

Kilmorie Primary School

Inspection report

Unique reference number	100718
Local authority	Lewisham
Inspection number	376441
Inspection dates	9–10 July 2012
Lead inspector	John Mason

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	401
Appropriate authority	The governing body
Chair	Anita Gibbons
Head of School	Elisabeth Stone
Date of previous school inspection	7–8 July 2009
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Age group	3–11
Inspection date(s)	9–10 July 2012
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Introduction

Inspection team

John Mason	Additional inspector
Clementina Ogunsanwo	Additional inspector
Michael Bartleman	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 29 lessons delivered by 15 teachers. Meetings were held with senior leaders, middle leaders, members of the governing body and representatives of the local authority. Discussions were held with pupils, and inspectors listened to readers in Years 1 and 2. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's work, and looked at the school's self-evaluation, development planning, the governing body minutes, records of the school's monitoring of teaching, and a range of policies, records and other documents relating to the care and safety of pupils. Inspectors also took account of the 118 parental questionnaires submitted.

Information about the school

Kilmorie is larger than most primary schools. The majority of pupils are from minority ethnic groups and the proportion of pupils who speak English as an additional language is above average. The proportion of pupils known to be eligible for free school meals has been steadily increasing and is now above average. The school has a designated special educational needs resource base for up to 10 pupils who have complex needs. The proportion of pupils supported by school action plus or with a statement of special educational needs is average. The school holds Healthy School status, Eco School and Artsmark awards. It currently meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

Since September 2011, the school has been part of a federated partnership of three local primary schools. A new executive headteacher for the partnership has been appointed for September 2012. At present, the leadership of the school is the responsibility of the head of school. The Early Years Foundation Stage curriculum is provided in two part-time Nursery classes and two full-time Reception classes. Building work is currently taking place to expand the capacity of the school from two- to three-form entry, starting in September 2012 in the Reception Year.

An on-site children's centre provides family services for the local community. This provision is being inspected separately but concurrently with the present inspection. Since 1 July 2012, its control has been transferred to the governing body of the school. A private company runs the out-of-hours childcare. This provision is also inspected separately.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Kilmorie is a good school. It is not yet outstanding because some areas of inconsistency in teaching and middle management hold pupils back from doing even better. It places motivation and inclusion at the core of its provision and all groups of pupils, including those with complex learning needs, make good progress.
- Pupils achieve well in all key stages. Each year since 2009, attainment at the end of Year 6 has risen and is now above average, with well above average proportions of pupils attaining higher Level 5 outcomes in English and mathematics in national tests.
- Well-focused monitoring, professional development and effective leadership has led to good and improving teaching. High-quality practice is developing steadily, but the dissemination of best practice in marking and planning has not been fully embedded in all classes. In some lessons, activities are not always closely matched to pupils' next steps in learning, particularly in guided reading and in structuring work to enable lower-attaining pupils to become more successful learners. Stimulating music provision contributes to a well-rounded curriculum which promotes pupils' spiritual, moral, social and cultural development well.
- Pupils are keen to learn. The vast majority are courteous, respectful and supportive of one another. Disruptive and hurtful incidents occur only very occasionally, but are well managed by adults and pupils alike. As a result, pupils feel very safe in school, and have a good understanding of risk and what constitutes unacceptable behaviour. They are proud of their school.
- In parents' words, Kilmorie 'has improved tremendously since the last Ofsted (inspection)'. In strong teamwork with governors and the local authority, senior leaders are managing significant organisational changes very skilfully. Performance management is effective. Partnership links have sharpened assessment practice and subject planning. Perceptive self-evaluation informs

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strategies for improvement effectively. Middle leaders have yet to fully develop a consistently rigorous approach to monitoring and evaluating their areas with a view to raising standards further.

What does the school need to do to improve further?

- Improve teaching from good to outstanding by:
 - matching more closely activities in class to pupils' next steps in learning, particularly in guided reading and in structuring and sequencing work to enable lower-attaining pupils to become more successful learners
 - extending best practice in marking and planning more consistently across the school.
- Ensure all middle leaders develop a consistently rigorous approach to the monitoring and evaluation of their areas to raise standards further.

