

East Peckham Primary School

Inspection report

Unique Reference Number	118290
Local Authority	Kent
Inspection number	379586
Inspection dates	19–20 September 2011
Reporting inspector	Helen Hutchings

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Karen Ray
Headteacher	Lorraine Wickens
Date of previous school inspection	6–7 May 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons taught by seven teachers and also observed assemblies. They held meetings with the Chair of the Governing Body and representative governors, staff and groups of pupils. They observed the school's work, and looked at planning documents, school evaluations, assessment information and pupils' work. In addition, inspectors received and analysed questionnaires from 66 parents and carers as well as others from a sample of staff and pupils.

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

- The progress pupils make throughout the school, particularly in mathematics.
- The use of assessment information to set appropriate challenge for all pupils to remedy previous underachievement.
- The effectiveness of teaching and the curriculum in interesting and challenging pupils, particularly boys and the most able.
- The effectiveness of the school's analysis of its own performance and how this has been used to develop the correct priorities.

Information about the school

Most pupils are of White British heritage, the largest minority group being from Gypsy/Roma backgrounds. While the proportion of pupils who have special educational needs and/or disabilities is average, the proportion of pupils who have a statement of special educational needs is high. Pupils' identified needs are mainly related to behavioural, social and emotional difficulties or physical disability. Children in the Early Years Foundation Stage are taught in a Reception class. Among its awards, the school holds Healthy Schools, Activemark and Eco School awards.

When the school was last inspected, the headteacher had been in post for four months. Since that time, the school has experienced significant staffing problems, including many periods of extended staff leave. Currently the school is fully staffed.

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

East Peckham Primary School is a satisfactory school, which has turned a corner after a period of significant turbulence and has begun to improve many aspects of its work. The school's good care, guidance and support mean that pupils thrive and their spiritual, moral, social and cultural development is good. They behave well and feel very safe. Attendance has improved significantly and is above average. While some parents and carers commented positively on recent improvements, senior staff and the governing body recognise that the school has not improved since the last inspection as quickly as needed to promote good progress. However, self-evaluation is good and staff have an accurate understanding of where further improvements need to be made. Now that staffing has stabilised, significant changes have been made over the last year. Teaching is now satisfactory or better throughout the school, so that pupils' progress is more consistent from year to year. Changes made to the curriculum have had a positive impact on pupils' enjoyment of learning. The support for pupils who have special educational needs and/or disabilities or who fall behind from time to time has been reorganised to help them to make up lost ground more rapidly. While many changes are relatively recent and their impact is not yet showing in accelerated progress for pupils, they show the school's satisfactory capacity for sustained improvement.

Children now get off to a good start in the Reception Year, providing them with a firm basis for later learning. Some parents and carers expressed their appreciation of how well the induction arrangements have enabled their children to settle quickly into school routines. There has been a history for a number of years of pupils not making sufficient progress, particularly through Key Stage 2, although their attainment in the Year 6 tests has been broadly in line with national averages. However, the school's data and inspection evidence show that pupils now in Key Stage 2 are making the progress expected of them and pupils in Year 6 are on course to reach significantly higher levels of attainment than previously. That is the result of accurate assessment and tracking of pupils' progress so that teaching is matched more closely to pupils' individual needs. While that is particularly evident in English and mathematics where teachers use assessment information effectively to group pupils by ability, it is not always the case in other subjects. Teachers mark work regularly and use this to develop pupils' confidence well, but do not reinforce sufficiently how work could be improved or give pupils time to follow up on advice given. The school improvement plan reflects priority areas requiring further development accurately, such as in mathematics, where pupils' attainment is not as strong as in reading and writing. Arrangements are in place for a coaching

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programme for teachers to identify and share the most effective practices more widely across the school, for example, in setting more focused objectives for learning in each lesson. A further priority relates to developing communication with parents and carers, such as introducing workshops to help them to understand the school's approach to teaching English and mathematics.

