

John Perryn Primary School

Inspection report

Unique Reference Number	101889
Local Authority	Ealing
Inspection number	322776
Inspection dates	4–5 June 2008
Reporting inspector	Linda McGill HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	367
Appropriate authority	The governing body
Chair	Mrs Sharon Wright
Headteacher	Ms Von Smith
Date of previous school inspection	11 July 2006
School address	Long Drive Acton London W3 7PD
Telephone number	020 8743 5648
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Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

John Perryn is a large primary school serving an ethnically diverse area. It faces significant challenges. More than half of the pupils speak a language other than English at home, and many are in the early stages of learning English. An increasing number are from Eastern European backgrounds and the proportion of pupils of Traveller, Romany or Gypsy heritage is much higher than that found nationally. The number of pupils who join or leave the school throughout the course of the year is very high; for example, in one year group only two out of every ten pupils have attended John Perryn for the whole of their educational career so far. Half of the pupils are eligible for free school meals. The number of pupils identified as having learning difficulties and/or disabilities is above average. These pupils generally have speech and language, moderate learning or behavioural difficulties. The school's building is in the process of being demolished and a new building, which will house a children's centre as well as the school, is under construction.

When the school was inspected in July 2006, it was judged to require special measures. One of Her Majesty's Inspectors monitored the school's progress on four occasions since then.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005 Her Majesty's Chief Inspector of Schools is of the opinion that this school no longer requires special measures. It now offers its pupils a satisfactory standard of education. Growing strengths are evident in many aspects of its work. Fundamental to the school's improvement have been the unswerving drive and positive attitude of the headteacher. Her determination to provide the best for the pupils has inspired members of staff at all levels. There is now a justified sense of pride in the school's successes and an enthusiasm to build on them. One of the governors summed things up aptly when he wrote, 'John Perryn is going in the right direction, at good speed, and with a real sense that all of the school community is riding forward with our children'. The school has come far since its last inspection and there is a good capacity to improve further.

The pupils are now making satisfactory progress overall in their learning. Some are regaining ground that they have lost in previous years, especially in mathematics. However, rates of progress are not yet consistently good in all classes in both English and mathematics. The Foundation Stage gives the pupils a good start to their education, especially in helping them to develop the social skills and dispositions they will need to become effective learners. This is built on well in Key Stage 1, but the exceptionally high mobility means that standards are very low at the end of the Key Stage. Standards in Key Stage 2 are very low, but the school's concerted efforts to boost attainment and help pupils fill the gaps in their learning have met with some success. Standards are rising. Teachers make good use of assessment information to target support at those who need it and make sure that no one slips behind. This means that pupils who have learning difficulties or who are learning English as an additional language make suitable progress from their starting points.

Good improvements in teaching and learning have underpinned the rising standards. Teaching is consistently satisfactory. A significant proportion of lessons are good, but there is still some variation in the quality of teaching which has an impact on the pupils' learning and progress. The teachers are increasingly enjoying their work and are reaping the benefits of intensive training, support and guidance. One remarked, 'teaching is fun now'. The pupils also enjoy their lessons. They are keen, interested and enthusiastic. Their behaviour is good and they are polite, friendly individuals. Their personal development is satisfactory. Attendance levels are improving because of the school's robust systems to monitor absence and to stress the importance of frequent attendance. The school has had particular success in improving the attendance of Traveller pupils, because of the good relationships that have been forged with their parents. The curriculum emphasises basic skills and there is a good range of clubs and activities after school that enhance pupils' experiences. Links between subjects are underdeveloped.

The school has always looked after its pupils well, but is now rightly giving a much greater emphasis to promoting their academic achievement. The much-improved systems for assessing attainment and tracking progress mean that steps are quickly taken to intervene should pupils not make the progress that is expected of them. Expectations of what the pupils should achieve are appropriately high. However, the pupils are not always clear about their personal targets, or what they need to do to improve their work. The school works well with a range of agencies to ensure the pupils' well-being and to ease transition to the next stage of their education.

