

# Perry Hall Primary School

## Inspection report

---

<b>Unique Reference Number</b>	101640
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	376606
<b>Inspection dates</b>	22–23 November 2011
<b>Reporting inspector</b>	Maureen Wright

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jill Barnett
<b>Headteacher</b>	Angela Ward
<b>Date of previous school inspection</b>	19–20 March 2009
<b>School address</b>	Perry Hall Road Orpington BR6 0EF
<b>Telephone number</b>	01689 820313
<b>Fax number</b>	01689 897669
<b>Email address</b>	admin@perryhall.bromley.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	22–23 November 2011
<b>Inspection number</b>	376606

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by four additional inspectors. They observed 20 lessons taught by 14 teachers. They held meetings with the Chair of the Governing Body, staff and groups of pupils and looked at strategic and curriculum plans, records of pupils' progress, school documentation and monitoring records of teaching and learning. Inspectors analysed 180 parents' and carers' questionnaire returns, as well as 18 from staff and 44 from pupils.

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

- How well children in the Early Years Foundation Stage achieve, particularly in language and communication.
- How well teaching fosters pupils' progress, especially that of the boys.
- The extent to which pupils' personal development and well-being is developed.
- How effectively senior managers use self-evaluation procedures to drive improvement.

## Information about the school

Perry Hall is a larger-than-average primary school. Most of its pupils are from White British backgrounds. The largest other groups are from other White, Asian and Black African backgrounds. The proportion of pupils known to be eligible for free school meals is around half of that found nationally. The proportion of pupils with special educational needs and/or disabilities is below average and these needs relate mainly to speech, language and communication difficulties and/or behavioural and emotional difficulties. The Early Years Foundation Stage comprises two Reception classes. There is a breakfast and after-school club on the school site that is managed by a private provider.

**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?**

**1**

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

**2**

## Main findings

This is an outstanding school where pupils are eager to learn and staff are committed to continual improvement. Year on year, the attainment reached by pupils at the end of Year 6 has been consistently high. Pupils make good progress through the school given their starting points and pupils' achievement is excellent. The headteacher and senior team drive the school forward with great enthusiasm and have been very successful in securing improvements in key areas since it was last inspected. In particular, the care, guidance and support given to individual pupils are outstanding and result in pupils who feel completely safe at school. Parents demonstrate high levels of confidence in the school, both in terms of its academic success and in the way it values and encourages each pupil's personal qualities. Pupils are given a wide range of opportunities to take on responsibilities within the school, which they accept with relish. The school uses a variety of effective approaches to enhance pupils' personal, as well as their academic, achievement which results in lessons where pupils demonstrate excellent attitudes to learning.

When children join the school in Reception they settle happily into school life due to carefully planned transition arrangements and make good progress by the end of their first year. This good start has been prompted, in part, by a number of improvements initiated by the school to develop the indoor and outdoor learning environment for its youngest children. The rich and varied curriculum provides outstanding opportunities through the school for pupils to enjoy learning and stimulate new insights into the world around them. Pupils are keenly aware of how to lead a healthy lifestyle and often encourage others to do likewise. The school's growing expertise in using information on pupils' progress has enabled it to identify and implement successful ways of improving reading and writing in the infant years. As a result, Year 2 pupils are on track to achieve well in next year's national tests. Similarly, due to the very careful assessment and monitoring procedures in place, which result in additional targeted support for individual pupils, the current Year 6 is on track to match the high levels reached previously by pupils.

Underpinning the school's success are the headteacher and senior leaders. They ensure that staff expertise is shared effectively both within the school and more widely with other schools. Staff feel strongly supported in their professional development and highlight the strong team work that underpins the quality of the school's success. Teaching is typically good. Lessons are usually well planned and pupils participate with interest and enthusiasm. In the best lessons, teaching challenges pupils to deepen their understanding through the teacher's skilful use of

**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

challenging questions. However, this practice is not widespread across all classes so progress slows for some pupils. In some less well-taught lessons, the match of tasks to some pupils' abilities is not always accurate. The school demonstrates a high commitment to working in partnership with others to enhance provision and has established good links with schools abroad to develop pupils' understanding and awareness of others. However, the pupils' awareness of contrasting lifestyles and customs across the United Kingdom is not as well developed. Members of the governing body support and challenge the school well and, together with staff, have secured key improvements in provision since the last inspection. The school has an accurate view of its strengths and weaknesses and because its self-evaluation procedures are very effective, knows what it needs to do to improve further. Given the school's track record in remedying weaknesses and enhancing aspects of its work such as the curriculum, its capacity for sustained improvement is good.

