

John Perry Primary School

Inspection report

Unique Reference Number	101232
Local Authority	Barking And Dagenham
Inspection number	335681
Inspection dates	11–12 February 2010
Reporting inspector	Ruth McFarlane

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	468
Appropriate authority	The governing body
Chair	Mr Eugene McCarthy
Headteacher	Mrs Avril Carnelley
Date of previous school inspection	7 February 2007
School address	Charles Road Dagenham Essex RM10 8UR
Telephone number	020 8270 4622
Fax number	020 8270 4625
Email address	office@johnperry.bardaglea.org.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by four additional inspectors. Seventy per cent of the time was spent looking at learning; 23 lessons or part lessons and 15 teachers were seen. Meetings were held with groups of pupils, staff and the chair of governors. Inspectors observed the school's work, and looked at responses to staff and pupil surveys, minutes of meetings, planning, policies and procedures, monitoring records and 146 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of strategies to improve attainment, especially in mathematics at Key Stage 2, and for the more able pupils
- the use made of assessment to ensure that all groups achieve as well as they can
- the impact of leaders and managers at all levels on driving improvement.

Information about the school

This is a larger than average school. More pupils speak English as an additional language than is usually found, but a smaller proportion than usual are at the early stages of learning English. Fewer pupils than average have special educational needs and/or disabilities. Some of these pupils have speech and language difficulties but most have difficulties in the autistic spectrum, for which pupils are allocated a separate resource base which opened in September 2008. The school holds the Basic Skills Quality Mark and Healthy School Award. The Early Years Foundation Stage comprises Nursery and Reception classes with places for a total of 120 children. A children's centre is on the site. This and the after-school care service are run by other providers and were not part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

John Perry Primary is a satisfactory school. Its strength lies in the care and support it offers to pupils. Parents and carers agree. One comment, echoed by several parents and carers, referred to staff 'going over and above their duties to support.' This caring ethos helps pupils to learn and develop confidence, self-control and self-esteem and is providing them with a good base for learning. While personal skills are good, attendance is low, but rapidly improving.

The best improvement evident since the last inspection is in the Early Years Foundation Stage. Children are now making good progress there. The strong start in the Nursery is built on in Reception overall, but Reception pupils are sometimes asked to listen for too long, delaying active learning and, consequently, progress. Throughout the school, pupils' progress fluctuates from year to year but overall, achievement is satisfactory, whatever pupils' backgrounds or abilities. Attainment is broadly average by the time pupils leave Year 6. However, a number of pupils of all abilities make less progress than they should over their years in the school. The main reason lies in the quality of teaching. While this is satisfactory overall, it is inconsistent. All lessons feature good relationships, and the well-directed contribution of teaching assistants. Tasks in some classes challenge and stimulate the more able, developing pupils' thinking skills ' a clear improvement since the last inspection. Often the same tasks are given, inappropriately, to all pupils, and much of the thinking is done by the teacher. When this happens, it hampers pupils' progress. In a few lessons, the learning objectives are not made clear and insufficient checks are made on progress. These weaknesses are mostly because not enough use is made of the information available about pupils' needs.

The curriculum is undergoing review and trials are taking place to link subjects together and make learning more meaningful. Plans to check this development and ensure full coverage of component subjects are at an early stage. Curriculum leaders are not fully aware of the school's effectiveness because checks on learning and teaching are mainly in the hands of senior leaders. However, several factors indicate that the school has satisfactory capacity to improve. Although self-evaluation puts forward a rosier view of the school's effectiveness than is evident, and progress on the development plan priorities has been sluggish, leaders have identified the right priorities to drive forward improvements, and staff training is underway. Progress since the last inspection is satisfactory overall. Governance is satisfactory and governors are involving themselves more in the school community, increasing their understanding of the school's performance. As a result, they are in a better position to hold the school to account.

What does the school need to do to improve further?

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- Improve attendance so that it is consistently at least average by summer 2010.
- Improve leadership by ensuring that:
 - the priorities of the current development plan are implemented without further delay
 - middle leaders conduct regular lesson observations and work scrutiny with feedback and action points, and improve their planning and analysis of the curriculum.
- Accelerate pupils' progress by ensuring that:
 - tasks are better matched to different abilities within lessons and include more opportunities for pupils to develop their thinking skills
 - teachers improve their use of assessment in the classroom.
- In the Early Years Foundation Stage, eliminate inconsistencies in provision so that Reception pupils participate more actively in their learning.