The headteacher and senior leaders give a strong steer to the school's work. Staff and governors have a secure understanding of what the school does well and where weaknesses remain. The governing body's work has improved dramatically over the past year. Governors work well in partnership with the school and their role in holding the school to account and determining the next steps is developing well.

Effectiveness of the Foundation Stage

Grade: 2

Pupils get off to a good start in the Nursery and Reception classes. The staff work well to help children settle in and the calm, positive atmosphere makes sure that they do so quickly. The staff plan a good balance of activities to cover all of the areas of learning and to give the children the chance to make choices for themselves. By the end of the Reception Year, many of the children have made good progress, particularly in developing their social skills. There is a good emphasis on teaching children to speak and to listen, and on developing their understanding of the links between letters and sounds. This has had a positive impact and a significant proportion of the children are beginning to read and write with confidence. The children are eager to learn, well behaved and co-operate well with one another. The staff have been creative in making their temporary accommodation as inviting as possible and in giving the children opportunities to learn and play outdoors as well as in their classrooms.

What the school should do to improve further

- Strive to reduce further the gap between the pupils' current levels of attainment and the national expectations for their ages.
- Raise all teaching to the level of the best in order to accelerate progress.
- Develop the curriculum and make more creative links between subjects.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Better teaching, improved lesson planning and the effective use of assessment information have led to pupils making satisfactory progress overall. A significant proportion of pupils are making faster progress and are regaining lost ground. Standards, while still low, are rising. The school is successfully helping the pupils overcome the barriers to their learning. However, pupils' skills are uneven and there are gaps in their knowledge and understanding due to their past experiences. Provision for pupils who have speech and language or moderate learning difficulties and for those in the early stages of learning English has been re-organised and is appropriately targeted at those who need it. Its impact is regularly reviewed. This means that these pupils are making satisfactory progress alongside their classmates. Well planned interventions support lower attaining pupils. No particular group of pupils is being left behind.

Personal development and well-being

Grade: 3

The pupils clearly enjoy their time at school. They are polite, friendly and positive about their school, their teachers and classmates. Pupils of all backgrounds get along together harmoniously.

At break and lunch times they play energetically, but safely in the limited outdoor space. The pupils have good social skills and their spiritual, moral, social and cultural development is satisfactory. Opportunities for pupils to play a part in making decisions and in taking responsibility are increasing and school council members take their duties seriously. The pupils are confident that their views are listened to and acted upon. They are pleased that the range of clubs after school has increased; in particular that there are plenty of chances to take part in sporting activities. Younger pupils enjoy their daily portion of fruit. The staff know that there is more work to be done to ensure the pupils make consistently healthy choices in what they eat. The pupils recently raised funds in order to buy sports equipment, and they make a positive contribution to school life through their responsibilities as playground buddies and monitors. Their contribution to the local and global community is underdeveloped. The pupils' strong social skills and rising standards mean that they are suitably prepared for the next stage in their educational careers.

Attendance levels are rising. The pupils respond with enthusiasm to the weekly attendance challenge and know the school's target for attendance off by heart.

Quality of provision

Teaching and learning

Grade: 3

Teachers plan together carefully, sharing ideas and resources. Lessons have a clear focus and are well structured, building systematically on pupils' prior learning. Because teachers now have a secure grasp of what their pupils know and what they need to learn next, there is a better match of tasks to pupils' needs. Teachers are confident to revisit topics, adapting their planning, if their assessments show that concepts have not been fully understood, before moving on. As a result, all groups of pupils are making at least satisfactory progress. Lessons usually proceed at a good pace though occasionally not enough time is spent on checking that all pupils are keeping up. In contrast, there is sometimes scope for greater challenge, especially when pupils complete tasks quickly and successfully. The pupils learn best when teaching is enthusiastic, resources are stimulating and they undertake practical work. Teachers are skilled at using the interactive whiteboards to focus pupils' attention and illustrate key points. They expect pupils to be attentive and actively involved, and discussions are usually lively and thoughtful. Marking and end-of-lesson reviews are used well to praise pupils for their success but not always to identify weaknesses that need more work. Teaching assistants play an important part in helping individuals and small groups both in class and with specific activities designed to boost their attainment.