Main report

Achievement of pupils

Pupils' skills when they enter the Nursery are broadly below expected levels for their age, but are broadly as expected for their age when they enter the Reception year. Children's progress in the Early Years Foundation Stage has improved and is good overall. By the time they enter Year 1, most children have good skills in all areas of learning, many having successfully addressed previous deficits, for example, in aspects of early literacy and in their dispositions and attitudes.

Pupils progress well in their learning and by the end of Year 6 pupils' attainment in English and mathematics is above average. A trend of rising attainment is being sustained and the proportion of pupils attaining higher Level 5 outcomes in English and mathematics is well above average. In Year 6, pupils enthusiastically demonstrate a range of mathematical skills, such as prediction and understanding of fractions and shape, to creatively understand the consequences of a game they intend to present at a school fair. Similarly, in English, they write imaginatively and for purpose with growing flair and precision, enabling them to apply different writing techniques effectively across the curriculum. Standards in reading, both at the end of Year 2 and at the end of Year 6, are above average.

Disabled pupils and those with special educational needs, including those with complex learning needs, make good progress from their starting points. Pupils speaking English as an additional language also progress well, some accelerating very quickly once they gain confidence in using their English. There is no significant variation between different groups of pupils, and the attainment of pupils known to be eligible for free school meals is above average, broadly comparable to their peers.

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The vast majority of parents and carers who responded to the questionnaire agreed, often strongly, that their children make good progress and develop skills in communication, reading, writing and mathematics well.

Quality of teaching

Teachers have good subject knowledge and prepare interesting lessons. In the best lessons, pupils learn to apply skills and talents fully and creatively. In a Nursery class, the wealth of opportunities for children to transform play into learning brought about very rapid gains in early literacy and social skills. In a Year 5 class, video recording of pupils' divergent views engaged pupils strongly in writing texts in which paragraphs presented contrasting opinions. Planning is increasingly well informed by accurate assessment information, so that most lessons have an engaging variety of activities which are well tailored to ability. The preparation of guided reading sessions is less carefully planned by some staff, limiting opportunities for pupils to read more widely. Lessons usually move at a brisk pace, but in weaker lessons pupils spend too long on the carpet and teachers do not provide enough support for lower-attaining pupils to build on their learning effectively and become more independent, successful learners.

Pupils mostly know their targets for improvement well. Regular paired and grouped activities encourage pupils to articulate their learning and improve their work. Peer marking effectively supports teachers' often very helpful marking with comments to guide pupils to the next steps in their learning. However, the quality of teachers' guidance on how to improve is variable, with not all teachers providing the clear detail all pupils need.

In the Early Years Foundation Stage, there is a good balance of adult-directed and child-initiated learning. Early literacy skills are well taught, leading to children showing growing confidence in expressing themselves. Children develop social skills well. With improved accuracy of assessment, the quality of planning has improved, as has the learning environment. Provision is constrained by limited outdoor space and the physical separation of the Nursery and Reception. Current construction work plans to address these issues.

Detailed, regular tracking and flexible deployment of the specialist staff of the resource base ensure specialist support for disabled pupils and those with special educational needs is well focused and effective. Teaching assistants are well deployed to ensure maximum integration of pupils with complex needs and those at an early stage of learning English into mainstream classes.

The vast majority of parents and carers concur that their children are well taught and several comment on the effectiveness of homework and the good level of challenge for the more able.

Behaviour and safety of pupils

Pupils mostly get on very well with one another, valuing the friendly and inclusive

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environment of the school and its many opportunities for pupils in different classes to mix in activities together. They are particularly proud of their sporting and musical achievements, which extend to high-quality theatre and dance in the rehearsals observed by inspectors for the end-of-term production. Relationships between adults and pupils are a strength of both lessons and the pastoral care. Pupils are well focused in class and individual needs are well met. Support for pupils with identified behavioural difficulties is very strong, accessing a wide range of professional support, particularly through the resource base and through the close ties with the children's centre. These pupils make marked improvements over time. Routines in class are well established and systems to encourage pupils who find difficulty concentrating to regulate their own behaviour are mostly very effective. Pupils take on responsibilities willingly and conscientiously. Peer support and mediation is well established and during one playtime older pupils were observed actively encouraging a younger girl in her first successes with the hoola hoop. Pupils learn to identify risk, with different forms of bullying, including cyber- and prejudice-based forms, and respond well to provision to develop responsible behaviour in this regard. Pupils who join the school from elsewhere quickly integrate. Pupils feel well prepared for the transition to secondary school. Attendance is average, but showing clear improvement over time.