Outcomes for individuals and groups of pupils**3**

In 2009 in the Year 6 national tests, attainment in English, mathematics and science was broadly average overall. In mathematics, attainment fell, and some pupils did not do as well as could be expected. The standards seen in lessons and pupils' books during the inspection showed improvement in mathematics, especially in Years 5 and 6, but otherwise confirmed the 2009 picture. Throughout the school, learning is of variable quality, in line with the quality of teaching, and this is reflected in pupils' progress. Autistic pupils and those who have other learning barriers, including those who speak English as an additional language, make satisfactory progress because they are suitably supported. In some lessons pupils are encouraged to learn to think things out for themselves and this is now accelerating their progress. Good examples were seen in investigations in space and measures in Year 2, and the successful grouped work in mathematics in Years 3 to 6, introduced in response to the fall in attainment.

Most pupils enjoy school and are responding to the school's efforts to ensure they attend regularly. Most aspects of pupils' spiritual, moral, social and cultural development are good, fully reflecting the ethos of care and consideration in the school. Pupils are often eager to learn and they cooperate well with each other. They understand how exercise and nutrition play their part in helping them to lead healthy lifestyles. They told inspectors how carefully the school ensures that they feel safe and secure. They understand how to keep safe in a range of situations they might encounter in and outside school. Most pupils feel safe and free from bullying in school. A small minority of pupils indicated a concern about behaviour at school in their responses to the pupils' questionnaire, but this was not substantiated in pupil discussions, and records seen in school showed that the school has good procedures to deal with behaviour issues. Throughout the school, behaviour observed was always at least satisfactory and sometimes good. Pupils are aware of right and wrong. Their awareness, understanding of, and contribution to the local community are satisfactory and they are prepared for their future lives satisfactorily through their acquisition of basic skills in literacy,

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numeracy and information and communication technology (ICT).

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In the best lessons seen, teachers provided tasks that stimulated interest and asked probing questions which required pupils to draw conclusions and offer opinions. In weaker lessons, assessment information was not used well, for instance to ensure that teachers adapt their approach to overcome pupils' individual difficulties, or pitch tasks accurately to their differing ability levels. Teachers' marking is sometimes good but examples of poor marking were evident, offering no information as to how a pupil might improve, and including errors. Themed work, to increase the relevance of the curriculum and pupils' enjoyment, is being trialled in two year groups, but planning is not detailed enough to show the precise learning intentions. Some extra-curricular activities are offered, mostly focused on sports. There are good links with outside agencies such as a local professional football club and a national ballet school. Other good aspects of the provision have led to receipt of the Basic Skills Quality Mark and the Healthy School Award. The personal, social and health education programme, together with the good

