

John Perryn Primary School

Long Drive, Ealing, London, W3 7PD

Inspection dates 3–4 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Most pupils make good progress and achieve well in most subjects. Some make exceptional progress from their starting points.
- The school is improving because leaders and governors have ambitious plans for the school based on an accurate and detailed knowledge of its performance. The standards that pupils reach have risen consistently over the last three years.
- Most pupils learn to read quickly and reach the expected levels. Those who fall behind are effectively supported and catch up well.
- Teaching and learning are good overall and some teaching is outstanding. Most teachers have high expectations of the pupils and teach interesting lessons.
- Pupils are proud of their school and attendance has improved sharply, so that it is now in line with national averages. Relationships between adults and pupils are very positive because pupils feel safe, respected and well looked-after. Behaviour is good.
- The headteacher is well supported by a strong team of leaders and an effective governing body. Governors have acted decisively to strengthen teaching as part of their drive to give every pupil the best start in their education.

It is not yet an outstanding school because

- Work set for the most able pupils is not always challenging enough; as a result, not all of these pupils achieve the higher levels, particularly in English.
- Not all teaching is consistently good or better.

Information about this inspection

- Inspectors observed 21 lessons, of which four were joint observations with senior leaders. Additionally, inspectors made a number of other short visits to lessons and assemblies.
- Meetings were held with two groups of pupils, representative governors including the Chair and vice-chair and with school staff, including senior and subject leaders.
- Pupils' work in books was scrutinised and a representative sample of pupils was heard to read. Information and data about the performance of pupils in national tests and work completed in classrooms were analysed.
- Records and logs about pupils' safety, attendance and behaviour were examined.
- The school's self-evaluation documents and improvement plans, together with the minutes of governors' meetings and reports written by representatives of the local authority, were considered.
- Inspectors heard the views of parents, pupils and staff. Twenty-five parents responded to the online questionnaire (Parent View) and a further five spoke to the inspectors at the school gate.

Inspection team

Richard Potts, Lead inspector	Additional Inspector
Richard Capel	Additional Inspector
George Long	Additional Inspector

Full report

Information about this school

- John Perryn Primary School is a larger than the average-sized primary school serving a diverse, urban community.
- The great majority of pupils are of minority ethnic heritage and almost three quarters of them speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium, which provides funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is more than twice that typically found nationally.
- A significant proportion of the housing in the area is intended for temporary occupation and the school population is highly mobile. Around a third of the pupils enter or leave the school each year.
- The proportion of disabled pupils and those with special educational needs supported through school action is almost twice that found nationally. The proportion receiving support at school action plus and who have a statement of special educational needs is a little below the national average.
- The school meets the current government floor standards, which set minimum expectations for pupils' attainment and progress.
- The school shares its site with a children's centre which incorporates private nursery and day-care provision, neither of which formed part of the current inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that learning is always good or better by ensuring that all teachers have consistently high expectations of all pupils.
- Improve the achievement of higher attainers, particularly in English, by:
 - ensuring that the work set for the most able pupils is sufficiently challenging
 - helping the most able pupils to improve their writing skills by providing more opportunities for pupils to write at greater length across all subjects.

Inspection judgements

The achievement of pupils is good

- Pupils join the school with skills, knowledge and understanding that are well below those nationally expected for their age. National data and the school's own assessment information, together with evidence from lessons and in pupils' books confirm, that pupils make above-average progress, so that by the end of Key Stage 2, attainment is in line with national expectations.
- Children in the Early Years Foundation Stage make a good start in their learning. Carefully planned learning opportunities that encourage independence and exploration ensure that children are well prepared for the next stages in their learning.
- Pupils read well because they have a good understanding of letters and the sounds they make (phonics) and are encouraged to read widely.
- The school has well-developed systems to identify pupils' learning needs, so that appropriate support programmes can be put in place quickly. A minority of pupils, especially those that have remained at the school since Reception, make exceptional progress.
- The achievement of pupils known to be eligible for the pupil premium, who represent the majority of pupils, is good because the extra support they get is well targeted and effective. Support for all groups of pupils, including those entering the school mid-year, those who are learning English as an additional language and those who are disabled or have special educational needs, is particularly effective. As a result, there are no appreciable gaps in performance and all make good progress in their learning.
- A large majority of parents agree that their children make good progress in their learning. As one said, 'We moved out of the area, but make the effort to keep our children here, because they're doing so well.'
- A few of the more able pupils do not reach the higher levels in English. This is because there are too few opportunities for pupils to write extensively in all subjects.