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

- Enhance the progress made by all groups of pupils through the school in their learning and personal development by:
  - increasing the use of challenging questions to promote deeper understanding in lessons
  - ensuring that tasks are accurately matched to pupils' differing abilities in all lessons
  - improving pupils' awareness of diversity in lifestyles and cultures represented in the United Kingdom

**Outcomes for individuals and groups of pupils****1**

When children join the school in Reception, their attainment is broadly average. By the time they start Year 1, they have made good progress. In Years 1 to 6, girls sometimes attain more highly than boys in reading and writing. Staff have worked hard to plan activities that engage boys in these subjects, to offer additional support where needed and, as a result, the gaps are closing rapidly. Pupils' attainment in English and mathematics in the latest Year 6 national tests was significantly above national averages and has been consistently so for the past few years. The current Year 6 pupils are on track to improve upon them. Observations of those pupils with special educational needs and/or disabilities show they are fully included in all activities and, because of the high-quality support they receive, they make good progress and attain more highly than those with similar needs nationally. Pupils' academic success is aided well by their levels of personal development. Excellent relationships and attitudes to learning exist across the school and enable lessons to proceed well. In a good mathematics lesson, pupils worked together very effectively to measure a range of objects, sharing equipment and offering support and assistance to each other. Pupils treat each other and staff with respect and are very polite. Due to the wide range of visitors such as the police, fire brigade, and topics based on internet safety, pupils have an excellent understanding of safe and unsafe situations. They also know how to keep themselves healthy through a combination of

**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

a balanced diet and regular exercise. Pupils enjoy attending the on-site breakfast club which gives those attending a good start to the day. Pupils have many opportunities to contribute to the school community through a range of monitor jobs, such as 'play pals', and the school council makes an active contribution. Its members feel that their views are listened to by the staff. Pupils say they enjoy school and, as a result, attendance is high and they are well prepared for their next schools.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
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>1</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>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Pupils' outstanding outcomes are a testament to the quality of provision, particularly the excellent curriculum and care, guidance and support offered to pupils. Teaching and support for pupils of all abilities are usually effective in maintaining high standards and helping pupils fulfil their potential. Almost all of the teaching seen was good, but the school recognises not all lessons are effectively taught. The best lessons are typically well planned to engage pupils' interests, and assessment of what pupils already know and can do is well understood by staff. These features are not evident in the less effective lessons and where some tasks do not fully take into account pupils' ability levels. Teaching assistants play a key role in promoting learning, especially for those with special educational needs. Pupils are very positive about the curriculum, particularly the many special events and extra-curricular activities. Specialist teaching is offered in a range of subjects, for example music, physical education and two modern foreign languages, and an impressive range of interventions are offered to accelerate the progress of pupils who need additional support. The impact of these is very good. Pupils have opportunities to influence

<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

**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

aspects of the curriculum and welcome the opportunities provided to learn about the world beyond school, for example through links with a school in Zimbabwe, a financial awareness project and environmental issues through their eco-activities. Links with a partner secondary school enhance the opportunities for sporting competition.

Excellent attention is given to all aspects of care, guidance and support. Support for individual pupils in need is outstanding and the school has established effective links with external agencies to enhance the support it offers. Parents and pupils strongly endorse that this aspect of provision is first class.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The senior leadership team of the school works together very effectively to secure high attainment and good progress for its pupils. The staff are strongly supportive of the headteacher and her team in their drive for continual improvement. Middle leaders make a good contribution to improvement through monitoring and developing subject areas. Leaders monitor teaching and outcomes systematically and, through regular progress meetings, endeavour to ensure teaching staff are clearly focused on high attainment and progress for each individual child. Governors are supportive and well informed. They are in a good position to challenge the school and hold it to account to ensure that the capacity for further improvement continues to grow. Leaders have been very successful in engaging with parents and enjoy very strong support from them. Partnerships with others, particularly partner schools, are a strength and have enabled leaders to develop their practice and that of the staff. The school ensures that it fully meets its responsibilities with respect to safeguarding the welfare of its pupils, although update training for some staff is overdue. Checks on staffing are thorough and meticulous. The school promotes equal opportunities well as different groups of pupils are monitored well, gaps between pupils' attainment are reducing and discrimination is not tolerated. Although the promotion of community cohesion is good, pupils' awareness of others' backgrounds and beliefs in contrasting communities across the United Kingdom is a weaker aspect of their understanding.

