

# Peareswood Primary School

## Inspection report

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<b>Unique Reference Number</b>	101418
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	335711
<b>Inspection dates</b>	13–14 July 2010
<b>Reporting inspector</b>	Madeleine Gerard

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 of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Masheder
<b>Headteacher</b>	Angela Barry
<b>Date of previous school inspection</b>	27 June 2007
<b>School address</b>	Peareswood Road Erith DA8 3PR
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 26 lessons and parts of lessons, saw 7 teachers and held meetings with pupils, governors and staff. They observed the school's work, looked at work in pupils' books, tracking data showing pupils' attainment and the progress that they are making, the school's development plans, monitoring records and the 37 responses to the questionnaire received from parents and carers.

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

- how effectively the school tracks pupils' progress and uses assessment information to set targets and match work to the needs of all groups of pupils
- how rigorously leaders and managers evaluate the school's work and ensure that the school is making sustained improvements.

## Information about the school

This is a slightly smaller than average primary school. Children enter the Early Years Foundation Stage in the Nursery. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have specific learning difficulties, moderate learning difficulties or speech, language or communication difficulties. The proportion of pupils known to be eligible for free school meals is much higher than average. The executive headteacher and head of school have been working at the school since September 2009. The school became federated with another local primary school in January 2010 and changed its name. There have been a high number of staff changes in recent times. The school operates a breakfast club.

**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

Peareswood Primary is a satisfactory and improving school. Pupils enjoy school, feel safe and know how to keep themselves safe. Pupils appreciate the enrichment activities that the school organises. For example, during the inspection, pupils in Year 6 were learning to sail and kayak at a local lake. Pupils have a good awareness of how to keep themselves healthy, as success in achieving Healthy School status reflects. Pupils enjoy dance and cricket lessons led by specialist sports coaches. Pastoral care is a strength of the school and pupils' welfare is promoted well. The school has worked effectively to increase rates of attendance. As a result, attendance has improved and is average.

Although low overall, attainment is rising. As a result of swiftly increasing rates of learning and progress, the school is now meeting its performance targets. Children get off to a satisfactory start in the Early Years Foundation Stage. The school has taken steps to develop the use of the outdoor areas in Nursery and Reception. Nevertheless, opportunities to develop and practise their skills outside are restricted. Records of continuous observations are kept, but this information is not used consistently to plan the next steps in children's learning. Teaching throughout the rest of the school is satisfactory and improving. Some teaching is good, but it is not consistent across the school to secure consistently good rates of learning and progress. This is due in part to many recent changes in staff. New systems to track pupils' progress have been introduced and are helping the school to check regularly how well pupils are doing. However, planning does not always use assessment information well enough to ensure that pupils are always set suitably challenging tasks. Consequently, expectations about what pupils can do are not always high enough, particularly for more able pupils. Individual targets are generally used well to ensure pupils know what to do to move up to the next level. Some marking in books suggests how pupils can improve their work, but this is not consistently the case.

Through perceptive and accurate self-evaluation, the school has a good understanding of its strengths and where improvements are needed. The new leaders and managers have a clear vision for the school. Morale is high and all the staff are working together as an effective team. The executive headteacher and the head of school have made a significant impact since starting at the school. This includes enhancing the environment of the school buildings and the quality of computing resources at the school, reinforcing the security of the school site, appointing permanent staff to the school, and involving parents and carers in their children's learning. However, some leaders, managers and governors have not been in post long enough to have developed their roles in monitoring the school's work to secure further improvements. Given the school's recent track record, including improving behaviour, enriching the curriculum, developing the

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promotion of healthy eating, better outcomes for pupils and the quality of work observed, the school's capacity for sustained improvement is satisfactory.

**What does the school need to do to improve further?**

- Increase rates of learning and progress to raise attainment by:
  - ensuring teachers have a shared understanding of the challenge and expectation required to ensure all pupils make consistently good progress, particularly for the more able pupils
  - using information from assessment and marking to plan work that is consistently well matched to all pupils' needs and ensure pupils know how to improve their work.
- Develop children's learning in the Early Years Foundation Stage by using the outside areas more effectively and ensuring planning identifies the next steps in children's learning.
- Extend the roles of leaders and managers at all levels, and governors, in checking the quality of the school's work to secure rapid improvements.
- Improve attendance by raising parents' and carers' awareness of the importance of regular attendance.

