

Perrymount Primary School

Inspection report

Unique Reference Number	100715
Local Authority	Lewisham
Inspection number	354872
Inspection dates	24–25 May 2011
Reporting inspector	George Logan

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The governing body
Chair	John Pashcloud
Headteacher	Christine Keen
Date of previous school inspection	4 March 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 21 lessons taught by 11 different members of staff. Inspectors held meetings with the Chair of the Governing Body, with a representative of the local authority and with staff and pupils. They looked at pupils' books, records of their progress, teachers' lesson planning, playtime activities and the school's documentation, which included records of teaching and the main improvement plan. Responses to inspection questionnaires completed by staff, pupils and by 121 parents and carers were also considered.

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

- How well pupils make progress in a range of subjects, particularly in writing, and their current levels of attainment.
- Whether staff use assessment information effectively to plan challenging work so that pupils, particularly those with special educational needs and/or disabilities and those in the additionally resourced provision, make good progress.
- How effective are the senior leaders and managers, the governing body and subject leaders in developing the school's capacity to make improvements.

Information about the school

Perrymount Primary School is slightly larger than the majority of primary schools. The school has two Reception classes for the current year only, by way of easing the shortage of school places locally. The additional class will move through the school in subsequent years. The school serves an ethnically diverse community, with a wide range of minority ethnic groups represented. The largest groups are those of Black Caribbean and White British heritage. Around a quarter of the pupils, speak English as an additional language, although relatively few are at an early stage of learning English. Although the proportion of pupils with special educational needs and/or disabilities is not significantly above average, many of these pupils have high-level needs. Thirteen pupils have statements of special educational needs. This includes seven additionally resourced pupils who are funded on the basis of physical and complex medical needs. Six of these have statements of special educational needs. Additionally resourced pupils are taught alongside their peers. Five other statements relate to autistic spectrum disorders. An above-average proportion of pupils are known to be eligible for free school meals. The school offers a breakfast club, which is managed by the governing body.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. However, recent actions are ensuring that pupils are making better progress and that standards are rising at Year 6. Provision for pupils' personal development is a strength of the school. In this diverse but cohesive community, pupils have good attitudes to learning and behave well. They feel very safe and have confidence in adults. Pupils have a good understanding of how to live a healthy lifestyle and how to keep fit. Pupils' day-to-day contribution to the school is good, although links with the local community are not so extensive. Attendance is average.

Children in the Nursery and Reception classes achieve increasingly well and now enter Year 1 with broadly average standards in most areas of learning. This now provides the potential for higher outcomes in Years 1 and 2. While progress in reading and writing is now good in Years 3 to 6 and attainment at the end of Year 6 is broadly average, progress in mathematics, although satisfactory, is not as rapid. There is also some uneven progress between year groups. While teachers are making much better use of assessment in reading and writing to drive good progress, they do not have equally high expectations of what pupils can achieve in mathematics. Individual targets are not used consistently in mathematics to promote better progress, nor does marking give sufficient guidance as to how pupils could improve their work. The recently revised curriculum offers much better opportunities for cross-curricular use of literacy than numeracy skills. Pupils with special educational needs and/or disabilities and additionally resourced pupils experience the same broadly satisfactory teaching as their peers. While some of these pupils make good progress, work is not always sufficiently matched to individual needs and this is reflected in their overall satisfactory progress. Provision to support more-able and talented pupils is not extensive or strongly promoted.

Leadership and management are satisfactory. Senior leaders and managers strongly promote the school's caring ethos. The school works very hard to establish a successful and creative partnership with parents and carers. Senior leaders have correctly identified the school's strengths and weaknesses and have implemented some key changes, including the establishment of an accurate tracking system and increased specialist teaching of additionally resourced and other high-need pupils. Actions to raise achievement in writing have been very successful and they provide a template for embedding improvement elsewhere. However, not enough priority is given to robust analysis of the impact of provision, including that for additionally resourced pupils and for those with special educational needs and/or disabilities. The governing body is committed and increasingly ready to challenge school leaders. The school's strength as a community and the good initial impact of its work to reduce underperformance, together with its commitment to raise achievement, all indicate that the school has securely satisfactory capacity for improvement.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Develop the use of assessment so that the pace and consistency of pupils' learning, particularly in mathematics, is increased by:
 - more effective use of pupils' individual learning targets
 - more rigorous marking of work so that pupils are clear as to what they must do to move their learning on
 - ensuring that pupils are more confident in the evaluation of their own work.
- Monitor closely the impact of teaching through more rigorous analysis and evaluation of pupils' progress data, use this information to ensure that planned activities challenge all pupils, and enable them to make consistently good progress.
- Improve the support, provision and opportunities available to more-able and gifted pupils so that their needs have a higher priority.

