

# Kilmorie Primary School

## Inspection report

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<b>Unique Reference Number</b>	100718
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	323331
<b>Inspection dates</b>	7–8 July 2009
<b>Reporting inspector</b>	Sue Frater HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	370
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Neil Brady
<b>Headteacher</b>	Ms Juliet Cooper
<b>Date of previous school inspection</b>	2 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Kilmorie Road London SE23 2SP
<b>Telephone number</b>	020 8291 1250
<b>Fax number</b>	020 8291 4529

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<b>Age group</b>	3–11
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## Introduction

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

## Description of the school

Kilmorie Primary School is larger than most schools. The proportion of pupils eligible for free school meals is below average. A high proportion of pupils are from minority ethnic backgrounds. The predominant group is Black Caribbean although a wide range of ethnic groups are represented and many more pupils than usual are at an early stage of learning English. The proportion of pupils who have learning difficulties and/or disabilities is lower than is found in most schools, although the number who have statements of special educational needs is average. Disabilities and/or difficulties relate mainly to specific learning (dyslexia). The Early Years Foundation Stage provides for 95 children in the Nursery, a Reception class and a mixed-age class for Reception and Year 1 pupils. The school is a full-service extended school. It has a Children's Centre providing health services and parental support. Provision for extended care is made through an independent organisation named 'Rocks and Pebbles'. This group provides care for pupils before and after school and during the school holidays. The school has a designated special educational needs resource base for up to 10 pupils who have complex needs. It has the Activemark, Healthy School Award and Artsmark Gold.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Kilmorie Primary School is a satisfactory school. It provides good pastoral care and a satisfactory education for its pupils. Since the last inspection, the school has undergone a change in leadership. In the interim period, before the new headteacher was appointed two years ago, there was a sudden decline in standards and pupils' behaviour. The school is addressing the underachievement appropriately through the introduction of setting arrangements in mathematics and a more robust system to monitor pupils' progress across the school. Currently, most pupils in the school are making satisfactory progress although this is not yet reflected in national tests at the end of Year 6. While standards have been well below average in these tests, standards are broadly average for younger pupils but remain below average for older pupils. This is because of the legacy of underachievement but the gap with the national average is being closed. The school has rightly identified the need to improve the achievement of the more able pupils.

Pupils' behaviour has improved and is now satisfactory. Pupils' personal development and well-being overall are satisfactory, and there are strengths in pupils' enjoyment of school, their adoption of safe and healthy practices, and their spiritual, moral, social and cultural development.

While the quality of teaching and learning is satisfactory overall, teachers are not yet using the school's challenging targets and assessments well enough to match all lessons to the needs of all pupils, particularly the more able pupils. Children achieve well in the Early Years Foundation Stage because teachers make good use of assessments to match activities to the children's needs.

Pupils are taught in mixed-age classes throughout the school. The school has planned a creative and extended curriculum that interests pupils and suitably avoids repetition for any group. However, it has not yet mapped progression for all pupils in skills across the curriculum to promote the higher levels. The curriculum is, therefore, satisfactory rather than good.

The headteacher, the senior leadership team and the governing body have established effective provision for inclusive and integrated care and extended services through the Children's Centre and its extensive partnerships. A parent wrote, 'There have been very good changes in recent years including the extended school, music and a great improvement to buildings and play areas'. The pastoral care and safeguarding of pupils is a strong and successful aspect of the school's work and is creating a good foundation for learning. However, care, guidance and support overall are satisfactory rather than good due to inconsistencies in the guidance given to individual pupils on how to improve their work.

Leadership and management are satisfactory. Most of the recent improvements are being driven by the senior leadership team, although the skills of the new subject leaders are being developed appropriately. However, there is insufficient focus on monitoring and evaluating the impact of teaching on the progress made by all pupils in the mixed-age lessons. This has slowed progress in raising achievement. Given recent improvements in pupils' achievement in mathematics and science, and in their behaviour, and the developing skills of subject leaders, the school has satisfactory capacity to make the necessary further improvements.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

In the Nursery, some children enter with low levels of personal and social development, while others are at an early stage of learning English. This means that communication, language and literacy levels are variable on entry, with some below age-related expectations. The Nursery, working with the Children's Centre onsite, is now able to offer a six-week pre-Nursery experience. This boosts confidence levels and provides parents with valuable insights into how to support their children's play and early learning needs. It also allows staff to perform simple baseline assessments that inform effective early intervention. The school's provision of a speech and language therapist effectively addresses any early needs that are diagnosed. The Nursery is led well and focuses appropriately on developing rounded achievement for children across all six areas of learning with an exciting indoor and outdoor curriculum. Good attention is given to promoting children's personal development and well-being, and their communication and language skills. This promotes children's good achievement.