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

Pupils' achievement and enjoyment are satisfactory. Previous stubbornly low attainment at the end of Year 6 is now rising as a result of improvements to pupils' learning and progress in all classes. Pupils were observed learning well and making good progress in a mathematics lesson when they had opportunities to discuss their learning in pairs. They had opportunities to come up to the front and use a number line on the interactive whiteboard to show how they solved division problems. In a literacy lesson on poetry, pupils made good progress when they were encouraged to consider performance skills. Pupils sustained their interest and worked well because the teacher made adept use of the interactive whiteboard to enliven their learning. In some lessons, when pupils are set similar work to do despite the range of ability in the class, the pace of learning is only satisfactory. Pupils with special educational needs and/or disabilities benefit from support from additional adults which helps them to keep up and make satisfactory progress. The more able pupils sometimes make less progress than they should because the work is not always challenging enough for them.

Most pupils have positive attitudes to their work and behave well. A few need prompting to remind them of the behaviour expected when they are insufficiently engaged in their learning in lessons. Through the school council, pupils make a positive contribution to the community. For example, they have taken a leading role in securing improvement to meals served at lunch times. Within the local community, pupils raise funds for a local refuge and donate harvest festival goods for local distribution.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teachers make good use of resources, including the recently installed interactive whiteboards, to ensure explanations are clear. Relationships are positive and teachers establish good routines to help lessons run smoothly. Committed teaching assistants give good support to pupils who need extra help, particularly in small-group sessions for targeted pupils. Planning does not ensure the teaching assistants always play as full a part in supporting pupils' learning in whole-class lessons. The data gathered from assessments are not always used to ensure all pupils are doing as well as they can, particularly more able pupils. The awareness of pupils of what they should do to improve their learning is variable because marking does not always make clear how to move up to the next level in their work.

Development of the curriculum is helping to ensure that pupils make steady gains in basic skills. For example, improvements to the way reading and writing are taught, particularly in small groups, and an increased focus on linking sounds and letters, are successfully raising attainment. There is a limited range of extra-curricular clubs. The school is working hard to harness the support of the parents and carers. For example, sessions on cooking and cartoon drawing for pupils and their parents and carers have been popular. Cycling proficiency and visits from the local emergency services promote pupils' good awareness of how to keep themselves safe. During a recent science week, pupils in Year 4 explored forensic science techniques and children in Reception

<sup>1</sup> 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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investigated worms. These activities extended and enriched their learning and subject skills.

The school knows all the pupils well and works hard to ensure that pupils are well cared for. Skilled learning mentors play a valuable part in establishing an inclusive environment and supporting pupils, including those who are most vulnerable and their families. Links with a variety of outside agencies as well as local schools promote pupils' learning and personal development. Pupils are enthusiastic about the breakfast club. They enjoy eating together, playing games and sports with pupils in other year groups. This fosters personal and social skills and ensures a healthy start to their day. The popular 'enchanted forest' club provides a haven for pupils at lunchtime. The school is taking effective steps to secure increased rates of attendance.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The satisfactory and improving performance of pupils throughout the school shows that equality is promoted and discrimination tackled adequately, although the more able pupils are often not stretched enough. Because many developments are quite recently introduced, there has not been enough time to see their impact fully. Consequently, leaders and managers are soundly securing improvements and consistency so that provision and outcomes are satisfactory. Procedures to promote pupils' safety, health and welfare are good. Staff have a comprehensive awareness of safeguarding issues. Record keeping is very detailed. The school's promotion of community cohesion is satisfactory. Pupils recently enjoyed country dancing as part of a community fun day organised in partnership with the federated primary school. They have also explored their ancestry through a project about identity. Pupils' awareness of those who live in communities other than their own in the United Kingdom and globally is developing satisfactorily. In the past, governors have not been holding the school sufficiently to account over pupils' outcomes and the quality of provision. The newly-formed governing body is working closely with the school and taking an active part in helping the school to improve further. For example, plans to develop the outdoor environment in the Early Years Foundation Stage are already at an advanced stage.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children join the school with a range of skills and capabilities that are generally below those expected for their age. Children make satisfactory progress in the Early Years Foundation Stage, although they are still below average by the end of the Reception year. Home visits made by staff before children join the Nursery and opportunities for children to visit the school with their parents and carers help them to settle when they start. There is an appropriate balance between activities for children to choose for themselves and tasks led by adults. Some adults promote children's learning well through discussion and questioning, but this is not done consistently. Children generally work and play together well. For example, children in the Reception class were observed exploring the outdoor wooded areas of the school grounds. They shared tools to paint their names in mud and looked for bugs in a log pile. Children in the Nursery enjoyed making snails using recycled newspaper. Some activities ensure children's learning is developed across a range of subjects. For example, as part of a project on the seaside, children in Reception were using shells to practise addition sums. However, planning does not always identify the next steps in children's learning specifically enough to ensure they develop their skills as swiftly as they could. Leadership and management of the Early Years Foundation Stage are satisfactory. Although very recently appointed, the new leader has taken an active part in planning enhancements to the outside areas and developing the use of the school's extensive grounds.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

