



# East Peckham Primary School

## Inspection Report

**Unique Reference Number** 118290  
**LEA** Kent  
**Inspection number** 280286  
**Inspection dates** 7 June 2006 to 8 June 2006  
**Reporting inspector** Brenda Spencer AI

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

<b>Type of school</b>	Primary	<b>School address</b>	130 Pound Road
<b>School category</b>	Community		East Peckham
<b>Age range of pupils</b>	4 to 11		Tonbridge, Kent TN12 5LH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01622 871268
<b>Number on roll</b>	213	<b>Fax number</b>	01622 871729
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs K Ray
<b>Date of previous inspection</b>	23 September 2002	<b>Headteacher</b>	Mrs Lesley Iannidinardo

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 June 2006 - 8 June 2006	<b>Inspection number</b> 280286
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

East Peckham is an increasingly popular village school. Nearly all of the pupils are White British. None speaks English as an additional language. Nearly a fifth have learning difficulties and disabilities, including three with statements of special educational needs. Of these children, nearly a half have moderate learning difficulties and a quarter, social, emotional and behavioural problems. The accommodation has been designed to make sure the few pupils with physical impairment have easy access.

The present headteacher took up post three years ago. The school was taken out of special measures in 2004 and was judged then to provide a satisfactory level of education.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

East Peckham is an effective, attractive and rapidly improving school which provides good value for money. This reflects the outstanding leadership of the headteacher and the staff's hard work. Parents and pupils are delighted that the school is going from strength to strength. Self-evaluation processes are good but the school has a more modest view of its achievements than the inspectors do. The capacity to improve further is strong.

Standards are rising and all pupils are achieving well. Children in the Reception class make good progress. While they enter Reception with broadly average ability levels, for some their personal and social development is below average. However, progress is such that after only one year all pupils' personal, social and emotional development is well beyond expectations for their age. The proportion of pupils in Year 2 now reaching expected standards has risen significantly. Although pupils in Year 6 reach average standards, this still represents good progress because when they joined the school their ability levels were below average and previously their progress was affected by weaknesses in the school. Their standard of writing, though, is lower than that of reading.

The quality of teaching and learning is good. Pupils usually receive high quality advice on how to improve their work and their progress is tracked carefully so underachievement can be identified. This is not as effective in Year 1, though, because what the school knows about children from their Reception Year is not always used to provide an informative starting point for judging their progress. Pupils' behaviour is managed very well so that a good climate for learning is established. The interesting curriculum contributes much to pupils' outstanding personal development. They are cared for very well, and ensuring that they are safe is a high priority.

### **What the school should do to improve further**

Close the gap between the standard of writing and the standard of reading by the end of Year 6. In Year 1, strengthen the procedures to track pupils' progress by taking full account of what is known about them from their Reception Year.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well. They enter school with standards that are average in most respects. By the end of Reception they have made good progress and most reach the standards expected for their age except in personal, social and emotional development, where standards are well beyond this. This sets children up very well for future learning. The school's results in 2005 were broadly similar to the national average. By the end of Year 6, the 2005 results marked a good improvement on 2004, especially in English and mathematics, and reversed a decline in standards from 2002. Girls did better than boys. At the end of Year 2, the proportion of pupils who reached expected standards

in reading and mathematics was lower than the national average. However, higher-attaining pupils did well.

Despite some weaknesses in using assessment information from Reception Year, current standards at the end of Year 2 are above average in reading, writing and mathematics. The proportion of pupils reaching the expected standards in reading and mathematics has risen significantly and a good number are above average in writing. In Year 6, standards are average in English; however, attainment is much higher in reading than in writing. Standards are also average in mathematics and science. Nevertheless, this represents good progress for these pupils because when they joined the school their ability levels were below average and their education had been disrupted by previous weaknesses in the school. Underachievement of boys is being tackled successfully.

Pupils meet the school's challenging targets for their learning. Those with learning and social, emotional and behavioural difficulties are supported well and make the same good progress as their peers.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Pupils enjoy school and have excellent attitudes to learning. They behave well. The strong emphasis given to pupils' spiritual, moral, social and cultural development helps pupils develop a sensitive approach to life and to appreciate the achievement of others. Pupils are proud of their school. They feel safe from bullying and know there is always an adult with whom they can share concerns. Although pupils enjoy coming to school, their attendance is reduced to a satisfactory level because a number of parents take their children on holiday during term time.

