

# Perrymount Primary School

## Inspection report

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<b>Unique Reference Number</b>	100715
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	307454
<b>Inspection dates</b>	4–5 March 2008
<b>Reporting inspector</b>	Jane Chesterfield

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	224
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Pashchoud
<b>Headteacher</b>	Mrs Lynda Miller
<b>Date of previous school inspection</b>	8 July 2003
<b>School address</b>	Sunderland Road Forest Hill London SE23 2PX
<b>Telephone number</b>	020 8699 4522
<b>Fax number</b>	020 8291 9502

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school serves a residential community of mainly social and privately rented housing. About a third of the pupils are eligible for free school meals, which is above the national average. Nearly three-quarters of pupils are from minority ethnic backgrounds, which is very high compared with the national picture, and almost a third are learning English as an additional language. This is above average, though only a small number are new to the language. The proportion of pupils with learning difficulties or disabilities is about average, while the number with statements of special educational needs is above. The headteacher returned from a two year secondment in September 2007, and the deputy and another senior teacher are currently seconded elsewhere.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Perrymount Primary is a good school where pupils achieve well. From a low starting point, they reach broadly average standards. Parents are pleased with the school and what it gives their children. 'Perrymount is a happy school and all the children feel important,' commented one. Parents recognise that the school celebrates diversity and aims to create well-balanced and well-rounded individuals.

Good teaching means that pupils learn well and make good progress. Teachers manage their classes well and promote good behaviour and relationships. They establish a positive environment where pupils feel confident about having a go and trying to do their best. The school has identified weaknesses in reading and writing in Years 1 and 2, and in mathematics in Years 3 to 6 which have caused results to dip recently. They have taken steps to bring about improvements, and these are already beginning to have an impact. Younger pupils are better prepared for writing and more eager to express their ideas, while older pupils are getting more opportunities to use their mathematical skills to solve problems.

Pupils feel safe and secure at school because they know that staff are fair and sort out any problems they may have with one another. 'My teacher would hear every kid's side of the story,' said one. Pupils are well looked after, and care for the needs of physically disabled pupils is exceptionally good. Pupils with behavioural or learning difficulties, or who are learning English as an additional language are well supported in class. Academic guidance for pupils is satisfactory, but there is too much variation across the school in the quality of marking and target setting for pupils. This means that pupils are not always sure how well they are doing and what they need to do next to improve their work.

Pupils make the most of all the opportunities the school has to offer them. They enjoy an interesting curriculum, enriched by a good range of clubs and visits, and they are ready and willing to take on responsibility. Their behaviour in class and around the school is good. The school's welcoming and inclusive ethos has remained constant throughout recent changes in leadership and staffing. The headteacher has returned from her secondment with a determination to drive up standards and ensure stability and consistency within the school. There is a strong sense of teamwork and common purpose amongst the staff. The school has established systematic and reliable processes to monitor the quality of its work and the performance of its pupils. This means that it has a good understanding of its strengths and of the areas it needs to improve. The positive impact of actions taken by the school demonstrates that it has a good capacity for future improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children in the Foundation Stage make good progress in their learning. When they first enter the Nursery their skills are below those expected for their age, but they reach broadly average standards by the beginning of Year 1, though with a continuing weakness in literacy and numeracy. There is a strong and successful focus on promoting children's personal and emotional development. Nursery staff create particularly attractive and stimulating surroundings, and the warm welcome which children receive helps them to settle quickly, so that they are soon ready to learn. The Reception class offers an imaginative curriculum, which links well with work in Year 1. Teaching is consistently good across the Foundation Stage. Assessment is accurate and

recorded carefully. It is used well to record the progress that individual children are making, but not to track overall progress or trends year on year. Self-evaluation procedures and planning for further improvement are not sufficiently clear and rigorous.

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

- Improve achievement and standards in reading and writing in Years 1 and 2.
- Improve achievement and standards in mathematics in Years 3 to 6.
- Establish a consistently high quality of marking and target setting across the school.

## **Achievement and standards**

### **Grade: 2**

Pupils enter Year 1 reaching levels which are broadly average for their age, though usually lower in their early literacy and numeracy skills. They make satisfactory progress, reaching standards in reading, writing and mathematics which are broadly average by the time they leave Year 2. Last year there was a dip in their reading and writing, but the school is tackling this by focusing on developing vocabulary and increasing opportunities for speaking and listening. As a result, pupils are now making better progress in their reading and writing.