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?

- Ensure that teaching is consistently good or better and thereby improve pupils' achievement by:
 - identifying and sharing the most effective practice used in the school, and particularly in mathematics
 - setting objectives for lessons that identify the small steps for pupils' learning accurately
 - ensuring that tasks are matched closely to pupils' earlier knowledge and understanding in all subjects
- Improve teachers' marking so that it gives pupils more guidance about how to improve their work and give them opportunities to follow up on the advice given.
- Implement the plan to increase the range of opportunities for parents and carers to be involved in their children's learning.

Outcomes for individuals and groups of pupils**3**

Pupils, including those with special educational needs and/or disabilities, more-able pupils and other groups, go on to achieve satisfactorily from their starting points in the Reception Year. The gap between the attainment of boys and girls, by the time they leave, is greater than that found nationally, but is being closed gradually. Lessons observed and the school's data show that achievement overall is improving and pupils learn well in an increasing number of lessons. That was the case in a Key Stage 2 mathematics lesson, when the teacher had high expectations of what pupils should achieve within a given period of time, encouraging pupils to extend their skills of identifying missing numbers in sequences. Pupils concentrated well and showed a genuine sense of achievement because their individual tasks were designed effectively to take learning forward quickly. On occasion, pupils do not have enough opportunities to articulate their thinking, for example by sharing their thoughts with a partner to help them to consolidate their understanding before embarking on independent work. However, generally, work is matched satisfactorily to pupils' earlier attainment so that all groups, including the most able, make satisfactory progress from their starting points. Pupils say that they enjoy their learning and that teachers try to make it fun. The positive school ethos sets clear boundaries for pupils and helps the vast majority to behave considerately towards one another so that,

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although a few pupils still have concerns, behaviour is good. On occasion, when a pupil finds it difficult to meet the school’s high expectations, this is managed well by adults so that the learning of others is not disrupted.

The success with which the school promotes pupils’ understanding of healthy lifestyles is reflected in the range of awards, including Healthy Schools and Activemark awards, and in the take-up of sports activities, including a family fitness club. The refurbished swimming pool is used well and makes a significant contribution to pupils’ understanding of water safety. Pupils show their positive response to the current ‘Who Cares’ theme in their commitment to taking on additional responsibility within the school, for example as play leaders, undertaking jobs to improve the school environment during the holidays, or helping the community warden in the village play park after school. The Eco School award, rightly, recognises pupils’ commitment to energy conservation. Pupils respond well to the increasing number of activities which engage them in first-hand practical experiences, such as when older pupils visited the church for a study and when a class used the willow area in the grounds to bring the story of ‘Where The Wild Things Are’ to life in preparation for a writing task. Pupils’ good opportunities to broaden their horizons and share their learning with parents and carers were evident in the school’s ‘Gadget Show’, a ‘London street party’ and ‘Proms in the Playground’ at the end of the summer term. Pupils use their skills in real contexts, such as emailing and finding out about the lives of pupils in two schools in Africa. Their good level of personal development and their sound core skills of literacy, numeracy and information and communication technology, prepare pupils adequately for future learning and 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	2
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	2

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

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The extent of pupils’ spiritual, moral, social and cultural development

2

How effective is the provision?

Teachers use their links with other schools locally and the advice provided by the local authority systematically to develop their skills and improve their practice. That includes developing a wider range of teaching approaches to motivate boys. Much good teaching was observed during the inspection, but this is not yet consistent throughout the school so that teaching is satisfactory overall. Typically, lessons are well paced and learning objectives are shared with pupils to provide the basis for learning within the lesson. Teachers conduct plenary sessions routinely, many extending learning effectively or introducing pupils to what is to follow in the next lesson. Occasionally, the plenary is not fully successful because the learning objective is not sufficiently focused for pupils to be able to reflect adequately on the new knowledge acquired or the skills they have developed. At times, where learning is satisfactory rather than good, the pace is too slow, with teachers taking too much time to record the success criteria for the lesson or explain work or extend learning for individuals or groups of pupils. Elsewhere, however, enthusiastic teaching motivates pupils well so that they are eager to engage in their tasks and show what they have learned. For example, in a lesson on shape, pupils took pleasure in showing their fellow pupils how they would classify different shapes by moving them around the interactive whiteboard. Pupils find the new curriculum interesting and enjoy sharing the learning in different classes at the end of each topic, relishing the opportunities to develop their learning skills, prepare their own presentations and examine the work of older pupils.

