

Peareswood Primary School

Peareswood Road, Erith, Kent DA8 3PR

Inspection dates

21 to 22 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, trustees, governors, leaders and staff have worked tirelessly to improve the quality of education on offer.
- Typically, the quality of teaching, learning and assessment is now consistently good across the school. Consequently, most pupils make strong progress in their learning. Standards are continually rising.
- Over time, all pupils' progress at the end of key stage 2 in reading and mathematics has been well below average. This was particularly the case for disadvantaged pupils. Leaders' actions have been effective in improving most current pupils' progress in these subjects.
- Trustees and governors use their expertise effectively to provide a good level of challenge and support to senior leaders. They have a good understanding of the school's performance.
- Pupils' behaviour is good. They are friendly and respectful. They are courteous to each other, adults and visitors.
- Pupils told inspectors they feel safe at school. They are taught well how to keep themselves safe in different situations.
- Leaders' work to raise pupils' spiritual, moral, social and cultural awareness is effective. Pupils are well prepared to be good citizens of modern Britain.
- Leaders have skilfully crafted a curriculum that provides pupils with opportunities to gain good knowledge, understanding and skills in a wide range of subjects. Sometimes, teachers do not provide pupils with enough opportunities to apply their mathematical skills in science. This affects pupils' progress.
- Although teaching of reading is good overall, sometimes there are inconsistencies across year groups in developing pupils' comprehension skills. This hinders pupils' progress.
- Sometimes, the most able pupils are not sufficiently challenged in their learning. As a result, these pupils do not make the progress of which they are capable.
- Staff in the early years offer children exciting activities to support them in their learning and development. Children make good progress from their starting points. However, sometimes adults do not use their assessments thoroughly to fully support children's learning and progress.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that pupils' progress and attainment improves further by:
 - providing pupils with more opportunities to use and apply their mathematical skills in exploring science topics
 - strengthening the teaching of reading further throughout the school for pupils to practise and develop strong comprehension skills
 - giving the most able pupils sufficiently demanding work that deepens their learning across the curriculum.
- Ensure that staff in the early years use their checks on children routinely well to inform learning and development so that children make even better progress.

Inspection judgements

Effectiveness of leadership and management

Good

- Trustees, governors and leaders have been effective in improving the quality of teaching and learning across the school since the last inspection. Leaders do not shy away from addressing weak teaching swiftly and skilfully. Consequently, current pupils' progress and attainment, particularly disadvantaged pupils' progress and attainment, is consistently improving across the school.
- Leaders thoroughly check pupils' progress and attainment to ensure that no pupil is left behind. They use their checks adeptly to identify and close gaps in pupils' learning. Additionally, leaders use these assessments well to identify teachers' training needs to improve the quality of their teaching and outcomes for pupils in their respective classes.
- The stimulating topic-based approach to the curriculum offers pupils good experiences and opportunities to develop their knowledge, understanding and skills in a wide range of subjects. Leaders have made strong links between subjects to make learning more meaningful and exciting for pupils. For example, as part of their topic on 'No place like home', pupils in Year 2 read a range of high-quality texts about London. In art and design, pupils made pop-up maps of London.
- Leaders and staff provide good opportunities for pupils to extend their learning beyond the classroom. Pupils told inspectors that they enjoy the educational trips linked to their topic, such as visits to museums and theatres. For example, during the inspection, Year 6 pupils visited the Natural History Museum as part of their topic work on 'Natural Selection'. Such opportunities broaden pupils' horizons.
- Leaders use the pupil premium funding astutely to improve the outcomes for disadvantaged pupils. Leaders have identified the correct priorities to improve the progress and attainment of these pupils in reading and mathematics. They have put in place a variety of strategies and additional support to ensure that their needs are met. Consequently, current disadvantaged pupils in the school make good progress.
- The leadership of special educational needs is effective. Leaders use the funds wisely to identify and support pupils with special educational needs and/or disabilities (SEND) well. For example, they capitalise on the expertise of other professionals, such as speech and language therapists. Leaders check the progress of these pupils thoroughly so that they achieve well.
- Leaders' work to foster pupils' spiritual, moral, social and cultural development is effective. Pupils are given a good range of opportunities and experiences to develop these values. For example, older pupils visit the Houses of Parliament to get a first-hand experience of democracy in action. Pupils gain a good understanding of different world religions. Pupils appreciate this work. Typical comments included, 'We need to understand people who believe in different things. It helps us to make friends and make up with each other.'

Governance of the school

- Trustees have high expectations and are ambitious for their pupils. They provide a good level of support and challenge to senior leaders. Trustees have a hands-on approach to checking all aspects of the school's work to ensure continual improvement. For example, trustees undertake spot checks on the quality of interventions that are in place for pupils with SEND. They ensure that the additional funding is used effectively and is helping these pupils to achieve well.
- Governors of the regional body use their knowledge and expertise well to offer support and hold senior leaders to account. They ask leaders probing questions on the outcomes of pupils, including disadvantaged pupils and those with SEND.
- Additionally, governors and trustees seek verification from other senior leaders within the trust on the school's performance. They ensure that the quality of teaching is consistently good.
- Trustees ensure that the safeguarding procedures are followed robustly on the ground in order to protect pupils from potential harm. They routinely check that adults working with pupils are vetted in line with the government's latest legislation. Trustees make sure that there is a strong culture of vigilance to ensure pupils' safety and well-being.