Curriculum and other activities

Grade: 3

The curriculum is soundly based on national guidance with an increasing emphasis on learning through practical activities. Its strong emphasis on English and mathematics has begun to show results. Significant improvements have been made to resources so that subjects can be taught more effectively. The staff rightly recognise that there is scope to develop a more flexible and creative approach to how the curriculum is organised and taught. There are plans to make better links between subjects to make learning more relevant to the pupils and to meet their needs more appropriately. The pupils have sufficient time for physical education, which they thoroughly enjoy, and the school intends to work towards 'Healthy School' status and give a

higher profile to healthy life-styles. The teachers are keen to share their own particular skills and talents with the pupils, for example, in music and Spanish. This is adding stimulus and interest to the curriculum. There is an increasing number of special events, visits and visitors which broaden pupils' experience.

Care, guidance and support

Grade: 2

The school makes every effort to ensure that vulnerable pupils and their families receive the support they need and places a strong emphasis on pastoral care. To this end, there are effective links with a number of outside agencies, in particular the local authority's health and welfare services. The school is prepared to 'go the extra mile' for its pupils, for example, by providing a homework club at the Travellers' site. Because so many pupils join and leave the school during the course of the year, any absence is rigorously and quickly followed up to make sure that everyone is accounted for. Arrangements for keeping children safe are robust. The pupils themselves say that they are safe and looked after well in school and that they trust their teachers to sort out any problems. The school deals with the high numbers of new entrants very well. Good induction procedures and early assessments make sure pupils new to the school and those in the early stages of learning English receive the support they need in order to settle and get on with their learning.

Academic guidance for individuals and groups of pupils is not yet so strong. Although pupils know the overall targets for English and mathematics for their class, they are unsure of the next steps in working towards them.

Leadership and management

Grade: 2

Strong and effective leadership and management have underpinned the rapid improvements that have taken place over the last year. The headteacher's unfailingly positive attitude and energy have empowered staff at all levels and have helped them grow in skill and confidence. A staff group that was once demoralised and deskilled is now unrecognisable in the lively and enthusiastic people they have become. There is a strong sense of teamwork and staff give each other support, guidance and encouragement. There is a clear sense of direction and purpose, and aspirations and expectations are higher. Teachers commented that pupils' learning is now at the centre of the school's work. The staff speak with great enthusiasm and pride about their assessment and tracking systems and clearly value the information they have at their fingertips, because of its usefulness in helping them to raise standards. This is contributing to pupils' accelerating progress and rising standards. The work of the governing body has also been transformed. The governing body is firmly led, has a clear sense of purpose and is becoming an asset to the school.

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Annex A

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?	3
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?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

16 June 2008

Dear Pupils

Inspection of John Perryn Primary School, London, W3 7PD

Thank you for being so welcoming and friendly when my colleague and I visited your school recently. We really enjoyed meeting you. The members of the school council who spoke to us told us many interesting things which helped us with our work.

This is what we found out:

- your behaviour is good and you get along with one another very well
- you are making satisfactory progress and reaching higher standards
- the adults take good care of you
- your headteacher, the other staff and the governors are determined that things will continue to improve and they know what to do next.

We have asked the headteacher and the other adults to focus on three things:

- to keep working with you to help you reach the same standards as other children of your age
- to make sure that the teaching is always as interesting and challenging as in the best lessons
- to change how subjects are organised and taught to make them more stimulating for you.

You can play your part in this by continuing to do your best in lessons.

I have visited your school several times over the past two years. I am happy, but also a little bit sad to say that I do not need to come any more because you are now making the progress that you should be in your learning.

I wish you every success in the future, and especially when you move in to your beautiful new school.

Yours sincerely

Linda McGillHer Majesty's Inspector