

East Peckham Primary School

Pound Road, East Peckham, Tonbridge, TN12 5LH

Inspection dates 10–11 October 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.

- Senior leaders have succeeded in improving the school's overall effectiveness since its previous inspection.
- A clear focus on improving pupils' basic skills has helped raise pupils' achievement to good levels.
- Children have a good start to their school life in the Reception class.
- Pupils are courteous, caring and behave well around the school and within lessons. They feel safe at school. Pupils say they feel 'part of a family' when at school.
- The quality of teaching is typically good through the school and pupils often say that their teachers are the best thing about the school.
- Promoting pupils' physical education (PE), particularly swimming, and modern foreign languages are strong features of the activities available for pupils.
- The headteacher and governors have succeeded in raising expectations of what pupils achieve through better teaching. Governors support the school well, managing significant changes in staffing and in the way they oversee the work of the school.

It is not yet an outstanding school because:

- Although improved, not all pupils' achievement is at the highest levels. For example, pupils' written stories or accounts sometimes lack the element of flair that would secure higher achievement.
- In some activities, pupils do not always get down to their activities quickly enough to produce more work.
- Pupils are not always proactive in choosing different options in lessons, such as information and communication technology (ICT), or other different ways to improve their learning.
- Occasionally, there are not enough opportunities for pupils in Years 1 to 6 to apply their mathematical skills in everyday, real-life activities.

Information about this inspection

- Inspectors observed teaching in all seven classes. They visited 17 lessons or part lessons. Inspectors observed two lessons with the headteacher and deputy headteacher, and activities related to the teaching of pupils with special educational needs were also observed.
- The inspection team held meetings with the Chair of the Governing Body and two other governors, staff, and a representative of the local authority. They looked at documents, including the school plans for improvement, safeguarding information, recent local authority notes of visits, assessment records, attendance information and the school's checks and information on pupils' progress.
- Inspectors met with a representative group of pupils, heard pupils read in Year 2 and Year 6, and observed playtimes and lunchtime arrangements. They looked at the past work of pupils in Years 2 and 6.
- Account was taken of the responses in 17 questionnaires completed by members of staff and 34 responses to the Ofsted's online questionnaire (Parent View).
- Pupils in Year 4 and Year 5 were not in school on the second day of the inspection as they were visiting a link school in France.

Inspection team

Kevin Hodge, Lead inspector

Additional Inspector

Carol Vant

Additional Inspector

Full report

Information about this school

- This is a smaller than average size primary school serving its local rural community. There have been a significant number of staff changes since the previous inspection.
- The majority of pupils are of White British heritage, although a higher than average proportion are of Gypsy Roma heritage.
- The proportion of pupils eligible for the pupil premium is below average, although in some classes it is higher than normally found. This is additional funding provided to schools for children in the care of the local authority, those children known to be eligible for free school meals and those of service families.
- The proportion of pupils who are supported by school action is below average as are the proportions supported at school action plus or with a statement of special educational needs, though numbers vary across year groups. A very small number of pupils are disabled.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve pupils' achievement and the quality of teaching to the highest levels through the school by:
 - giving pupils, particularly those in Years 1 to 6, more opportunities to use their accurate number and problem-solving skills in real-life investigative activities
 - helping pupils develop a wider vocabulary to enhance the quality of their written stories and accounts
 - ensuring all pupils always get down to work quickly to complete more work and have more open-ended options in activities to develop their independent learning
 - increasing the opportunities for pupils to use their ICT skills regularly in everyday activities.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement, particularly in English and mathematics, has improved to good levels since the previous inspection. Music, PE and outdoor education are also key strengths. By the time they leave the school, pupils increasingly reach higher than average levels in national tests. Pupils' achievement is not yet outstanding, as not all reach the highest levels of knowledge or understanding overtime that they could in their day-to-day work.
- Children join the school with levels of skill broadly typical for their age, but an increasing proportion have weaker language skills when they start. They settle quickly to school and learn their basic early reading, writing, number and physical skills effectively. For example, children enjoyed learning about germs, how to be hygienic and some made good representations of 'nasty' germs using modelling materials.
- This good start and focus on teaching letter sounds continues and Year 1 pupils achieved above average levels in the national phonics screening check again this year. Not surprisingly, pupils enjoy reading, and most, though not all, read a good range of books. They reach above average standards by the time they leave the school.
- As a result of improvements since the last inspection pupils now enjoy writing, although occasionally it lacks imagination as their choice of words is sometimes narrow and some work produced is comparatively short. They do, however, write for a wide range of purposes and within different subjects. Pupils in Year 6 enjoyed improving the quality of some text connected with their topic on The Second World War.
- Number skills are taught frequently and pupils' calculation skills are accurate, but their number knowledge is not applied often enough in investigative activities or connected to real-life situations. This hinders aspects of their progress in mathematics.
- A good focus on developing pupils' physical skills, particularly swimming using the school's outdoor pool, helps pupils enjoy learning to swim. Additionally pupils enjoy using the outdoor play equipment and competing against other schools in team sports.
- Those who benefit from pupil premium funding achieve well, and gaps between the levels they and others achieve in English and mathematics have been reduced or eliminated, and often these groups of pupils exceed the levels reached by their classmates or others nationally. Those from Gypsy Roma heritages make the same good progress as their fellow pupils and often exceed the levels reached by similar pupils nationally.
- Other pupils who are disabled or who have special educational needs achieve well, as extra adult support, combined with well-planned activities, enables them to keep pace with other pupils.
- Pupils' previous work indicates that any differences between boys and girls have reduced quickly and little difference was noticed in lessons and current work.