The curriculum has been constructed carefully to ensure that it develops subject knowledge and skills systematically while making relevant links between subjects. Whole-school topics are used well to promote a strong sense of shared learning and raise achievement. Teachers use the locality well to make learning relevant, make realistic links between subjects and promote aspects of literacy and numeracy. For example, in a mathematics lesson, care was taken to reinforce phonics (letters and sounds) while introducing technical language. The introduction of a wider range of clubs is enhancing pupils’ development and confidence, for example giving the choir and orchestra opportunities to perform at informal concerts involving the whole community.

A strength of the school is the way it cares for and values all. Provision for pupils whose circumstances may make them vulnerable is good. Robust systems to track and monitor pupils’ progress mean assessment is regular, robust and provides good information on which to plan provision for individuals experiencing difficulties. Following detailed analysis and planning during the last school year, a major initiative has been introduced to enhance the guidance and support for pupils with additional difficulties. Teaching assistants have been trained and are now deployed effectively to support pupils in short, focused catch-up programmes. The programmes are being monitored closely to evaluate their effectiveness. Additional programmes have been

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introduced to support pupils who have social and emotional needs and to improve the attendance of pupils with high levels of absence.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Staff are proud of the level of teamwork across the school. There is a shared sense of purpose between support staff, teachers and senior leaders. The headteacher and governing body have worked closely to address issues which were hindering the school's development and, now that staffing has been secured, the rate of improvement is increasing. That is reflected by some parental comments about the positive changes introduced by the headteacher and new staff team, particularly over the last year. The governing body has been restructured and it is receiving training to enable them to evaluate the school's work and progress. Rigorous action has been taken to ensure that the school's financial viability is secure. Planned developments are matched accurately to the school's current weaknesses and needs.

Safeguarding arrangements meet requirements. The school tackles discrimination and promotes equal opportunities, as seen in staff using the data collected on pupils' progress increasingly to identify when individuals or groups require additional support. That is narrowing the gap between the performance of different groups, such as girls and boys. The wide range of partnerships with external agencies, the local authority and other schools is beneficial to pupils and their families. Senior leaders and the governing body have worked hard to improve communication with parents and carers through regular feedback on progress and the introduction of an electronic mail system providing information about school events, and developing these remains a key priority area for the current year. The school makes a strong contribution to promoting community cohesion so that it operates as a cohesive community and pupils from different backgrounds work and play together well. Links with a range of community groups and schools, such as a special school locally, strengthen pupils' awareness of difference and diversity well.

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

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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	3
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	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Although only in school for a few days at the time of the inspection, children were settled and adapting well to school routines. For example, the first swimming lesson was a great success, with all children joining in happily and learning how to manage the steps safely. This is largely as a result of the good partnership set up with parents and carers through home visits and shared home-school transition booklets. The information is used effectively to understand the needs of individual children. School records from the last academic year show that children’s achievements are monitored closely and activities planned to promote their development systematically. Generally, children join the Reception class with the skills levels and understanding expected for their age. Effective leadership and management have brought about significant improvements in provision in recent years, resulting in many children now joining Year 1 with achievement above the national average in most areas, particularly in their personal and social development and their early literacy skills. Children engage happily in a balanced range of indoor and outdoor, child-initiated and teacher-directed activities. Planned activities motivate children well, for example when they used a ‘metal detector’ to search for parts of ‘skeletons’ in the sand or developed their understanding of number by counting bubbles. The outdoor area is well organised to reflect different areas of learning, but has limitations because of the lack of shade or cover and climbing equipment to promote children’s physical development and understanding of how to manage risks for themselves. Relationships between children and adults are warm so that children are listened to and encouraged to develop their own ideas. Adults provide consistent role models for children. Good liaison with Year 1 is ensuring that the good practice in the Early Years Foundation Stage is reflected and built upon systematically in Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2