In Reception classes some children come from other settings, often with little or no pre-school experience. However, they make good progress relative to their starting points and achieve in line with age-related expectations. The pupils respond well to early phonics work and emergent writing, supported by good social and emotional learning. Provision in the Early Years Foundation Stage is led effectively by the coordinator.

### What the school should do to improve further

- Improve standards in English, mathematics and science in Key Stage 2, particularly for the more able pupils, by:
  - ensuring teachers use challenging targets and assessments to match work in lessons to the needs of all pupils-
  - securing a curriculum that promotes good progression in skills for all pupils in mixed-age classes-
  - focusing the leadership team's monitoring and evaluation of lessons on the progress made by all pupils.

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

By the time children enter Year 1 they have acquired satisfactory literacy and numeracy skills. They make satisfactory progress across Years 1 and 2 and reach average standards. In the Key Stage 1 national assessments in 2008, standards in reading, writing and mathematics were average. There was no significant difference in the attainment of pupils by gender, ethnicity or ability. In 2007, standards in the end of Key Stage 2 national tests declined to well below average in mathematics and science. In 2008, there was some improvement in mathematics and science but the school did not reach its targets. While some pupils exceeded the levels expected of them in English and mathematics, the less able pupils and more able pupils did not reach their predicted levels.

The improvements in achievement are not yet reflected in end of Year 6 tests. However, the school's own monitoring shows that standards are rising. Due to the introduction of setting arrangements in mathematics, pupils in Years 3 and 4 are making good progress and reaching

higher levels in both mathematics and English because the work is well matched to their needs. This strategy is not yet being implemented in Years 5 and 6 to raise standards for the more able pupils. Therefore, pupils' progress across Key Stage 2 is still uneven but satisfactory overall. Pupils who have learning difficulties and/or disabilities, including those with complex needs, and pupils for whom English is an additional language, make satisfactory progress due to appropriate intervention from the inclusion team and support from teaching assistants in lessons.

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

### **Grade: 3**

Many parents commented on how much their children enjoy school. A parent wrote, 'My child loves coming to school here, she enjoys all the activities available to her during school hours and after school too.' Pupils say they enjoy their lessons and most participate in the very wide range of after school clubs provided through the school's extended services. Their attendance is satisfactory and their behaviour has improved due to consistent application of behaviour management procedures by all staff. Behaviour is now satisfactory and pupils say that any incidents of bullying are addressed promptly by the staff. Pupils feel safe and they value the support provided by the school, including the learning mentor. They make healthy eating choices and engage in physical activities during the school day and after school. This is recognised in the Healthy School and Activemark awards. The spiritual, moral, social and cultural development of pupils is good. They are reflective, have a secure sense of right and wrong, enjoy good relationships with adults and peers, and participate in a wide range of cultural activities, including school performances. They make satisfactory contributions to the local community, as in singing to older residents. They are developing adequate literacy, numeracy and information and communication technology skills to support them in the next phase of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory and leads to pupils' satisfactory achievement. While there are some good features in the quality of teaching, not all lessons are sufficiently matched to the needs of all pupils to enable the less able and more able pupils to achieve as well as they can. The good features of lessons include a clear sequence of tasks leading pupils to the learning objective. This is most effective when the teacher regularly seeks feedback from the pupils to check their understanding and sets time limits to move the learning forward at a good pace. Most teachers are developing good questioning skills to check and extend pupils' learning and responses. Limited use is made of demonstrating the required skills for the class to support pupils' independent work. In the very few examples seen, the modelling was efficient and effective in helping all pupils to understand what was required of them, and they wasted no time in getting started. In most lessons, with the exception of the setting arrangements in Years 3 and 4, pupils work at the same tasks with some, albeit limited, extension for the more able pupils.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum ensures broad and balanced learning opportunities. It promotes pupils' good standards in art, music and drama, as evident in the Artsmark Gold award. However, the school has not evaluated how well the curriculum promotes pupils' progression in skills in the core subjects to ensure it meets the needs of all pupils. In particular, there is insufficient focus on ensuring that the more able pupils can attain higher levels of work and achievement. The curriculum is enhanced by Italian lessons, music lessons provided by the school's specialist teacher and the local music service, and a good programme of visits and visitors to the school. In addition, pupils benefit from a comprehensive, well-attended, programme of extended activities after school.