Safeguarding

- The arrangements for safeguarding are effective.
- Most parents agree that their children are safe, happy and well looked after at school.
- Staff questioned during the inspection were well versed in the school's internal procedures for raising concerns about pupils' safety and well-being, should they need to.
- Staff receive regular training on safeguarding matters. As a result, they are vigilant and know how to identify changes in pupils' behaviour, and they raise concerns if they are worried about a pupil.
- Pupils report that they feel safe at school. They told inspectors that the school has helped them to understand how to keep themselves safe in a range of situations, such as road and online safety. For example, at the end of the term, pupils get reminded about crossing the roads safely during the holidays. They are taught about how to keep themselves safe through a variety of ways, such as in lessons, assemblies and from visitors to the school.

Quality of teaching, learning and assessment

Good

- Since the last inspection, the quality of teaching, learning and assessment has improved. As a result, most pupils make good progress. A very large majority of parents agree that their children are taught well.
- Leaders, teachers and other adults have created a motivating environment for pupils to learn. Pupils' work is valued and celebrated through eye-catching displays in classrooms and around the school. Pupils enjoy good relationships with each other and

adults.

- The teaching of writing is a clear strength of the school and is taught well. Pupils use their core skills effectively to write for a variety of purposes in English and the wider curriculum. For example, pupils in Year 6 used their imagination well to write diary entries and stories as evacuees during the Second World War.
- The teaching of mathematics is effective. Staff training has made a positive difference to pupils' progress and attainment. Teachers use their strong subject knowledge to question pupils effectively to ensure that they have understood what is taught. Pupils get good opportunities to apply their mathematical skills to solve problems and develop their reasoning skills within mathematics lessons.
- Overall, the teaching of phonics and reading is effective. Leaders' actions to instil the joy of reading has paid dividends. There are enticing reading corners in each of the classrooms to motivate pupils to read. Younger pupils use their phonics well to read unknown words. Pupils use their reading skills to research topics. For example, pupils in Year 2 read 'fact files' about Mexico to create a travel brochure. Although there is a consistent approach to teaching comprehension skills across the school, sometimes the quality of this varies across year groups.
- Typically, science is taught well. Pupils make good gains in developing scientific knowledge, understanding and skills. Teachers provide pupils with opportunities to investigate science topics. For example, in Year 2, pupils used their measurement skills to investigate how parachutes work. However, occasionally, pupils across the school do not get enough opportunities like these to apply their mathematical skills to science.
- Teachers do not routinely demand more of the most able pupils across the curriculum. The work in these pupils' books shows that, sometimes, the tasks set do not enable pupils to deepen their learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and articulate. They talk enthusiastically about their learning and experiences of school life. Pupils talked eloquently to inspectors about the school's approach to developing their thinking skills, which helps them with their learning.
- Pupils say they enjoy learning and coming to school. They told inspectors, 'The school is like one big family where people from different backgrounds all get on.'
- Leaders provide pupils with many opportunities to develop their leadership skills and be good team players. Pupils' views are represented and heard through the school council. For example, members of the school council played a role in judging the quality of reading corners in each of the classrooms.
- Pupils report that bullying rarely happens at their school. There are systems in place, such as the 'school's online portal' and the 'worry teddy bear' that they can access to raise their concerns, and adults respond quickly. Pupils report that they can talk to adults in the school, who take their concerns seriously. They know the different forms

of bullying, including cyberbullying.

- Leaders and staff provide good opportunities to support pupils' physical, emotional, and mental well-being. For example, pupils receive therapeutic support and counselling to meet their emotional needs. Leaders offer a range of sporting clubs that pupils participate in to keep themselves fit.

Behaviour

- The behaviour of pupils is good. Most parents say that pupils are well behaved.
- Pupils are respectful and courteous. They listen attentively to each other's views. They hold doors open for each other, adults and visitors to the school. Adults provide good role models for behaviour that pupils emulate well.
- Pupils walk around the school in an orderly fashion. This contributes to a calm learning environment. Pupils display strong attitudes to learning, which contributes to the good progress they make. Social times of the school day are harmonious; pupils get along and play well with their friends. They develop good social skills.
- Leaders take effective action to ensure that pupils attend school regularly. Attendance is above the national average. The proportion of pupils who are persistently absent is below average. Over time, the proportion of fixed-term exclusions has reduced. This is the result of leaders' close work with parents and external agencies.

