

John Perry Primary School

Charles Road, Dagenham, RM10 8UR

Inspection dates 3–4 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Despite the fact that leaders and managers have successfully raised the quality of teaching, inconsistencies remain in the teaching of writing at Key Stage 1.
- Insufficient attention is given to teaching pupils how to use their skills in linking letters and sounds to help them improve their writing skills.
- There are too few opportunities for pupils to improve their writing in different subjects and in different styles
- The quality of feedback given to pupils is inconsistent and does not always help them to know how to improve their writing. As a result, attainment in writing at Key Stage 1 is below average.

The school has the following strengths

- Improvements in teaching have resulted in pupils making good progress in reading and mathematics across the school.
- In 2012, attainment in English and mathematics was above the national average for these subjects.
- Children in the Early Years Foundation Stage make good progress in all areas of learning, often from low starting points.
- It is an improving school as leaders and managers, including the governing body in partnership with the local authority, have brought about rapid changes, so that attendance is now above average and pupils behave well and feel safe in the school.
- This partnership has resulted in increased consistency in the quality of teaching, particularly in Key Stage 2.

Information about this inspection

- Inspectors observed teaching in each class. They visited 32 lessons or part lessons and observed 16 teachers.
- Joint observations were conducted with senior leaders, including two joint learning walks which involved brief visits to lessons. In addition, inspectors conducted a joint work scrutiny with a senior leader to examine the work in pupils' books.
- Inspectors scrutinised a range of documents, including samples of pupils' work, the school's self-evaluation and school improvement plan, and those relating to safeguarding.
- Inspectors listened to pupils read, met with different groups of pupils, interviewed a sample of staff, and spoke to groups of parents. They also met with members of the governing body and a representative of the local authority.
- The views of parents were also sought at the start and end of the school day, and through the school's surveys. There were 18 responses to Parent View. Inspectors also considered comments from 36 staff.

Inspection team

Brian Netto, Lead inspector

Additional Inspector

Gill Bosschaert

Additional Inspector

Jennifer Barker

Additional Inspector

Full report

Information about this school

- John Perry is larger than the average-sized primary school.
- The majority of pupils are from minority ethnic backgrounds, many of whom speak English as an additional language.
- A broadly average proportion of pupils is eligible for the pupil premium which provides additional funding for looked after children and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is average, but the proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is increasing its roll by one class in Year 1 in October 2012, and plans to increase the size of the school further are under review.
- The school runs a specialist unit for children with autistic spectrum disorders. There are currently 10 pupils in the unit.
- A breakfast club and after-school club, as well as the children's centre on the site, are not managed by the governing body and were not part of this inspection.

What does the school need to do to improve further?

- By June 2013, improve the teaching of writing at Key Stage 1, so that pupils make at least the progress expected nationally, by:
 - increasing consistency in the quality of teaching so that pupils improve their skills in writing and in using and applying their knowledge of letters and sounds
 - increasing opportunities for pupils to write in different styles and for different purposes
 - improving the quality of feedback given to pupils so that they know how well they are doing and what they need to do to improve.

Inspection judgements

The achievement of pupils

requires improvement

- Children in the Early Years Foundation Stage make good progress from their below average starting points. Well-defined areas of learning ensure that all children have a range of experiences and opportunities to develop their skills in different environments.
- Attainment in English and mathematics by the end of Key Stage 2 has been broadly average in recent years. Evidence from a scrutiny of pupils' books and the school's assessment information indicates that attainment is now above average. This improvement has come about through leaders and managers making effective use of information about the progress of pupils to target resources in the right areas. Pupils who fall behind receive effective support and, as a result, make good progress.
- Attainment at Key Stage 1 has been low for some time, mainly because teaching is less consistent than further up the school. There are infrequent opportunities for pupils to write in different styles or for different purposes. Last year, pupils' achievement improved considerably, so that progress across the school is now good. However, pupils' skills in writing at Key Stage 1 remain stubbornly low, and the progress pupils make in Years 1 and 2 is not as strong. The good progress children make in the Early Years Foundation Stage has not been built on systematically, especially in writing.
- Reading at the end of Year 2 is above the national average, in spite of a recent dip in standards. By the time they reach Year 6, reading is well above the national figures. Most pupils read widely across different subjects and many enjoy talking about their favourite authors.
- Disabled pupils and those with special educational needs achieve well because the school assesses their needs at an early stage and plans appropriate support, including the use of specialist help, to meet these needs.
- Pupils in the specialist unit, who are given close care and attention and expert professional support, make similar progress to their peers.

