

Inspection of a good school: Pelham Primary School

Pelham Road, Bexleyheath, Kent DA7 4HL

Inspection dates:

26–27 November 2019

Outcome

Pelham Primary School continues to be a good school.

What is it like to attend this school?

Pupils talk fondly about their school. They feel safe because, as one pupil said, 'Adults look after everyone and they don't miss anybody out.' Pupils and staff respect each other and work hard. They also share jokes and laugh together. This helps to make Pelham a welcoming place to be.

Leaders and staff make sure that they help teachers to do their very best for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve well during their time at the school.

Pupils behave well and show kindness to each other. Older pupils take on roles of peer mentors and sort out any minor 'fall outs' in the playground. Pupils feel sure that staff will quickly deal with any rare bullying incidents. Pupils are keen and motivated to behave and achieve well. They are very proud to gain a place on the 'golden table' when their efforts are rewarded.

Pupils and parents and carers enjoy the events that take place at school. Pupils in key stage 2 love to take part in the dodge-ball competition. The mathematics-themed cake baking event which took place during the inspection was a huge success.

What does the school do well and what does it need to do better?

Leaders, governors and staff work well together to make sure that pupils' learning in all subjects is challenging and interesting. Since the previous inspection, improvements in writing and mathematics have had a strong impact on pupils' achievement.

The youngest children develop their phonics skills well. These skills are built on as they move through the school. Staff quickly spot any pupils who need extra help or are falling behind. Teachers make sure that they share stories and books with pupils to develop their love of reading. Pupils can talk about books they have enjoyed and authors that they love. Not all teachers are confident in choosing books for pupils which match well to their

emerging reading skills and phonics knowledge. Leaders plan to help them develop these skills.

Mathematics is a strength. Teachers receive excellent training and support from leaders. Teachers make sure that all pupils achieve well in mathematics because they plan carefully to meet the pupils' needs. Pupils work together well in mathematics and activities are interesting and fun. In the early years, children enjoy an exciting range of activities. Planned activities help children to quickly develop early number skills and help them to understand shape and space. Children showed a real sense of delight when they were able to form the number three in sparkly foam! Pupils in Year 6 become 'mathematics ambassadors' and plan events to raise money and to help all pupils develop a love of mathematics.

Leaders have thought carefully about their planning for all subjects. They have changed the way they map out geography skills and knowledge within the topics taught. They are helping teachers to make sure these plans are put in place consistently. Teachers need further support to help them deliver the geography plans successfully in all year groups.

Pupils with SEND achieve well. Leaders and staff show a depth of understanding of pupils' needs. They make sure pupils experience success in their learning. Staff have high expectations for all pupils. Staff strive for and help pupils to 'reach for the stars'. This is the school song which all children sing and sign together.

Pupils spoke to me about the range of after-school clubs they enjoy. They are excited about school journeys and enjoy special events such as book fairs at school.

Staff told me that leaders have worked hard to reduce workload. They said that they know they can ask for support from leaders and share concerns. Leaders make sure that they make staff aware of the support they can access for their well-being outside of the school.

Safeguarding

The arrangements for safeguarding are effective.

All staff make sure that any concerns about pupils' safety or well-being are taken seriously. Staff keep a careful check on the pupils in their care and discuss even the smallest concerns with safeguarding leaders. Staff use the school's referral system consistently and effectively. Leaders keep thorough records and make sure that they draw on the support of outside agencies to protect children and to help families.

Staff show a good understanding of safeguarding risks within the local and wider area. Pupils talk with confidence about how to keep themselves safe online, on the roads and in their local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders and teachers have made sure that pupils enjoy a wide range of books in school. They develop pupils' enthusiasm for reading well. Fluent readers are able to select books which help them build on their comprehension skills. However, pupils who are at the earliest stages of learning to read are not given books which help them to use their phonics skills well. This is because teachers often give them books which are too difficult for them to read independently. Leaders understand that teachers need further support to help them select books for pupils which match to the sounds they have been taught. This will help pupils develop their confidence and fluency in reading.
- Leaders have ensured that the curriculum is broad and ambitious. Leaders have reviewed their planning for geography across the school. Planning is sequenced well and identifies key knowledge and skills for teachers to work on, within the themes being taught. The plans are at an early stage of being implemented and teachers need further guidance to make sure they are used and embedded consistently.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Pelham Primary School, to be good in July 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	139494
Local authority	Bexley
Inspection number	10110457
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	444
Appropriate authority	Board of trustees
Chair of trust	Irene Hollis
Headteacher	Kim Barrett
Website	www.pelhamprimary.co.uk
Date of previous inspection	18 February 2016

Information about this school

- Pelham is a two-form entry primary school in Bexley. It is part of the Pelham Academy Trust.
- The school has a specially resourced provision for 18 pupils with a hearing impairment, all of whom have an education, health and care plan.

Information about this inspection

- I met with the executive headteacher, the headteacher, deputy headteacher and other members of the leadership team, including the special educational needs coordinator. I met with eight trustees and governors, including the chair of governors.
- I completed deep dive inspection activities in reading, mathematics and geography. To do this, I met with subject leaders and visited lessons with them. I looked at pupils' work and spoke to pupils about their learning. I met with the teachers I observed. I reviewed the school's planning for the three subjects.
- I visited the hearing-impaired provision and reviewed care plans for these pupils and for other pupils in the school with SEND. I briefly attended the after-school mathematics 'cake bake' event and I observed part of the dodge-ball competition.
- I spoke with staff and pupils throughout the inspection during playtimes and

lunchtimes, and as they moved around the building.

- I reviewed the 43 responses to Ofsted’s Parent View survey and the 27 responses to the staff survey.
- In order to inspect safeguarding, I reviewed the school’s single central record of staff suitability. I met with the designated safeguarding leader and reviewed documentation related to child protection.
- I reviewed documentation relating to behaviour, attendance and exclusions.

Inspection team

Ruth Dollner, lead inspector

Her Majesty’s Inspector

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