The quality of teaching is good

- The typical quality of teaching has improved since the previous inspection. Pupils say that their new teachers increasingly remind them how to 'be engaged' in their learning and they like their new outdoor classroom called 'Peckham Palace'. Activities are well planned to help those with special educational needs and those severely disabled to achieve well. Teachers skilfully develop pupils' spiritual, moral, social and cultural development and displays reflect the importance the school places upon the family ethos of the school.
- Children in the Reception class benefit from activities which harness their interests, and there is a good combination between the activities children choose for themselves and those which are directed by the teacher. Occasionally however, through the school, pupils are not always given enough options to allow them to make their own choices in how they learn, such as using their ICT skills.
- Pupils say they like their targets and 'steps to success', which help them to know how well they

are progressing. Pupils also say they like the way teachers mark their work and take notice of their comments in response. Initiatives, such as their regular focused writing activities, have helped improve pupils' writing over time.

- Teachers make good use of the audio-visual whiteboards where possible to capture pupils' interest. Teachers' explanations are clear, although some pupils said they would like to get down to working more quickly to complete more work as they are a bit too long or detailed at times.
- Those pupils who have severe physical needs, are catered for well and they are helped sensitively by adults and fellow pupils, both in lessons and when moving from class to class or attending assembly. Teaching assistants provide regular and well-targeted support for pupils, particularly those with special educational needs, so they achieve as well as classmates.
- A clear focus to extend pupils' PE skills along with special days to help extend their science and mathematical understanding help extend and widen pupils' deeper knowledge of other subjects.

The behaviour and safety of pupils are good

- The good levels of pupils' behaviour have been maintained since the last inspection. Pupils are kind and courteous to visitors and to each other. Pupils say they appreciate having 'lots of people around us' to care. A noticeable family ethos helps create harmonious relationships within the school.
- Pupils say they feel safe in school, appreciate having 'worry boxes' to express any concerns anonymously, and are well aware of who to turn to if there are problems. They say that behaviour is usually good with only very occasional dips in the playground or within the class. Pupils are aware of different forms of bullying, particularly those related to cyber bullying and how to prevent it.
- Pupils behave well in lessons, listening to their teachers carefully so they know what to do. On occasions, attitudes to learning dip when pupils are sometimes happy just to do the work given, rather than devise different ways of boosting their learning further.
- A number of responsibilities such as being class monitors or befriending other pupils, particularly disabled children, provide pupils with opportunities to demonstrate their caring nature. Many parents and carers and all staff who responded to the Ofsted questionnaire confirmed their view that pupils' behaviour is a positive aspect of the school.
- Pupils are keen to tell visitors about the range of clubs, such as street dance, football, swimming and choir that extend their cultural awareness and knowledge of the benefits of exercise and healthy lifestyles.

The leadership and management are good

- The headteacher, in partnership with governors, has managed significant staff changes since the previous inspection and new staff say they feel valued and part of the 'East Peckham' team. Recent changes to responsibilities are now beginning to take greater effect in promoting further improvement in areas such as checking the school's effectiveness and subject responsibilities.
- Staff and governors ensure that severely disabled pupils, or those who find learning difficult, take full part in day-to-day activities and receive good quality support to enhance their learning. The small number of pupils from minority ethnic heritages achieve well because they are supported effectively in day-to-day lessons.
- Pupils enjoy the topics they learn and liked the forensic science and puzzle day held recently. The curriculum makes a good contribution in supporting pupils' spiritual, moral, social and cultural development. For example, a link with a school in France, which some pupils visited during the inspection, helps widen their cultural understanding of others more distant from the school.
- Teaching, and the resulting work completed by pupils, is checked regularly by senior leaders and supports individual staff to reflect ways they can improve their practice. This self-reflection has

already highlighted some weaknesses, such as the need for more use of ICT in everyday activities.

- The school has well-conceived plans for the additional government funding for PE, including having two Olympians visit the school on a regular basis in the coming year to train both pupils and staff in how to enhance the school's ability to provide better teaching for PE over time.
- Links with parents and carers have improved, following some concern over changes in staffing. This has been aided by open evenings, surveys, termly updates on pupils' progress and informative newsletters.
- The local authority has provided good support since the previous inspection, and is planning to reduce this in the light of the school's recent and sustained improvements.
- **The governance of the school:**
 - Governors benefit from a wide range of training, including induction training for new governors. This has enabled them to have a clear understanding of their responsibilities. For example, the recent changes in staffing have helped them to become fully aware of how pupils' performance in the classroom links to teachers' levels of responsibility and salary progression. Extra funding for pupils eligible for the pupil premium and PE is also checked effectively, with clear information regarding how funding ensures pupils' achieve well, including in PE activities. Governors know how the performance of the school compares to that of others both locally and nationally. Records of governors' meetings clearly show how changes in responsibility for staff, the appointment of additional staff and improved resources are evaluated. The Chair of the Governing Body, supported by other governors, visits the school regularly to assess the progress of initiatives, particularly in teaching. Governors are very conscientious in ensuring that equal opportunities exist for all pupils and that discrimination of any sort is not tolerated. They ensure that their statutory duties, such as site security and staff vetting checks, do more than simply meet requirements.

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	118290
Local authority	Kent
Inspection number	426461

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair	Karen Ray
Headteacher	Lorraine Wickens
Date of previous school inspection	19–20 September 2011
Telephone number	01622 871268
Fax number	01622 871729
Email address	office@east-peckham.kent.sch.uk

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