The quality of teaching

requires improvement

- There is variability in the quality of teaching across the school. In particular, this is found in the teaching of writing in Key Stage 1. Pupils in some classes in Key Stage 1 were less able to use their understanding of letters and sounds to help them understand texts. This is because the teaching of letters and sounds does not always match the pupils' different abilities.
- The teaching of reading in Key Stage 2 is good. For example, Year 5 made good progress with their reading and understanding of texts through guided questioning by the teacher, whilst others in the class were able to read and discuss independently.
- The more effective teaching is characterised by teachers sharing the purpose of the lesson at the start, making clear how pupils could be successful in achieving different levels, and setting tasks at appropriate levels. For example, pupils in Year 5 applied their learning on decimals and fractions, and were able to ask questions with confidence using the success criteria for the lesson.
- Teachers make effective use of 'working walls' to display current work, and to refer pupils to their recent learning, which enables pupils to consolidate their skills. In addition, the use of 'visualisers' which display pupils' work is used well to help pupils assess their own work and that of their peers.
- Other adults provide good-quality care and guidance, including those working in the specialist unit. As a result, the rate of progress of disabled pupils and those with special educational needs is in line with those found nationally. Pupils who are supported by the pupil premium benefit from activities and resources that are well designed to meet their needs, and consequently make good progress. Smaller classes in Years 5 and 6 enable these pupils to receive more close attention and support.

- Marking and the teachers' feedback to pupils are inconsistent across the school. Opportunities for the pupils to check and improve their work are missed, so pupils are not always clear what they need to do to achieve higher levels, especially in their writing at Key Stage 1.

The behaviour and safety of pupils are good

- Pupils feel safe in school. Safeguarding procedures are secure. This leads to a calm and well ordered environment. Behaviour in lessons is good so lessons proceed at an even pace, with few times where pupils lose interest in their work. All parents who responded to the Parent View survey say that the school keeps their children safe.
- Pupils show care and respect towards each other. They are positive about the opportunities provided by the school, and enjoy learning, with the result that their attendance is above the national average. The school has been successful in reducing the numbers of pupils who are regularly absent.
- Pupils have very good attitudes towards learning and this is particularly evident when they are given activities that meet their different needs, are stimulating and engage their interests.
- Pupils say that bullying is rare, but when it happens it is dealt with quickly and effectively by teachers. As one put it, 'John Perry is a fantastic and safe place to be because there is not much bullying. All the teachers are kind.'
- Year 6 pupils use their peer mediation skills to help resolve differences amicably, and ensure that the school provides a safe and secure environment. As a result, there are very few recorded incidents of unacceptable behaviour.

The leadership and management are good

- The school's leadership, working in partnership with the local authority and local schools, has taken steps to ensure that this is an improving school. Regular school audits have strengthened the school's self-evaluation, and resulted in improvements in the quality of teaching and in accelerating pupils' progress.
- Key priorities identified by the school have been addressed, although there has been less success in tackling the low levels of writing at Key Stage 1. Middle leaders play an increasing role in monitoring their subject areas and phases.
- Improvements have been made in attendance, and reducing the numbers of pupils who have long absences. Teaching is more consistent, and pupils' progress is good. Many of these changes have occurred during the last few months.
- Teachers' performance is focused closely on the school's priorities, and well-targeted opportunities for teachers to develop their skills have ensured that the management of teaching is effective. The result is greater consistency in teaching, particularly in reading and mathematics.
- Additional funding, for example through the pupil premium initiative, is targeted effectively and has resulted in a reduction in the gap in attainment between these pupils and other groups in the school as part of the school's drive for equality.
- The topics and themes that pupils learn about are enriched by wide ranging opportunities to take part in creative activities. Many pupils take the opportunity to learn a musical instrument, and others participate in ballet classes run by the Royal Ballet School. Some pupils were able to go to the Paralympics, and one Year 6 commented, 'This inspired me to never give up on your dreams.' As a consequence, provision for the pupil's spiritual, moral, social and cultural development is good.
- The school meets statutory requirements with regards to safeguarding.
- **The governance of the school:**
 - is good, as the governing body is playing an increasingly essential role in school improvement.

The governors' action plan on engaging parents is based on a good understanding of the need to gain parental support in raising achievement

- ensures that financial resources such as the pupil premium are deployed best for maximum impact. Evidence from the recent Year 6 results demonstrates that this money was well spent, as gaps in achievement have narrowed.
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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	101232
Local authority	Barking and Dagenham
Inspection number	400462

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	472
Appropriate authority	The governing body
Chair	Mr Eugene McCarthy
Headteacher	Mrs Avril Carnelley
Date of previous school inspection	11 February 2010
Telephone number	020 82704622
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