Pupils make good progress in English and science in Years 3 to 6, reaching standards which are above average. Their progress in mathematics is broadly satisfactory, but the standards have dropped below average over the last two years. The school is working hard to raise standards in mathematics again, by giving pupils more chance to practise and develop their skills, increasing training for staff at all levels and introducing workshops for parents. This is increasing the confidence of everyone to learn and to support learning in mathematics, and there is evidence of pupils' progress in the subject improving. Pupils with particular needs are well supported so that they make similar good progress to their classmates.

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

### **Grade: 2**

Pupils show consistently positive attitudes towards one another and work well together when required. Relationships are good. The tolerance and understanding pupils demonstrate toward others is especially strong. Pupils of different races readily accept and celebrate one another's backgrounds, and those with specific physical disabilities feel included by others. Pupils have a good knowledge of how to keep safe and healthy. They report that incidents of bullying are few, and that these are quickly addressed.

Pupils enjoy coming to school and this is reflected in their attendance, which is above average. Their spiritual, moral, social and cultural development is good. Pupils have a good appreciation of the importance of the school as a community and are pleased to take responsibility as playground helpers, mediators or members of the school council. Their social skills, and the satisfactory standards which most pupils reach when they leave the school, prepare them satisfactorily for the next step in their education and beyond.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good overall, and the school has a good understanding of the strengths and weaknesses to be found in lessons. Typically, teachers are enthusiastic about their subjects and transmit this enthusiasm to their pupils. They make good use of modern technology, such as the interactive whiteboards, to interest and involve pupils. Lessons are well paced and give pupils plenty of time and opportunity to discuss, develop and record their ideas. Teaching assistants are very well deployed to provide support in the classroom. Teachers usually plan well to meet the varying needs of all the pupils in their class, but occasionally more challenge could be offered to the more able pupils.

### Curriculum and other activities

#### Grade: 2

The curriculum is good, and this has a positive impact on pupils' personal development. Pupils' social and emotional well-being is an important priority for the school, and is promoted well. The curriculum supports pupils' understanding of keeping safe, and initiatives like the 'Clean and Green' environmental group contribute well to their appreciation of social responsibility. Opportunity for sport and the morning 'Wakey Shaky' activity encourage healthy exercise.

The curriculum is rightly focused on the development of pupils' basic literacy and numeracy skills. Links between different subjects have been identified but are not yet fully in place. The curriculum is enhanced through a good range and variety of visits, visitors and extra-curricular clubs. For example, the enthusiasm and skill of the visiting storyteller observed during the inspection added fun and challenge to pupils' literacy work.

### Care, guidance and support

#### Grade: 3

Care, guidance and support for pupils are satisfactory overall. Pastoral care is good, and support for pupils with physical disabilities is excellent. These strengths are important expressions of the school's caring ethos. All adults know the pupils well and they have a shared concern for their welfare. Procedures for safeguarding pupils are robust. The school provides a good range of carefully planned support that meets pupils' needs well. The work of the learning mentor plays an important part in their personal development. Academic guidance for pupils is satisfactory. Assessment data is used well to track the progress that pupils are making. However, assessment and marking of pupils' work are not used consistently well enough to help pupils know how well they are doing or to set targets to help them improve.

## Leadership and management

#### Grade: 2

Leadership and management are good. The headteacher provides the school with very good, strong direction, and has a clear understanding of how to make the school outstanding. She is capably supported by the acting assistant headteachers and the subject leaders. Many of these members of management are new to their posts and are only just beginning to have an impact

on the school's provision and on outcomes for pupils. However, all are keen to develop their skills, and share a common purpose in helping the school to improve. School development planning is ambitious and challenging, and well focused on moving the school forward quickly. Governors fulfil their duties well. They have a good understanding of the school's strengths and areas for improvement, and are able to provide it with the right amount of support and challenge in its work.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

17 March 2008

Dear Pupils

Inspection of Perrymount Primary School, London, SE23 2PX

Thank you for being so helpful and friendly when we visited your school. We really enjoyed meeting you and talking to you. We think that Perrymount is a good school, and we could tell that you like going there. You are doing well in your lessons, because your teachers know you well and know how to make your work interesting so that you learn new things.

We were impressed with your good behaviour in the school and the playground, and we thought that you all get on very well together. The staff take good care of you, and those of you who need extra help are well supported.

Your headteacher and her staff run the school well and know how to make it even better in future. We have agreed that they are going to do more to make sure that all of you achieve as well as you can in your literacy and your numeracy. They will also be making sure that you all understand how well you are doing with your work, and what you need to do to improve it. You can help by letting your teachers know if there is anything you do not understand in your lessons, or in the marking in your books.

Well done to you all and best wishes for the future.

Jane Chesterfield

Lead Inspector