

Inspection of Perry Hall Primary School

Perry Hall Road, Orpington, Kent BR6 0EF

Inspection dates: 22 and 23 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Perry Hall Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Perry Hall Primary School to be outstanding before it opened as an academy.

The headteacher of this school is Lorraine Richards. This school is part of Nexus Education Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paula Farrow, and overseen by a board of trustees, chaired by Ann Golding.

What is it like to attend this school?

Pupils are proud of coming to their school. An ambitious curriculum is realised through high-quality teaching. Teachers enable pupils to be inquisitive about learning. Strong outcomes are evident in the depth of knowledge and work that pupils produce. Pupils achieve very well.

Behaviour in school is exceptional. Pupils are highly focused on their learning because teachers make learning exciting. Pupils are rewarded for demonstrating the school values which thread through school life. In early years, staff encourage children to try their best. Pupils demonstrate kindness and respect to each other. They value and appreciate that they have different beliefs, choices and views. Pupils feel safe in school and trust adults to deal with any worries they have.

The school plans a wealth of activities to enrich the curriculum and provide life experiences for pupils. Pupils show their understanding of responsibility and leadership through a wide variety of roles. 'Animal carers' support staff to take care of the menagerie of school pets. Play pals support their younger peers to enjoy playtime. Pupils and staff share the common values of creating a welcoming and respectful school community.

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

The curriculum has been carefully sequenced to ensure that learning builds over time. Subject leaders are knowledgeable and support teachers to deliver the curriculum effectively. The school has considered the key knowledge, skills and vocabulary that it wants pupils to know and remember. Teachers make purposeful links between subjects to enrich pupils' understanding. For instance, Year 6 pupils could compare the Maya civilisation with British history of the same period.

Children receive a strong start in the early years. The learning environment stimulates children to be curious. Staff enable children to practise their learning independently. For instance, children in Reception used the outdoor equipment to create the setting of a class story and retell it. Communication and language development is a priority for the school. Adults support pupils to understand and use ambitious subject vocabulary. For example, pupils in Year 4 used technical art vocabulary to evaluate the work of artists. Pupils develop confidence to speak, debate and perform.

Teachers' knowledge across all subjects is very strong. This enables them to provide effective modelling of learning and to challenge pupils to extend their thinking. Throughout lessons, teachers check pupils' understanding and address any misconceptions. Teachers revisit prior learning and make connections to new content. Leaders ensure that pupils with special educational needs and/or disabilities (SEND) access the same ambitious curriculum. All staff are clear on the adaptations and support needed to enable pupils with SEND to achieve. For example, staff

across the school used carefully selected maths resources to support pupils' understanding of concepts.

Reading is a curriculum priority, which is fulfilled by a strong and consistent start to pupils' early reading. Engaging phonics lessons enable pupils to know and blend their sounds with confidence. Regular assessments ensure that pupils are reading books accurately matched to their phonics knowledge. Staff support pupils with SEND to ensure they learn to read well. Staff use a wide variety of texts to stimulate discussions and help pupils understand different beliefs and choices. Reading ambassadors support reading and supervise the playground reading nooks.

The school has high expectations for pupils' behaviour and learning. Pupils know that they all have a responsibility to make a positive school community. House and school captains support and encourage their peers. Attendance is positive because pupils want to be in school. Leaders know pupils and families well and provide support to ensure improved attendance when required.

The wide range of clubs and visits enhance pupils' learning experiences. Pupils value the opportunities to represent their school at concerts and tournaments. Community ambassadors plan fundraising activities and pupils visit local care homes. Staff encourage pupils to be responsible global citizens. Eco ambassadors support the recycling and composting at school. Pupils learn to cook with the produce grown in the school gardens. Leaders ensure that all pupils leave school with the experiences needed for their next steps.

The trust and local governance have a secure strategic understanding of the school. Leaders and the trust are ambitious to continually develop the school. Leaders collaborate with schools across the trust and provide exciting opportunities for pupils, such as in a trust-wide concert. All staff strive to make an impact on pupils' development, and they are proud to work at the school. They feel supported by leaders and enjoy the opportunities to work collaboratively and share knowledge.

Safeguarding

The arrangements for safeguarding are effective.

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 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140448
Local authority	Bromley
Inspection number	10290251
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	428
Appropriate authority	Board of trustees
Chair of trust	Ann Golding
Executive Headteacher	Lorraine Richards
Website	www.perryhall.bromley.sch.uk
Dates of previous inspection	22 and 23 November 2011

Information about this school

- The school is part of Nexus Education Schools Trust.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, other leaders and a range of staff. They also met with the chair of trustees, CEO, senior education lead and the local governance committee.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. Activities included discussions with leaders and teachers about

the curriculum, visiting lessons, speaking with groups of pupils about their learning, and a scrutiny of pupils' work. Inspectors considered the curriculum in other subjects.

- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered responses of pupils, parents and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Jacque Fairhurst	Ofsted Inspector
Sophie Powell	Ofsted Inspector

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