*These are the grades for leadership and management*

**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

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>1</b>

## Early Years Foundation Stage

Children attain well during their time in Reception. They make good progress in their personal development and good relationships are evident. Staff know the children well because links with parents, carers and pre-schools are good and induction arrangements are effective. There is a good balance of activities directed by the teacher and those which children can choose for themselves. Children show a good sense of responsibility and sustained concentration when directing their own learning. Their behaviour is very good, both when listening to adults and when interacting freely with other children. Children demonstrate good skills in identifying and sounding out letters. Teaching of these basic reading and writing skills is good and activities are well planned. There is a strong commitment to enabling children to learn through structured play activities, both in the classroom and outdoors. The school has made some improvements to the outdoor learning area since the last inspection and this has enhanced provision to some extent, although some activities and resources outside are not as enticing as those within the classrooms. When staff engage children in imaginative activities, such as a space rocket mission or a visit to the shops to buy food, the children respond enthusiastically and can sustain concentration for long periods. Some good examples of incorporating writing challenges into these role-play activities encouraged children to use early writing skills for a purpose. Assessment of children's development is used well to track progress and plan new experiences. Children's well-being is well managed and good welfare procedures are in place.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2



**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

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

The level of return to the Ofsted questionnaire was above average. Parents and carers are extremely positive about the school, especially in how well it cares for their children, the quality of teaching and support and the way the school is led and managed. Although the number of questionnaires voicing concerns was few, one issue recurred in a number of responses which was the way pupils are dismissed at the end of the day, which some parents and carers feel could be modified or reviewed to better effect. The school recognises that this is an issue of concern for some parents and is keen to work in partnership to resolve the matter. However, there were very many supportive views expressed, such as, 'My child loves school', 'Happy, confident children' and 'A real community feel about the school'.

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

Ofsted invited all the registered parents and carers of pupils registered at Perry Hall 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 180 completed questionnaires by the end of the on-site inspection. In total, there are 419 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	136	76	44	25	0	0	0	0
The school keeps my child safe	121	68	52	29	4	2	0	0
The school informs me about my child’s progress	87	49	83	46	8	4	1	1
My child is making enough progress at this school	91	51	80	45	8	4	0	0
The teaching is good at this school	101	56	75	42	0	0	0	0
The school helps me to support my child’s learning	88	49	83	46	7	4	0	0
The school helps my child to have a healthy lifestyle	92	51	80	45	5	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)	73	41	81	45	7	4	0	0
The school meets my child’s particular needs	84	47	83	46	5	3	0	0
The school deals effectively with unacceptable behaviour	82	46	79	44	8	4	1	1
The school takes account of my suggestions and concerns	72	40	88	49	7	4	1	1
The school is led and managed effectively	104	58	71	40	1	1	0	0
Overall, I am happy with my child’s experience at this school	113	63	64	36	1	1	0	0

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](http://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"> <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.**



24 November 2011

Dear Pupils

### **Inspection of Perry Hall Primary School, Orpington BR6 0EF**

A big thank you to everyone at the school for all your help during the inspection. We were very impressed by your friendliness and how polite you are. The school council was keen to tell us about all the good things that go on. We are very pleased to judge that your school is an outstanding school because the standards reached by pupils by the time they leave Year 6 are consistently high. That does not mean it is perfect, but it does mean you can be very proud of it indeed.

We think the school continues to help you to do so well because it takes excellent care of you and is helping you to grow up as caring, sensible and considerate young people. We were particularly impressed by your excellent attitudes to learning and your excellent behaviour in and out of class.

Your school makes your learning interesting and arranges exciting events throughout the year for you to get involved in. It is also good at giving children support if they are finding the work difficult. It has excellent links with your parents and carers and with other schools.

All this is possible because the headteacher, staff and governors make an excellent team. They are always looking for new ways to make the school even better. We have asked them to develop your learning even more by helping you find out more about how people live in other parts of the United Kingdom. We have also asked that all of the teachers use challenging questions in their lessons to really make you think and ensure that activities are always well chosen to help you make even better progress.

I hope you continue to enjoy your time at Perry Hall and keep working hard to make your school successful.

Yours sincerely

Maureen Wright  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**