The quality of teaching is good

- The overall quality of teaching over time is good and some of it is outstanding.
- In a large majority of lessons, careful assessment is used to ensure that work is well matched to pupils' different abilities. Lesson planning is detailed and learning targets are clearly identified for both individuals and groups of pupils.
- Most teachers maintain a careful check on pupils' progress as the lessons proceed, using skilful questioning to judge levels of understanding and to encourage deeper thinking.
- Teachers' high expectations in most lessons lead to work that is challenging. In a few lessons, lower expectations lead to tasks that are not sufficiently demanding. As a result, some learning, particularly that of the more able pupils, proceeds too slowly and pupils do not achieve the levels of which they are capable.
- Relationships throughout the school are characterised by respect and trust. Pupils respond well to instruction and the school is a very positive place in which to learn.
- Teachers have good subject knowledge and understand how to promote pupils' literacy skills across the curriculum. Effective teaching assistants support learning well, so that there are no appreciable gaps in performance between the various groups of pupils. For example, in a lesson on measurement, skilful questioning and modelling of language added to pupils' understanding and effectively extended their vocabulary.
- The school provides good opportunities for pupils' spiritual, moral, social and cultural development. For example, pupils in Year 1 were immensely excited and interested in writing about a magical bedroom. Comments like, 'There was a cute and glittering unicorn,' and, 'I screamed as my bed turned into a scary, dark cave,' indicate that pupils are thinking deeply and

beginning to use their imagination concerning the world around them.

The behaviour and safety of pupils is good

- The school has worked closely with parents to improve attendance. As a result, rates of attendance have improved steadily over three years and are now in line with the national average. Pupils say they enjoy coming to school and that the teachers make their learning fun. Very few pupils arrive late each day.
- The school has well-developed and effective systems of rewards and sanctions to encourage good behaviour. Carefully maintained logs indicate that poor behaviour and racist incidents are rare. Pupils' behaviour is not yet outstanding as some misbehaviour does occur. Repeated indiscipline is dealt with swiftly and decisively and the rate of exclusion is falling.
- Pupils' positive attitudes to learning are a strong feature of the school. Pupils show commitment and a determination to succeed. The school's motto, 'aiming high to achieve success in all we do,' motivates both pupils and adults. Even on the few occasions that teaching is less than good, pupils maintain concentration and behave well.
- Disabled pupils and those whose special educational needs impact on their behaviour are well supported and the expectations of them are no different from the others. Pupils' positive attitudes to work contribute strongly to the progress they make in their learning.
- The school works well with parents to improve pupils' behaviour over time. Close partnership with other support agencies providing help for parents adds to the effectiveness of the school's work.
- Pupils take pride in their school. All groups are helpful, tolerant and thoughtful towards each other and towards adults. One pupil commented, 'There are always going to be little issues between people, but we all work together to sort it out and this school is a wonderful place to be.'
- A handful of parents expressed concern about bullying on the online questionnaire (Parent View). This was not reflected in the responses to the school's own survey of parental opinion. Pupils were adamant that there was very little bullying and that it was not tolerated by the school. During the inspection, inspectors received no direct complaints or saw any evidence of bullying.

The leadership and management are good

- The headteacher has a strong commitment to excellence and has assembled a workforce that shares her vision of creating an outstanding school over time.
- Well supported by capable and knowledgeable senior leaders, the headteacher has acted swiftly and decisively to tackle a legacy of weak performance and low standards. Under her leadership, attendance, behaviour, achievement and rates of pupil progress have improved consistently over three years. There remain small variations in the rate at which pupils make progress in all subjects across the school, but plans to enhance the school's effectiveness reflect a detailed and accurate evaluation of its performance and provide a solid foundation on which to secure further improvement.
- The leadership of the school carefully monitors the work of teachers and other staff. Setting targets for teachers to improve their work is effective because it is strongly focused on the impact adults have on meeting pupils' needs and on supporting their progress. There is a close link between teachers' range of duties, their effectiveness and their pay.
- The school's leadership keeps a close eye on how well pupils are doing and that any extra support is deployed effectively. The school's resources are used effectively to support learning and since pupils make at least good progress, the school provides good value for money.
- The broad and balanced curriculum is well matched to pupils' learning needs, promoting both

good achievement and the rapid acquisition of basic skills. A wide range of enrichment opportunities, including good-quality trips, visits and after-school activities, complement the work in classrooms.

- The school works well with external agencies, in particular those helping individual pupils and their families. It promotes equal opportunity and tackles discrimination effectively. At the time of the inspection, all appropriate safeguarding arrangements were in place.
- The school is effectively supported by the local authority. Through careful monitoring and the brokerage of appropriate support, the local authority has made a valuable contribution to the school's improvement.

■ **The governance of the school:**

- Improved governance has been a key factor underpinning the school's improvement. Governors provide strong support for the work of the school. Their energy and insight contribute positively to its strategic drive for improvement. They make decisions based on a detailed understanding of the school's strengths and areas for development. Their monitoring work, coupled with the good-quality training they have undertaken, means that governors have a good knowledge of the school's performance and the quality of teaching. This allows them to hold the school robustly to account for its improvement and to ensure that teachers' performance is closely matched to pay progression. They keep a close eye on how the school deploys its resources. As a result, they make well-informed decisions about the use of pupil premium funds and recognise that this is helping to eliminate the gaps in performance between groups and individual pupils.
-

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	101889
Local authority	Ealing
Inspection number	400509
Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	436
Appropriate authority	The governing body
Chair	Tina Bedeau
Headteacher	Beverley Joseph
Date of previous school inspection	17–18 June 2010
Telephone number	020 87435648
Fax number	020 87439071
Email address	admin@johnperryn.ealing.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