Outcomes for pupils

Good

- Most pupils currently in school make consistently strong progress in reading, writing and mathematics. This is the result of effective teaching.
- Over the last three years, the proportion of pupils who achieved the expected standard at the end of key stage 2 in reading, writing and mathematics has improved. In 2018, this was in line with the national average. The proportion of pupils who attained the higher standard was above average.
- Over time, disadvantaged pupils' progress at the end of key stage 2 in reading and mathematics has been well below average. Inspection evidence shows that disadvantaged pupils currently in the school make consistently strong progress in these subjects. Leaders are eradicating historical underachievement and there is clearly an improving trend of progress and attainment with these pupils. Leaders' high expectations, coupled with the effective use of the pupil premium funding, are contributing to this.
- The work in pupils' mathematics books shows that most pupils make consistently good progress. Pupils use their mathematics skills well to solve problems and develop strong reasoning skills.
- Pupils' writing books demonstrate that pupils make consistently strong progress and attain well. They apply their writing skills well to write in subjects other than English. Pupils across the school are developing good writing skills as expected for their age.
- In 2018, the proportion of pupils who attained the expected standard in the phonics screening check was well above the national average. Disadvantaged pupils' attainment

was well above other pupils nationally.

- Overall, pupils make good progress in reading. Pupils who read with inspectors used their phonics well to read new words. They read with fluency, accuracy and understanding. Older pupils spoken to during the inspection know the importance of reading. In the words of pupils, 'It helps us to learn more words and use our imagination to make our writing better.' Pupils' reading journals show that most pupils make good progress in developing strong comprehension skills. However, there are some inconsistencies across year groups. This affects pupils' progress.
- Pupils with SEND make good progress in reading, writing and mathematics. This is due to the effective interventions and well-targeted support that they receive.
- At times, the most able pupils are not challenged sufficiently in their learning across the curriculum. This is evident particularly in the wider curriculum. This does not enable them to achieve as well as they should.
- Typically, pupils make good progress in a wide range of subjects. This is evident in pupils' books and displays around the school. The work in pupils' science books shows that pupils are not given enough opportunities to use and apply their mathematical skills in science. This hinders pupils' progress in science.

Early years provision

Good

- The quality of teaching is effective in the early years. Adults provide children with a wide range of exciting activities to motivate them in their learning and development. Adults use questions effectively. They model speaking and listening skilfully by providing children with correct vocabulary and speaking in full sentences. Children show great enthusiasm in their learning. For example, children have great fun exploring and discovering the 'dinosaur hunt', using correct vocabulary, such as 'stegosaurus' and 'fossil'. This supports children's language development well.
- The teaching of phonics is effective. Children use their phonics knowledge and skills well to read and write words and sentences.
- Children's behaviour is good. Adults have established clear routines which contribute to a calm learning environment. Children cooperate, play well with each other and are polite.
- Leaders work together effectively as a team. They have a good understanding of the strengths and areas for improvement. The early years provision is led and managed well.
- Safeguarding is effective in the early years. There are clear signs in the early years areas to inform everyone about the use of cameras and mobile phones.
- The work in children's learning journals and displays shows that they make good progress in all areas of learning. However, sometimes, children's progress is held back because adults do not use their checks on children sufficiently well to inform learning. For example, occasionally, children in the Nursery and Reception are given similar activities.

School details

Unique reference number	137417
Local authority	Bexley
Inspection number	10088884

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	Board of trustees
Chair	Deborah Absalom
Headteacher	Julie Carson (Executive Headteacher) Carla Ferla (Head of School)
Telephone number	01322 332 379
Website	www.peareswoodprimaryschool.co.uk
Email address	office@pwp.bexley.sch.uk
Date of previous inspection	18 to 19 January 2017

Information about this school

- Peareswood Primary school is part of the Woodland Academy Trust, which is a multi-academy trust. The trust comprises of members, board of trustees and the regional governing board for Bexley schools. Governors from the regional board hold senior leaders to account for the quality of teaching and outcomes for pupils, and they report to the board of trustees. Trustees hold senior leaders to account for all aspects of the school's work.
- Since the last inspection, there have been significant changes to the leadership team at all levels. The local governing body of the school ceased in August 2018. It was replaced by the regional governing body. There were changes to the appointments of chair of the board of trustees and the chief executive officer. The executive head was appointed as headteacher in September 2017, and then as executive head in September 2018. The former deputy headteacher was appointed as head of school in

September 2018.

- This school is larger than the average-sized primary school.
- The school is in the top 20% of all schools for the proportion of pupils eligible for free school meals.
- The proportion of pupils with SEND is higher than the national average.

Information about this inspection

- Inspectors visited lessons to observe pupils' learning, mostly along with senior leaders.
- Inspectors spoke to pupils about their learning and experiences at school. They met formally with two groups of pupils and spoke to pupils during social times of the school day. They considered the school's questionnaire for pupils. Inspectors listened to pupils read from Years 1, 2, 3, 4 and 5.
- Inspectors observed pupils' behaviour in classrooms, at playtime and at lunchtime.
- Meetings were held with leaders, governors from the regional board, trustees and staff.
- Inspectors talked to parents informally at the start of the school day. They considered the 102 responses to Parent View, Ofsted's online questionnaire, including the 15 free-text responses.
- Inspectors analysed the 21 responses to Ofsted's staff questionnaire.
- Inspectors scrutinised a wide range of school documentation, including documents related to safeguarding, plans for improvement and self-evaluation, and information pertaining to pupils' progress and attainment.

Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Chris Birtles	Ofsted Inspector
Sarah Lack	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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