All of the small number of parents and carers who responded to the questionnaire are happy with their children's experience of school and are confident that the school keeps their children safe. In the survey, the overwhelming majority evaluate the work of the school positively and judge the overall management of the school to be effective. The inspection shows that much of the school's work is satisfactory. A very small number of parents and carers express a concern about the way behaviour is dealt with and feel that the school could do more to take account of their suggestions and concerns. Behaviour is judged to be satisfactory overall, and pupils were often observed behaving well during the inspection. Inspectors find that the school has taken steps to involve parents and carers in the life of the school and to obtain their views, but consider that more could be done reassure parents and carers that their views and concerns are being addressed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Peareswood 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	51	17	46	0	0	1	3
The school keeps my child safe	22	59	15	41	0	0	0	0
The school informs me about my child's progress	14	38	23	62	0	0	0	0
My child is making enough progress at this school	15	41	22	59	0	0	0	0
The teaching is good at this school	18	49	19	51	0	0	0	0
The school helps me to support my child's learning	12	32	25	68	0	0	0	0
The school helps my child to have a healthy lifestyle	15	41	22	59	0	0	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)	14	38	21	57	1	3	0	0
The school meets my child's particular needs	18	49	17	46	2	5	0	0
The school deals effectively with unacceptable behaviour	20	54	13	35	3	8	1	3
The school takes account of my suggestions and concerns	13	35	20	54	3	8	0	0
The school is led and managed effectively	14	38	22	59	0	0	0	0
Overall, I am happy with my child's experience at this school	21	57	16	43	0	0	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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 July 2010

Dear Pupils

Inspection of Peareswood Primary School, Erith DA8 3PR

Thank you for your friendly welcome and for helping us when we visited your school recently. We enjoyed talking to you and listening to all that you had to say. Peareswood Primary is a satisfactory school, where the adults look after you well. I am writing to tell you about the other judgements that we made.

- You like coming to school and appreciate the activities, outings and visits that the school organises for you.
- You have a good understanding of how to keep yourselves safe, and fit and healthy.
- Most of you behave sensibly in class and around the school.
- You make satisfactory progress in your learning.
- The standards that you reach are improving, but they are low and we would like them to be higher.
- The youngest children get off to a satisfactory start in the Nursery and Reception classes.

To make it even better, we have asked the school to make more checks on the work that it does in order to make sure that everything is as good as possible. We would like the school to make sure that the children in Nursery and Reception are given interesting work to do outside every day. When teachers mark your work we would like them to make clear what you need to do to make it even better. We have also asked the teachers to use the information the school collects about your standards of work to plan tasks that are the right level of difficulty for all of you. You can help by telling the teachers if the work is too easy or too difficult for you. We have also asked the school to work with your parents and carers to ensure that each of you comes to school every day so that you do not miss valuable learning.

Finally, we would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine G□rard

Lead inspector

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