

Peareswood Primary School

Peareswood Rd, Erith, Kent, DA8 3PR

Inspection dates 11–12 December 2012

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a school where pupils thrive as learners and develop into confident, articulate young people.
- The efforts and drive of the executive headteacher, headteacher and senior leadership team have rapidly improved the quality of teaching and, as a result, pupils' achievement has improved steadily.
- Pupils across the school make good progress and some do better than this, especially in mathematics.
- Disabled pupils and those with special educational needs also make good progress because the support they receive is of high quality and closely matched to their needs.
- Pupils thoroughly enjoy coming to school and feel completely safe there. As one pupil commented, 'The school is like my second home.' Pupils are polite, friendly and display high levels of teamwork and cooperation.
- The quality of education provided for children in the Nursery and Reception classes is outstanding. The strong emphasis on developing children's skills in speaking, reading and writing is laying a strong foundation for their future success.

It is not yet an outstanding school because

- Pupils' achievement in reading is not as high as that in writing or mathematics.
- Not all teachers indicate clearly enough to pupils what they need to do next when marking their work.
- Some teachers do not allow time for pupils to respond to the marking comments and so improve their work.

Information about this inspection

- Inspectors observed 19 lessons or part lessons, observing some jointly with the headteacher and assistant headteacher. They also conducted some short visits to lessons to look at pupils' work, listened to pupils read and observed pupils at break and lunchtimes.
- Inspectors also observed intervention sessions for small groups of pupils and visited the nurture group.
- Inspectors held meetings with the executive headteacher, headteacher, senior leaders responsible for English, mathematics and special education needs and members of the governing body. They also spoke to pupils on the school council and informally to pupils in the playground.
- Inspectors took into account the seven responses to the on-line questionnaire, Parent View, and the results of the school's own survey for parents and carers, and spoke informally to parents at the start of the day. They also took account of the views of staff.

Inspection team

Penny Spencer, Lead inspector

Additional Inspector

Raymond Prentice

Additional Inspector

Nicholas Rudman

Additional Inspector

Full report

Information about this school

- The school is smaller than average, but is expanding. There are two classes in Reception and Year 1 and one class in all other year groups.
- In September 2011 the school became an academy as part of the Woodland Academy Trust, in federation with two other schools.
- The school is led by a headteacher, under the oversight of an executive headteacher, a National Leader in Education, who is the leader of the trust. There is a single governing body responsible for the three schools within the trust.
- Over half the pupils are known to be eligible for support through the pupil premium (additional funds made available to schools by the government to support pupils in receipt of free school meals, in the care of the local authority or whose parents are serving in the armed forces).
- The majority of pupils are of White British heritage, although this proportion is decreasing. Pupils of Black African heritage form the next most significant group. Very few pupils are at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs, supported at school action plus or with a statement of special educational needs, is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise achievement further by:
 - embedding the school's marking policy consistently in all year groups
 - ensuring that teachers' marking clearly and precisely indicates the next steps for pupils' learning and that there are regular opportunities for pupils to respond to feedback and improve their work.
- Improve pupils' enjoyment of, and achievement in, reading by:
 - providing a wider selection of books, matched carefully to pupils' ability
 - accurately monitoring pupils' independent reading experiences, both at home and in school
 - continuing to encourage parents to read at home with their children.

Inspection judgements

The achievement of pupils is good

- Children enter the Nursery with levels of skill, knowledge and understanding below those typical for their age, and social and communication skills which are well below. They make outstanding progress to reach standards that are above those seen nationally at the end of Reception. Standards have risen dramatically in the last three years due to improvements in the teaching and the development of the learning environments, especially the Nursery outside area, which is inspirational.
- All pupils make good progress as they continue through the school to Year 6. Standards in mathematics at the end of Year 2 and Year 6 have risen sharply over the past three years and attainment is above the national average. In English, standards have risen but not as dramatically. Pupils make good progress but leave Year 6 with attainment that is still slightly below the national average, especially in reading.
- The progress and attainment of the current learners show continued improvements in reading, writing and mathematics and higher proportions of pupils at the expected levels for their age. This was observed in an outstanding mathematics lesson in Year 6, where pupils were making rapid progress in their learning when using algebra to predict number sequences.
- The teaching of the linking of letters to sounds (phonics) is strong in all year groups. Pupils are able to use this knowledge to decode unfamiliar words effectively. The percentage of pupils who met or exceeded the standards set in the national phonics screening test for Year 1 pupils was above average.
- Pupils who read to the inspectors in Year 1 and Year 6 could decode the words confidently, but were not always able to understand the meaning of the books they were reading because they were not sufficiently well matched to their level of understanding. Many pupils do not read regularly at home and many parents are not yet engaged in the school's reading partnership initiative, despite the school's best efforts.
- Disabled pupils and those with special educational needs make the same good progress as their peers. Pupils benefit from extremely well-matched support and interventions. Pupils who attend the nurture group, set up to support those pupils whose behaviour might be challenging, make excellent progress in both their learning and in their ability to manage their behaviour successfully.
- Pupils entitled to support through the pupil premium funding also make good progress. This is due to the precise targeting of this funding, and the high quality of support and intervention it provides.