Outcomes for individuals and groups of pupils

3

Children's skills on joining the school are below the expected level. Good progress in Nursery and Reception ensures that children enter Year 1 with secure basic skills, including reading, writing and calculation.

Over time, pupils' academic achievement, although satisfactory, has been less consistent than their good personal development. School leaders have focused recently on improving outcomes in writing. This was evident in a successful Year 4 literacy session where pupils were writing a newspaper article in the style of a food critic. On the previous day, pupils had baked apple pies, which were later served in their classroom 'diner'. The engaging nature of the task, effective prompt sheets to structure their writing, and support which was well targeted to the needs of different pupils underpinned securely good progress and outcomes. In a Year 2 literacy lesson, pupils were writing about underwater creatures, using descriptive language. Outcomes were good because pupils were given a very clear indication of what was expected of them. Pupils with profound needs were skilfully supported to make good progress, while the more-able writers were given challenging targets and allowed to work independently. In general, better use of open-ended tasks has enabled pupils to extend their understanding, and this was evident as Year 5 pupils explained their understanding of food groups and healthy diets.

While the personal development outcomes of pupils with special educational needs and/or disabilities are good, their academic outcomes, although improving and sometimes good, are satisfactory overall. This is because activities have not always been sufficiently adapted for those with more profound needs. However, this is improving rapidly as the underlying quality of teaching improves, the skills of teaching assistants are developed and the availability of specialist teaching has increased.

The school council offers pupils experience of the democratic process. Spiritual, social and moral development is satisfactory. Spiritual and cultural aspects are less systematically developed than the moral and social. Pupils show respect for each other and for staff, and

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have good interpersonal skills. Average, but improving, basic skills mean that pupils are satisfactorily prepared for future study and later life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ 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?

Staff training and the positive impact of the literacy coordinator have re-focused teachers' expectations and contributed to more effective teaching and improved outcomes in writing. However, school leaders recognise the need to improve outcomes in mathematics. Planning generally draws effectively upon the stronger aspects of assessment practice. However, in some classes, the level of challenge is not well judged so that work is either too easy or too difficult. In several lessons, pupils spent too long on the carpet and the pace of learning was too slow. While some support staff are developing their understanding well through specialised training, and often have a positive impact on learning, they are not always used as fully as they could be. Pupils are not consistently aware of how to improve their own learning.

The revised curriculum contributes well to pupils' enjoyment and engagement, but is very recent so that the impact remains fragmented. There is good enrichment through well-supported clubs, visits and visitors. Good cross-curricular writing opportunities have supported the significant improvement in writing. There are good opportunities for sport and physical development. Information and communication technology is used satisfactorily to enhance learning in other subjects. Personal, social and health education

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and citizenship are carefully planned. External partnerships, as with a local museum and with two secondary schools to support science and dance, contribute well to extending pupils' learning. The curriculum is inconsistently modified for individual pupils. While interventions in English contribute to the positive progress of, among others, the additionally resourced pupils, specific additional support in mathematics is limited. Provision for new pupils with little knowledge of English is effective and they make good progress.

Staff are very responsive to pupils' needs. Transition arrangements are good, especially for older pupils whose circumstances have made them vulnerable. The school works effectively with support agencies in relation to the well-being, health and pastoral needs of additionally resourced pupils and other vulnerable pupils, to enable them to be fully integrated. Other pupils queued, for example, to partner two additionally resourced pupils in an outdoor physical education lesson. Personal care routines are meticulously implemented by care staff. The satisfactory breakfast club supports pupils' social development well.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Responding to a downturn in attainment in 2010, the senior leadership team took effective action to improve pupils' outcomes, particularly in writing. As a result, there has been a significant rise in attainment. However, other initiatives are too recent to have had much impact. Although satisfactory monitoring and support ensure that the quality of teaching and learning is improving, not enough emphasis is placed on the rigorous evaluation of the impact of provision on pupils' progress. Broadly accurate self-evaluation ensures that senior leaders have an appropriate development plan. The school continues to secure stability and build capacity in its middle leadership. The leadership and management of provision for pupils with special educational needs and/or disabilities, and for additionally resourced pupils, are particularly effective in relation to meeting pupils' personal, social and emotional needs.

Governance is satisfactory. Statutory responsibilities are satisfactorily discharged. The governing body is increasingly well organised, supportive and effective. It feels it is now providing increased challenge to help the school move forward more quickly. Governors are involved in setting priorities for improvement. They provide an effective link with the local community and contribute well to the life of the school.

