

Inspection of an outstanding school: Kilmorie Primary School

Kilmorie Road, London SE23 2SP

Inspection dates:

25 and 26 April 2023

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils are excited about coming to school. Interactions between adults and pupils are respectful. Pupils value the care and support staff provide. Leaders have high aspirations for all pupils.

Pupils are polite and friendly. They behave well in lessons and around the school. Pupils know to approach a trusted member of staff if they have a concern. They are positive that adults devote time to deal with issues. This is because leaders take incidents of bullying and discrimination, of any kind, very seriously.

Leaders provide an extensive programme of extra-curricular opportunities for pupils. These include clubs, musical tuition, sporting tournaments and competitions. Pupils are proud to represent the school. They benefit from visits to places of interest, such as galleries and museums.

Parents and carers engage positively in the life of the school. Many parents attend the range of events and workshops that leaders provide. They welcome opportunities to learn alongside their children in areas such as mathematics and phonics.

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

Leaders have reviewed the curriculum to ensure that it is well sequenced and ambitious. This supports teachers in knowing the subject-specific knowledge and skills pupils need to understand. For instance, in science, Year 4 pupils compared how electrical components affected the brightness of bulbs in different circuits. Although teachers check what pupils know and understand, some do not use this knowledge to inform or adapt their teaching. As a result, opportunities to deepen and extend pupils' understanding are not maximised.

Leaders ensure that opportunities for children in Reception to develop in all areas of learning are carefully considered. Leaders' recent improvements to the teaching of mathematics have led to significant improvements in ensuring a consistent approach to teaching across the school. Teachers encourage pupils to use mathematical skills and vocabulary effectively, including in early years.

Leaders are committed to ensuring pupils learn to read fluently. Adults in the Nursery encourage children to talk about the key events in the stories they read to them. Pupils love sharing books with reading buddies in other year groups. Teachers use books that match closely to the sounds pupils know. Leaders identify pupils at risk of falling behind in their reading and support them to catch up well. Some staff have received training in implementing the recently introduced phonics programme. Leaders have put in place a programme of training so that all staff continue to develop their expertise in developing pupils' reading and phonics skills.

Leaders have reviewed processes to ensure that pupils with special educational needs and/or disabilities (SEND) are identified quickly. Leaders think carefully about the possible barriers to these pupils' learning. They provide suitable support for pupils' specific needs. Adults ensure that pupils with SEND access the full curriculum and range of enrichment opportunities as their peers.

Leaders communicate their expectations of behaviour clearly. Staff manage pupils' behaviour consistently. Low-level incidents are rare and do not interrupt the flow of learning in lessons. Pupils show keen interest in what they are taught because teachers prepare practical and fun learning experiences.

Leaders ensure that pupils' wider development is rich and broad. They promote the development of pupils' character traits, such as honesty, empathy, and curiosity. Leaders ensure that pupils are taught about the importance of British values and celebrating and respecting different cultures.

Leaders have an accurate evaluation of the school's strengths. They are focused on ensuring consistency across the school meets leaders' high expectations for all pupils. Variability in subject leadership means that teachers' subject knowledge development is not equally well supported across all subjects.

Staff said that workload is currently very high. They felt this was due to the high level of recent changes and new initiatives. Most staff felt that these developments were in the best interest of pupils, as well as their own professional development. Those responsible for governance maintain an effective oversight of the significant changes taking place.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of vigilance in the school. They review systems frequently to ensure that procedures are understood by all. Staff receive regular training and updates. Leaders analyse safeguarding information carefully. They support vulnerable

pupils and families in need of help effectively. Leaders are tenacious in following up external referrals. They work diligently with external agencies to provide timely help when required.

Pupils are taught how to stay safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not use formative assessment effectively to inform or adapt their teaching. As a result, opportunities to deepen or extend pupils' learning are not routinely maximised. Leaders must continue to deliver the planned programme of professional development to ensure all staff have the required expertise in implementing the curriculum.
- There has not been sufficient time to embed the recent developments to the curriculum in all subjects. As a result, in some subjects, teachers' subject knowledge is less developed. Leaders should continue to develop subject leadership so that teachers are supported to gain the subject expertise they need to deliver all subjects.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in March 2017.

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 think. We use information from Ofsted Parent View 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.

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

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| Unique reference number | 100718 |
| Local authority | Lewisham |
| Inspection number | 10255420 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 652 |
| Appropriate authority | The governing body |
| Chair of governing body | Anita Gibbons |
| Headteacher | Julie Loffstadt |
| Website | www.kilmorieschool.co.uk |
| Date of previous inspection | 22 and 23 March 2017, under section 5 of the Education Act 2005 |

Information about this school

- The school has experienced significant changes in senior and middle leadership since the last inspection.
- A new headteacher was appointed in September 2021.
- Other leadership appointments and arrangements were made between September 2020 and September 2022.
- The school does not make use of any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the chair and members of the governing body, a local authority representative, the headteacher, senior leaders, and a range of staff.
- The inspectors carried out deep dives in reading, mathematics, and physical education. For each deep dive, the inspectors met with subject leaders, visited a sample of

lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.

- Inspectors considered the curriculum in other subjects.
- Inspectors considered information provided about safeguarding arrangements. The inspectors scrutinised safeguarding records and the record of pre employment checks. The inspectors reviewed procedures and processes by talking to leaders and staff, and through discussions with pupils.
- Inspectors considered the views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector

His Majesty's Inspector

Brian Simber

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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