher used the interactive whiteboard to enable them to listen to examples in a poem. Working with the whole class, the teacher modelled how to write a poem with similes using suggestions from the pupils. They were then observed enthusiastically writing their own poems using similes effectively. They make swift gains in their learning when work is well matched to their needs. Skilled additional adults support pupils with special educational needs well so that they keep up. In a small minority of lessons, tasks are not always sharply matched to the needs of more-able pupils. Opportunities are sometimes missed to ensure those who find learning easy develop their interests widely. Extra-curricular clubs are popular including choir, drama and girls' football club. Pupils enjoy visits to local places of interest as well as residential visits. Pupils learn Spanish and have opportunities to use the language during the residential Spanish trip. Music and opportunities to take part in performances are good. In Year 3, all pupils learn to play the recorder.

The inclusion team works closely together to ensure pupils are very well supported. All the staff have worked particularly successfully to ensure that arrangements following the

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recent fire run extremely smoothly and the environment is welcoming. Consequently, the school has been able to return quickly into its well-established routines with fairly limited disruption. Arrangements to support pupils when they start at the school are very well managed so that they settle quickly. The learning mentor provides additional guidance for pupils who may find transfer to a new school difficult. Individual pupils are known very well. The breakfast club ensures a healthy and friendly start to the school day. Here, pupils develop their good social skills through opportunities to make friends with pupils in various year groups. Each pupil has made their own personalised place mat for use on the breakfast table. Adults ensure pupils are very well looked after and have interesting activities to do, for example, pupils were observed learning to sew. ♦

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Responsibilities are clearly distributed and leaders and managers at all levels, including the governing body, have developed their roles effectively to play a part in monitoring the quality of the school's provision. As a result, priorities for action are successfully addressed in order to bring about sustained improvement and embed ambition well. Equality of opportunity is promoted effectively, and any discrimination tackled well, which ensures that all groups of pupils make good progress, although occasionally the more-able pupils are not challenged as fully as they might be. The governing body fulfils its statutory duties and safeguarding arrangements are good. Staff have a detailed awareness of safeguarding issues and receive regular training. The school's promotion of community cohesion is good. ♦

Pupils have a keen awareness of their school and local communities. Through links with schools abroad, including in Poland, Finland and Canada, pupils have explored the lives of those who live in contrasting global communities. Links with other schools in this country in order to promote pupils' awareness of those who live in contrasting communities in the United Kingdom are less well developed but this is being addressed by the school. Partnerships, including with a local secondary school, are used well to extend provision and to support pupils when they transfer to the next stage in their education. The governing body is taking steps to establish closer links with the infant school that shares the same site. Since the last inspection, newsletters, weekly opportunities to meet the headteacher, and the school website are used well to engage the support of parents and carers. The school has recently established a parents' and carers' forum to involve them further in developing the school but this has not been established long enough to show an impact on securing further improvements.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire are happy with their children's experience at the school. They are confident that their children enjoy school and that behaviour is well managed. The overwhelming majority of them are confident that the school keeps their children safe. In the survey, most parents and carers noted that the teaching at the school is good and that their children make good progress. A few parents and carers made a point of writing to express their appreciation for the school's efforts to help the pupils feel secure and settled following the recent fire. A few others felt that the school could do more to listen to their views and take account of their suggestions. The inspection judged most aspects of the school's work to be good, including pupils' personal development, rates of learning and progress, and the quality of teaching. Some aspects were judged to be outstanding. Although the inspection found that the school works well to engage with parents and carers, the school is aware that more could be done to work even more closely with them and has recently set up a forum to consult their views further.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stillness Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 104 completed questionnaires by the end of the on-site inspection. In total, there are 320 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	63	33	32	4	4	0	0
The school keeps my child safe	69	66	32	31	3	3	0	0
My school informs me about my child's progress	48	46	48	46	8	8	0	0
My child is making enough progress at this school	46	44	49	47	8	8	1	1
The teaching is good at this school	54	52	44	42	5	5	0	0
The school helps me to support my child's learning	43	41	50	48	9	9	0	0
The school helps my child to have a healthy lifestyle	46	44	48	46	6	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	41	46	44	6	6	3	3
The school meets my child's particular needs	49	47	42	40	8	8	2	2
The school deals effectively with unacceptable behaviour	50	48	44	42	6	6	0	0
The school takes account of my suggestions and concerns	36	35	52	50	8	8	4	4
The school is led and managed effectively	48	46	45	43	6	6	3	3
Overall, I am happy with my child's experience at this school	49	47	48	46	6	6	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 December 2010

Dear Pupils

**Inspection of Stillness Junior School, London SE23 1NH Thank you very much for your very friendly welcome and for helping us when we visited your school recently. We really enjoyed our visit and were pleased to see how quickly you have settled into temporary buildings and your usual routines while parts of the school are being rebuilt for you. I am writing to tell you about the judgements that we reached.**

Stillness Junior School is a good school. You like coming and attend regularly. You behave well, get along well with each other and are keen to learn. You like the clubs and lunchtime activities that the school organises for you. You make good progress in your learning and the standards that the oldest pupils reach are above average. The staff check how well you are doing and set you targets so you know what to do to improve further. Those of you who need additional help are well supported and make good progress. You have a good understanding of how to keep yourselves safe, healthy and fit. All the staff work together and make sure you are safe.

To make the school even better, we have asked the school to make sure that all of you are given work that is the right level of difficulty, particularly for those of you who find learning easy. All of you can help by telling the teachers if the work is too easy or too difficult, and by continuing to work hard and attending school regularly and on time. Additionally, we have asked school leaders to check even more closely how well you are all progressing in lessons.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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