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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levels of care offered, supports the development of pupils' good personal skills. The resource base for autistic pupils is a welcoming and calm area where pupils are provided with good additional care. Pupils, parents and carers reported that the pastoral care given by staff to all pupils is good. It is underpinned by good links with outside partners and a good range of strategies, policies and well-implemented procedures that provide strong support to pupils in case of need. For example, records showed that any incidents of poor behaviour are dealt with promptly, and the most recent figures for pupils' attendance show that absence rates, although still high, are rapidly reducing.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leaders and governors have a satisfactory understanding of the school's strengths and weaknesses. Leaders analyse pupils' progress in detail so that support can be given to any that fall behind. This is an improvement since the last inspection. However, curriculum leaders are at various stages of development and the use of this information to reap sustained improvements in the classroom is inconsistent. Some managers are driving improvements but activity has stalled on some of the development plan initiatives because too much reliance is placed on outside agency support. They are not yet involved enough in monitoring to ensure high-quality teaching and learning in their areas of responsibility. The governing body is beginning to monitor practice more effectively. Diligent safeguarding, well managed to ensure centralised records are up to date, makes a good contribution to pupils' welfare. Care is taken to ensure staff suitability and that pupils are safeguarded from risk. The school has made satisfactory gains in cohesion with its parents and carers and is beginning to extend these to the local community. It is also embarking on work to promote cohesion with the wider national and global community. Inclusion of those with additional needs, for instance those pupils who have autistic spectrum disorders, is comprehensive, eliminates discrimination and ensures equality of opportunity. Their needs and programmes are shared with parents and carers, as part of a good programme of involvement and partnership that exists. The level of pupils' attainment and their rates of learning and progress confirm that the school currently provides satisfactory value for money.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage has improved since the last inspection in several ways. Most importantly, outcomes for children are now good, from generally low starting points. The children are happy and enthusiastic learners. Staff are caring and pay attention to individual need. Children enjoy taking responsibility for small tasks, such as putting away chairs and toys, and this helps them to develop skills for the future. Staff help children to learn and develop through a range of interesting activities outside and inside. During the inspection, children were fully absorbed in their work on the Chinese New Year. Nursery children excitedly danced to Chinese music in their Chinese dragon masks and ribbons, and were keen to show the inspector that a dragon had appeared in the Nursery garden. Reception children were fully absorbed in observing how materials change in texture, when cooking Chinese noodles. Some activities observed in the Reception classes were less effective, particularly at the start of the morning, because pace was limited and children were sitting listening for too long. The learning intentions of some of their free-choice activities were unclear. On the whole, children receive a good balance of adult-led activities and those they choose for themselves. Activities are well supervised by adults and progress is carefully assessed. Children's welfare is carefully promoted. The setting is well led and fully focused on improvements, some of which have already made a strong positive impact on provision, and, consequently, on outcomes.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most of the responses to the parental questionnaire were supportive of the school and its work. Parents and carers rate very highly the way the school keeps their children safe and promotes healthy lifestyles. They say their children enjoy school very much. A few parents felt that the school does not deal with behaviour well enough, or meet their child's needs. A few hold the view that the school does not help their child to make enough progress or consider parents' and carers' views. Pupils' behaviour was satisfactory during the inspection and records that inspectors checked did not trigger concern. The school has in place appropriate systems for dealing with different needs and to help pupils to make progress. Records confirm that the progress of the majority is satisfactory and, for some, good. Ways in which progress could accelerate are indicated elsewhere in the report. Inspectors found a number of good initiatives in place to involve parents and carers and respond to their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at John Perry Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 146 completed questionnaires by the end of the on-site inspection. In total, there are 468 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	60	54	37	3	2	0	0
The school keeps my child safe	90	62	50	34	3	2	2	1
The school informs me about my child's progress	60	41	77	53	6	4	0	0
My child is making enough progress at this school	56	38	75	51	12	8	1	1
The teaching is good at this school	59	40	76	52	3	2	1	1
The school helps me to support my child's learning	56	38	80	55	5	3	0	0
The school helps my child to have a healthy lifestyle	58	40	79	54	6	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	29	87	60	4	3	0	0
The school meets my child's particular needs	47	32	76	52	13	9	1	1
The school deals effectively with unacceptable behaviour	55	38	64	44	8	5	7	5
The school takes account of my suggestions and concerns	42	29	79	54	15	10	2	1
The school is led and managed effectively	66	45	64	44	6	4	2	1
Overall, I am happy with my child's experience at this school	72	49	62	42	7	5	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 February 2010

Dear Pupils

Inspection of John Perry Primary School, Dagenham, RM10 8UR

Thank you for your warm welcome and help when we came to inspect your school recently. The tour guides gave us a super start to getting to know what you think of your school and what life is like at John Perry Primary.

I can tell you that the school is satisfactory. That means some things are fine and some things could be better. You told us that your school leaders and teachers take good care of you and we agree. Most of you enjoy being at school. Your attendance is improving quickly although it is still too low. See what you can do about this because it is slowing progress for those of you who do not attend regularly enough.

Standards you reach in English, mathematics and science are about the same as for most children in the country. However, in class, you do not always have tasks that are just right and not enough checks are made on your learning through the lesson. We would like to see your teachers choose tasks that are just right for you and make you think a bit more, because this would help you to learn. For the little ones we have asked that children do not sit too long in a class group, listening and waiting for their turn.

We have asked your school leaders and managers to check that all this is happening in class and to check that what you are given to learn covers all the necessary subjects sufficiently.

You can help by listening to your teachers and working as hard as you can.

Best wishes for the future.

Yours sincerely

Ruth McFarlane

Lead inspector

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