The vast majority of parents and carers concur that behaviour is good, their children are safe and well looked after, and any cases of bullying are dealt with effectively. 'The sense of community is wonderful' and 'wrap-round care and after-school clubs are brilliant' expressed their satisfaction. Some have concerns about some disruptive behaviour in class. These are largely attributable to a small number of pupils whose integration into mainstream lessons presents challenges, which are mostly well handled.

Leadership and management

The head of school has successfully united the staff in a vision to raise standards of teaching and expectations of pupils. Staff have eagerly embraced and shared best practice across schools in the partnership. This has helped to develop more focussed professional development. The management and monitoring of teachers' performance has become sharper and this has led to much more good and outstanding teaching. All subject areas, the governing body and the Early Years Foundation Stage self-evaluate provision effectively which feeds into the school's accurate understanding of its strengths and weaknesses, and developing well-gauged priorities for improvement and adapting to change. Teaching in mathematics this year has noticeably improved from this concerted approach.

The curriculum is broad and balanced, and has a good impact on pupils' spiritual, moral, social and cultural development, including a good focus on pupils' health, well-being and safety. Trips to enhance the curriculum have produced some inspired work and good use is made of the local area to contextualise learning. Planning for literacy across the curriculum is well established and a greater focus on numeracy across the curriculum is emerging. The school has developed several new subject leaders from its most effective staff and they convey a tangible sense of drive and

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ambition for their subjects. However, the school has yet to develop a consistently rigorous approach to monitoring and evaluation across all subject areas, including securing whole-school consistency in planning and marking, to raise standards further.

Equal opportunity and tackling discrimination are at the heart of the school. Careful monitoring of tracking data ensures no group underachieves and that any potentially disadvantaged groups do as well as others. Support for pupils whose circumstances make them vulnerable is strong. Parents and carers of children in the Early Years Foundation Stage benefit from close links with the children's centre. Arrangements for safeguarding pupils meet statutory requirements and give no cause for concern. Governors bring a wide range of expertise and commitment to their roles and are a pillar of strength in supporting the school through change and in galvanizing the local authority and other federation schools in the process. They are highly ambitious for the school and challenge data and decisions very effectively. The school has a strong capacity for further improvement and to build on its strong track record of improvement since the previous inspection.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



11 July 2012

Dear Pupils

Inspection of Kilmore Primary School, Lewisham, London, SE23 2SP

Thank you for the warm welcome you gave us when the three inspectors recently visited your school. We very much enjoyed seeing you at work and play, and were impressed by the very positive things you had to say about your school. Please thank your parents or carers, too, for taking the time to complete their questionnaires which were very helpful to us.

We agreed with all the staff that Kilmore is a good school which has made some big improvements in the last few years. You make good progress in your learning and, when you leave school, most pupils have skills in English and mathematics which are above average. It is particularly pleasing to see how many of you are working at the higher Level 5 standard. You also showed us, at play and in the rehearsals for the school production, which I would have liked to have been at today, how well you get on with one another to develop your artistic and social skills. In lessons, your behaviour is good. Most of you respond well to the exciting opportunities to learn in lessons and you understand if some pupils find concentration difficult at times.

Your teachers are responding well to the many changes which have occurred over the last year. The head of school and her team are leading the school well, and the teachers now help you to learn better.

To maintain the improvements, we have asked teachers to:

- make sure that guided reading always helps you to extend your reading skills
- make sure that those of you who are less confident in your learning know better how to work independently
- plan and mark all work in the most helpful way so you can improve your work.

We have also asked those teachers who take responsibilities for different subjects to see that your standards continue to improve. Your continued eagerness to learn will help them, I am sure.

I wish all those going to new schools in September continued success.

Yours sincerely

John Mason
Lead inspector

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