Safeguarding arrangements are good. Staff are appropriately trained in child protection procedures. Updated training for key staff is imminent. The school is very inclusive and

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harmonious. The promotion of equality of opportunity is satisfactory. The governing body ensures that community cohesion is satisfactorily promoted. However, while local partnerships with agencies and providers are well established, the school has yet to develop significant international links.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Almost all the children who enter the Reception class have previously attended the Nursery. Children generally enter Nursery with levels of skill and understanding below those expected and some have limited prior knowledge of English. Their progress through Nursery and Reception is good and attainment at the end of Reception has improved steadily in the last three years. Currently, attainment is average across all areas of learning, although writing remains the lowest area of attainment. There are significant strengths in children's personal and social development. Good induction arrangements establish a secure bond with parents and carers and ensure that children feel very safe. Welfare has a high priority. Children build very effective relationships with adults and with other children. They behave well and engage confidently with others, happily talking to visitors and developing independence in their learning. Rapid progress in reading and writing is well supported by an effective programme for teaching sounds and letters.

Focused teaching and support ensure that children progressively extend their skills. A good balance of activities chosen by children and those led by adults ensures that learning generally has a brisk pace. Direct teaching mostly provides good challenge and successfully meets children's needs across the ability range, although there is some inconsistency in teaching quality. Nursery provision is particularly successful. Some activities in one Reception class are not always well matched to the diverse needs of the group so that the learning of the more-able children, for example, is not sufficiently

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extended. Children have good opportunities to make choices, both indoors and outside. Although rather cramped, the classrooms offer a well-resourced learning environment. The outdoor areas are used well, but are limited in extent and in need of some refurbishment. All areas of learning are planned for appropriately. Teamwork among staff is a strength, although there is some variation in their grasp of good Early Years Foundation Stage practice. Effective assessments provide good information on children's progress. The experienced leader has good understanding of the age group, although the current team is not as cohesive as it could be.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Just under half of the parents and carers responded to the parental questionnaire and almost all are happy with the school and the care it provides. The vast majority of parents and carers feel that their children enjoy school. One said, 'Throughout the school staff are very approachable no problem is too much for them. I am really happy with the care and learning.' However, a few parents and carers and also pupils - have concerns about behaviour. During the inspection, however, the inspection team observed pupils' behaviour to be good in lessons and around the school. That said, it is recognised that the school provides for a number of pupils whose responses can, at times, be unpredictable. A few parents and carers also have concerns about the extent to which the school responds to their suggestions. Overall, the inspection team feels that the school works well with parents and carers and is keen to support them and to take on board their concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Perrymount Primary 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 268 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	48	60	50	1	1	0	0
The school keeps my child safe	43	36	74	61	1	1	1	1
My school informs me about my child's progress	50	41	66	55	2	2	1	1
My child is making enough progress at this school	43	36	68	56	4	3	1	1
The teaching is good at this school	49	40	64	53	1	1	1	1
The school helps me to support my child's learning	48	40	63	52	7	6	0	0
The school helps my child to have a healthy lifestyle	29	24	62	68	5	4	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)	23	19	70	58	2	2	1	1
The school meets my child's particular needs	24	20	84	69	5	4	0	0
The school deals effectively with unacceptable behaviour	36	30	69	57	8	7	3	2
The school takes account of my suggestions and concerns	31	26	70	58	9	7	1	1
The school is led and managed effectively	30	25	78	64	3	2	1	1
Overall, I am happy with my child's experience at this school	45	37	71	59	2	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 May 2011

Dear Pupils

Inspection of Perrymount Primary School, Forest Hill, London SE23 2PX

Thank you for making us welcome when we visited your school. We enjoyed meeting you, hearing your views and spending time in lessons. We found that, although yours is a satisfactory school, it is steadily improving. These are the things we liked best.

- You have good attitudes to learning and you are making good progress in writing.
- You feel very safe in school and you behave well.
- Children in Nursery and Reception are making good progress.
- You undertake various jobs and make a good contribution to the school, and have some links with the local community.
- Staff care for you and support you well.
- You understand the importance of eating healthily and staying fit.
- You experience some interesting topics and enrichment activities.
- Some aspects of the leadership of the school, including the efforts made to keep you safe, are good.

To help you do better, we have asked the school to do the following things.

- Help you all to make better progress and reach higher standards, particularly in mathematics, through better use of individual targets, more detailed marking and providing more opportunities for you to evaluate your own work.
- Ensure that school leaders look closely at all the information they have about your progress, so that the work you are given helps you to make consistently good progress.
- Improve the support and opportunities provided for those of you who find learning quite easy.

All of you can help by continuing to work hard and doing your best. We hope that you will have every success in the future.

Yours sincerely

George Logan
Lead inspector

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