Pupils contribute exceptionally well to the school and the local community. They show initiative and enjoy responsibility. The school council is very involved in day-to-day life in school. Pupils know their opinions are valued and adults are trustworthy. By organising and managing funds raised through events such as 'Maths Treasure Hunt' and fund raising for charities, pupils gain a clear understanding of wider social and economic issues and the situation of less fortunate individuals. Pupils understand very well the need for safety, regular exercise and healthy eating. They enjoy the fruit provided each day and the take-up of sporting activities available is very good. The school is now working towards 'Healthy School' status.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Teachers use their knowledge of what pupils know and can do well to plan activities and pose questions appropriately matched to pupils' capabilities. Teachers ensure that pupils work hard in lessons because the purpose of lessons is made clear at the beginning, reviewed at the end and when work

is marked. Pupils know how to improve because the feedback they receive is so informative. Particularly high quality support is now being provided to raise standards in writing, as this is a current focus for school improvement. The high quality of display gives strong messages about the value given to pupils' work. Pupils' technical vocabulary is developed well, for example, in a mathematics lesson for Year 3, 'equivalence' to describe fractions. They grow in confidence and learn to communicate clearly through the many opportunities they have to discuss their ideas with partners. In Reception class, staff develop children's skills in interesting ways such as making and reading labels for the garden to identify different types of plants. Throughout the school, relationships are very warm and behaviour is managed skilfully. This contributes much to the positive working atmosphere evident everywhere. In the main, teaching assistants are well briefed and so are clear about how to move children's learning on, but this is not consistently so.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and meets the needs of pupils across the school. All National Curriculum requirements are being met and there are many improvements being undertaken, although some are not yet fully embedded; for example, the school is developing its work in dance to gain the Arts Standards Mark and is working on activities to improve pupils' writing standards. Previously, Information and Communication Technology (ICT) was judged unsatisfactory but improvements in curriculum and resources mean it is now good.

Meaningful links are planned between subjects and this is adding significantly to pupils' enjoyment of learning. In the Reception class, children benefit from a good balance of adult-chosen and self-chosen activities. Throughout the school the comprehensive programme of personal, social and health education helps pupils make healthy choices and develop life skills. Residential visits also support these aspects very well. A good range of out-of-class activities together with visits and visitors greatly enrich the curriculum. The curriculum is tailored well for pupils with learning difficulties and social, emotional and behavioural problems. There are also good opportunities to meet the needs of pupils who are gifted and talented through activities such as able writers attending workshops led by famous authors.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Pupils are safe because governors and staff give high priority to safeguarding pupils. Procedures and training are in place for child protection, risk assessment and ensuring pupils work with suitable adults.

Academic guidance is good. Careful attention is paid to tracking the progress that pupils make and any underachievement is identified and addressed. This is remedying the previous underachievement of boys. Pupils with learning difficulties and statements of special educational need benefit from regular reviews of well-targeted education plans. However, better use of information collected on pupils' achievements from the

Reception Year is needed to make a prompt start to analysing progress in Year 1. This would enable standards to rise still further.

Support of pupils' personal well-being is outstanding. Pupils enjoy the many opportunities they have to contribute and help one another. Pupils with social, emotional and behavioural difficulties progress well as staff are knowledgeable about dealing with their problems. Those with physical impairment grow in confidence because they are fully involved by adults and pupils and enjoy the advantages provided by such a well-adapted environment.

## **Leadership and management**

### **Grade: 2**

Effective leadership and management have created a supportive and stimulating learning environment in which learners excel in their personal and social development and achieve well in learning. Since her appointment three years ago, following an unsettled period, the headteacher has given outstanding and inspirational leadership. With very good support from the two assistant heads, the staff and governors, she has led the school out of special measures and overseen substantial improvements in teaching, accommodation and resources. She has a clear understanding of what needs to be done to raise standards further. This work has empowered staff and won the support and respect of parents.

The school has a good understanding of its strengths and weaknesses. These are reflected well in its self-evaluation and improvement plan. The latter is an effective tool to move the school forward and takes into account the views of all stakeholders. Teaching and learning are monitored effectively and knowledge of pupils' progress allows the school to set challenging targets for improvement. The role of subject leaders has developed well since the last inspection. They now play a decisive role in monitoring teaching and learning in subjects for which they are responsible. There is a newly established senior management team. The very recently appointed leaders of special educational needs and of the Reception Year group are working hard to get to grips with their new positions but as yet are still developing their roles. Governors carry out their duties effectively. They manage finances well and play their full part in strategic planning. Led by a headteacher who has drive and determination, the school has the capacity to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us feel so welcome when we came to your school recently. We enjoyed talking to you. A particular thank you must go to those of you who gave up part of your lunchtime to talk to Mr Thelwell. We read lots of letters from your parents saying how well the school is run and we agree that your headteacher has done much to help improve your school since the last inspection. We are very impressed by how much you enjoy your activities and how responsible and well behaved you are. Staff clearly care and support you very well. We think teaching is good and because of this you make good progress in your learning. Your teachers take careful note of how you are getting on. This means they can help anyone who is having difficulties. Your work on the walls makes your school very beautiful and such an interesting place to visit.

There are two things we think would make your school even better:

What teachers notice about what you can do in Reception class could be used to help them keep an eye on your progress even more quickly while you are in Year 1. Although your work is getting better, those of you in Years 3 to 6 must work hard with your teachers to keep improving, especially in your writing.

Once again, thank you for being so helpful.