The quality of teaching is good

- In the Nursery and Reception classes the exciting range of activities and very effective adult support mean that children thoroughly enjoy their learning. Teachers have very high expectations and the children respond in an extremely positive manner. Despite the very cold weather at the time of the inspection, children and teachers were actively engaged in learning outside, exploring the frozen water tray with magnifying glasses and displaying excellent team work when constructing a pathway over some frozen puddles.
- Teachers in the Reception classes make excellent use of the school grounds in outdoor learning lessons that encourage exploration and risk taking in a safe, but challenging, environment. Pupils were observed excitedly exploring and climbing in search of 'The Stick Man', a character from their class book.
- Teachers are effective in developing pupils' understanding through the use of questioning and pupils are given many opportunities to collaborate with each other.
- The teaching of reading is a focus for the school and teachers are using a variety of

challenges and interventions to encourage more pupils to read widely and often. This includes inviting parents to workshops where they receive free books for reading at home. However, teachers are not yet consistently monitoring what pupils are choosing to read or how often they are reading, so that they can accurately evaluate the impact of this initiative.

- Teachers are quick to assess pupils' understanding and adapt the tasks they set to make sure that the pace of the lesson is maintained. This was observed in an information and communication technology lesson where the teacher moved a group of children swiftly on to the more challenging task of using search engines to retrieve information. This was because she had recognised that they were more computer literate than the rest of the class.
- Marking is frequent, with some examples of outstanding practice. However, in some classes, teachers' comments are not clear or precise enough to show pupils how to improve their work or take the next step in their learning. In some classes, pupils are not given enough regular opportunities to respond to teachers' feedback and so speed up their progress.

The behaviour and safety of pupils are good

- All pupils are very proud of their school. They have very positive attitudes to learning, work hard in their lessons and are eager to succeed. Pupils were unfailingly polite to the inspectors and several were keen to know if we were enjoying our visit.
- Behaviour in the playground and around the school is lively but well organised. Pupils have respect for the adults who help them and are quick to respond to instructions. Team work and cooperation are core values within the school and inspectors saw many examples of pupils working and playing together successfully.
- Most parents who responded to the school's questionnaire and to Parent View believe that behaviour is good and that any unacceptable behaviour is dealt with quickly. This view was echoed by the staff and endorsed by the inspection team.
- Pupils have many opportunities to take on positions of responsibility, including being on the school council and the highly coveted position of school ambassador. Ambassadors undergo a rigorous selection process, including a formal interview. They are rewarded with a small salary and a special uniform. They undertake their role extremely seriously. Inspectors saw them effectively supporting younger pupils in the playground and dining hall.
- Pupils have a sound knowledge of how to keep safe in a variety of situations, including on the roads and when using the internet. A recent visit by the local road safety team was said by pupils to be interesting and helpful. Pupils were unanimous about feeling safe in school.
- Pupils say bullying is rare and staff and parents agree. Any incidents of name calling are swiftly dealt with and parents are always informed.
- Attendance has improved to above average. There is little persistent absence or lateness because pupils want to come to school and learn.

The leadership and management are good

- Led by a strong and determined executive headteacher, headteacher and senior team, underpinned by the support offered through the Woodland Academy Trust, the staff at Peareswood work as a well-motivated team. There is a tangible sense of excitement and staff are enthusiastic about improving the outcomes for pupils to the highest possible level.
- The school regularly checks on how well teachers are performing and leaders and governors rigorously relate career promotion and salaries to performance. Excellent opportunities are provided through the trust for training and staff development. Teachers and leaders regularly meet and visit the other schools in the trust to observe good practice, moderate work and share ideas.
- The school's procedures for evaluating its effectiveness are rigorous and are regularly validated by external consultants. As a result, the school's development plans are precise and

focused clearly on the main priorities for improvement.

- Regular strategic meetings of school leaders across the trust, led by the executive headteacher, ensure that the best practice is shared and developed, leading to a more efficient use of resources and the consolidation of improvements.
- Funds available through the pupil premium are used very effectively to provide interventions, such as one-to-one tuition, homework clubs, reading recovery and specialist interventions such as the nurture group. The impact of these interventions is thoroughly monitored by the headteacher and the governing body.
- The curriculum is good overall and pupils enjoy the variety of topics they study. The school is in the process of redesigning the curriculum to make it even more relevant and exciting for pupils.
- Pupils' spiritual, moral, social and cultural development is strong. All staff promote equal opportunity well and all pupils have equal access to all the activities on offer, including the opportunity to learn how to play a musical instrument
- **The governance of the school:**
 - The governing body is ambitious for the school's continued success and the achievement of all pupils. The model of governance for the trust allows governors to plan strategically, using best practice from all member schools. They are well informed and competent to analyse data from results and assessments and offer very strong levels of challenge to the leadership team. They ensure all finances are managed well, including pupil premium funding. Safeguarding procedures are exemplary.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	137417
Local authority	Bexley
Inspection number	402755
Type of school	Academy converter
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	288
Appropriate authority	The governing body
Chair	John Masheder
Executive Headteacher	Angela Barry
Headteacher	Phillip Powell
Date of previous school inspection	Not previously inspected
Telephone number	01322 332379
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