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Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who returned the questionnaire are positive about all aspects of the school. Parents and carers express particular satisfaction that children are safe, are helped to have a healthy lifestyle and enjoy school. A small minority is concerned that the school does not help parents and carers to support children’s learning, that unacceptable behaviour is not dealt with effectively and that pupils do not make enough progress. The inspection found that, while pupils have not made enough progress in the past, pupils in the school now are making satisfactory progress. The school has identified from earlier questionnaires parental concerns about how they can support work at home and has introduced new communication systems and parental workshops about how literacy and numeracy are taught. Inspectors found that, while a significant number of pupils have identified behavioural and emotional difficulties, their behaviour is managed well so that instances of poor behaviour do not impact negatively on the learning of the whole class. A few parents and carers raised individual concerns and their views were taken account of during the inspection.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Peckham 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	44	31	47	5	8	0	0
The school keeps my child safe	39	59	27	41	0	0	0	0
The school informs me about my child’s progress	23	35	31	47	9	14	2	3
My child is making enough progress at this school	22	33	26	39	10	15	4	6
The teaching is good at this school	25	38	30	45	8	12	0	0
The school helps me to support my child’s learning	19	29	28	42	17	26	2	3
The school helps my child to have a healthy lifestyle	24	36	39	59	2	3	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)	20	30	28	42	7	11	3	5
The school meets my child’s particular needs	20	30	33	50	10	15	3	5
The school deals effectively with unacceptable behaviour	10	15	36	55	6	9	10	15
The school takes account of my suggestions and concerns	11	17	33	50	11	17	3	5
The school is led and managed effectively	21	32	30	45	5	8	8	12
Overall, I am happy with my child’s experience at this school	28	42	26	39	8	12	3	5

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



21 September 2011

Dear Pupils

Inspection of East Peckham Primary School, Tonbridge TN12 5LH

You may remember that inspectors visited your school recently. Thank you for making us so welcome and for explaining what you were doing when we saw you in lessons. We enjoyed talking to the school council members, who helped us to understand pupils' views about the school. This letter is to explain what we found out. We think that East Peckham Primary is a satisfactory school and is improving all the time.

These are some of the things that the school does well.

- You get off to a good start in the Reception Year and are enjoying the new things they do in school.
- You are safe and secure because the school looks after you well.
- Your attendance has improved well.
- You have a good understanding of how to stay healthy and enjoy many sports clubs which help you to be active.
- Your good attitudes and the interesting things you do in lessons help you to learn.
- Adults know what the school does well and this helps them to plan for the future.

We have made some recommendations for your headteacher and teachers to help you to make faster progress. We have asked them to:

- share how you learn best, particularly in mathematics, so that more lessons are like the very best ones
- make sure that in lessons they give you small steps and clearer guidance to follow so that you can see how to improve how much you have learned at the end of the lesson
- give you work at the right level, neither too hard nor too easy, for you to learn quickly
- give you more time to follow up teacher comments made when your work is marked.

Teachers have already told your parents and carers about workshops later in the term which will help them to understand how literacy and numeracy is taught in school. You told us that, mostly, you work hard and we are sure that you will continue to do your best and to challenge yourselves as much as possible. We wish you every success in the future.

Yours sincerely

Helen Hutchings
Lead inspector (on behalf of the inspection team)

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