## **Care, guidance and support**

### **Grade: 3**

Pupils are well cared for, and this is clearly evident in their own views that the school is a safe and supportive environment. The extended schools manager, working through the Children's Centre, has established good links with external agencies to support pupils where applicable. A full range of family services, including health, is available. It is enhanced by a learning mentor, who provides effective learning and behaviour interventions. Through the support of teaching assistants, pupils who have complex needs are integrated fully in lessons. Academic guidance is a developing aspect. While not all pupils know their actual or target levels of work, they are given appropriate curricular targets to help them to know how to improve in English and mathematics. Their work is marked regularly and often contains comments to inform improvement. However, the school has identified the need for greater consistency in identifying 'next steps' to improvement for individual pupils.

## **Leadership and management**

### **Grade: 3**

The headteacher is committed to the care and inclusion of all pupils and has the full support of parents. Parents say they appreciate the friendly, welcoming ethos of the school. With the introduction of a parents' council, they feel their views are taken into account. One parent commented, 'I love the fact that this school is so proactive in encouraging its children and parents to take part and contribute to its community atmosphere.' The headteacher is supported ably by her deputies and the extended schools manager. This senior leadership team has created a shared enthusiasm for improvement across the school. Subject leaders' skills in self-evaluation are being developed appropriately. Relevant priorities for improvement are identified, such as raising the achievement of the more able pupils, but action taken is insufficiently monitored and evaluated, for example in lesson observations. While challenging targets are set at whole-school level, not all teachers are supported to use them to match their lessons to the full range of pupils' needs. Consequently, the needs of different abilities are not equally catered for in all lessons. Appropriate intervention programmes for pupils who have learning difficulties and/or disabilities and those at an early stage of learning English enable them to achieve as well as their peers.

The school's contribution to community cohesion is satisfactory. Through assemblies and the curriculum, pupils learn to value each other's faiths, ethnicities and cultures. They play together

well in harmony. They learn about global communities, for example through the school's links with the Fair Trade Association, and are beginning to contribute to the local community. Through its extended services, the school is beginning to address the needs of community groups. The extended services and other resources, including teaching assistants, are deployed to achieve satisfactory value for money. Governors discharge their responsibilities appropriately. They ensure the school meets statutory requirements and that finances are managed efficiently. They are aware of the school's strengths and areas for development, and are beginning to hold the school to account for its achievement and standards.



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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 capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 July 2009

Dear Pupils

Inspection of Kilmore Primary School, London, SE23 2SP

Thank you for the friendly welcome you gave to the inspectors and for helping us to find out about your school. We enjoyed talking to you and seeing you at work and rehearsing for your performance of 'The Wizard of Oz'. We found that your school provides you with a satisfactory education.

- Children in the Nursery and Reception classes make good progress.
- Those of you in Years 1 to 6 make satisfactory progress, but you could make better progress and more of you could reach the higher levels.
- Teachers and their assistants help those of you who find learning difficult or who are learning to speak English to make satisfactory progress.
- Your behaviour has improved and is now satisfactory.
- You told us you enjoy your lessons and the very many after school activities.
- You learn lots of interesting things in your lessons but, because you are in a class with two year groups together, the things you learn are not always at a high enough level for you.
- Your teachers take good care of you.
- Your headteacher and other leaders visit your lessons to see how well you are doing, but they do not always tell your teachers how they can challenge all of you to make better progress in your lessons.

We have asked your school to improve the following things.

- Improve your standards in English, mathematics and science in Years 3 to 6 so that more of you reach the higher levels by:
  - making sure that your lessons challenge all of you to make good progress- checking that the interesting things you learn in your lessons are at a high enough level for you- improving the way that your headteacher and her team check your lessons to make sure you achieve the best you can.

You can help by telling your teachers if the work is too easy or too difficult for you. We hope you continue to enjoy your lessons and wish you success.

Yours faithfully

Sue Frater

Her Majesty's Inspector