

# John Perryn Primary School

## Inspection report

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<b>Unique Reference Number</b>	101889
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	335798
<b>Inspection dates</b>	17–18 June 2010
<b>Reporting inspector</b>	George Logan

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>	428
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Portwood
<b>Headteacher</b>	Von Smith
<b>Date of previous school inspection</b>	4 June 2008
<b>School address</b>	Long Drive London W3 7PD
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<b>Email address</b>	admin@johnperryn.ealing.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 23 lessons taught by 15 different members of staff. They held meetings with the Vice-Chair of the Governing Body, staff and pupils. They observed the school's work, and looked at pupils' books, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Responses to questionnaires completed by staff, pupils and 165 parents and carers were also considered.

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

- how consistently pupils, including those of Traveller heritage, those who do not speak English as their first language and those who are potential higher attainers, make progress
- how consistent and effective teaching is and how well staff use assessment to plan work for pupils at the right level
- how successful the school has been in tackling low attendance
- how accurately school leaders, including governors, evaluate the work of the school and whether governors meet their statutory obligations in relation to community cohesion.

## Information about the school

This is a larger-than-average primary school. It serves an ethnically diverse area in East Acton which includes housing available for temporary occupation by families. The school population is highly mobile, with a large number of pupils arriving or leaving throughout the year. Most pupils are from a wide range of minority ethnic groups. The most numerous groups at present are Somali, White British and those from Arabic-speaking countries, while just under one-tenth of the pupils are of Traveller heritage. Almost three-quarters of pupils do not speak English as their first language and a significant minority are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most of these have moderate learning difficulties or behavioural, emotional or social needs. The school moved into new premises in April 2009, following an extensive rebuilding programme. When children enter the Early Years Foundation Stage, most join the maintained Nursery class. However, the new building also incorporates a children's centre, with private nursery and day-care provision, neither of which formed part of the current inspection. The interim headteacher has been on extended leave and was not in school during the inspection. The school was under the temporary leadership of the assistant headteacher (curriculum and assessment).

**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 Perryn primary is a satisfactory school which continues to improve. Stable staffing, purposeful leadership and good teaching ensure that, although attainment remains low, pupils are making increasingly good progress from low starting points. Staff are successfully tackling a legacy of underperformance, although the benefits have yet fully to emerge in higher attainment. While most children attend school frequently, overall attendance is adversely affected by a core of low attendees.

The school engages very actively with parents and carers. In turn, parents and carers recognise the school's commitment to pupils' well-being and good personal development. Pupils' spiritual, moral, social and cultural development is good. They enjoy school, feel very safe and have positive attitudes to learning. They have a good understanding of healthy lifestyles and diet and undertake frequent exercise. Pupils' contribution to the school is good and their involvement with the local community is increasing.

High mobility contributes to low attainment in English and mathematics. In addition, some pupils stay only a short time and some have little knowledge of spoken English. These factors initially affect their ability to access the work. Even so, the school has good strategies to ensure that all pupils have the opportunity to make the best possible progress. Overall, progress is good, particularly for pupils in school for longer periods. Progress is generally better in reading and writing than in mathematics. Pupils with special educational needs and/or disabilities make good progress because work is carefully adapted to their needs. However, while younger pupils make rapid progress, not all older pupils with limited knowledge of English have sufficient expert support to enable them to move their learning on. In addition, the progress of Traveller pupils, although good for some, is variable, because some do not attend often enough and because specialist support is thinly spread. There is little planned provision for gifted or talented pupils

While the curriculum enables pupils to make good progress in literacy and numeracy, it is not yet leading to consistently higher levels of attainment. Extra-curricular provision and enrichment opportunities are good. Teachers use many aspects of assessment well to check pupils' learning. In Years 1 to 6, the tracking of progress is detailed, and teachers' marking is thorough, though comments do not always set a clear direction for improvement. Pupils' personalised targets are not used consistently to promote progress. Assessment in the Early Years Foundation Stage does not provide an entirely accurate analysis of children's progress.

The governing body has a satisfactory understanding of its role and is beginning to hold

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school leaders to account. The school has satisfactory capacity for improvement. In spite of some instability in senior leadership, self-evaluation is realistic, development planning is accurate, the school has a proven record of improving the progress of pupils, and parental and staff confidence is high. The school has made steady progress since the last inspection.

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

- Raise pupils' attainment at the end of Year 2 and Year 6 by:
  - sustaining and, where possible, increasing the already good pace of progress though better use of pupils' individual learning targets
  - making better provision for pupils identified as gifted or talented
  - ensuring that the attendance of the small group of low-attending and underperforming pupils is raised.
- Evaluate, as a matter of urgency, the learning needs of older pupils who are at an early stage of learning English and of those from a Traveller background, and ensure that there are sufficient appropriately trained staff in post by September 2010 to enable them to make consistently good progress.
- Provide, within the next term, additional training and monitoring to ensure that Early Years Foundation Stage staff more accurately evaluate children's attainment when they enter and leave the provision.

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

Patterns of progress and attainment across the school are complex. Only a minority of pupils are in the school for the full duration of their primary education. Even so, the school has made a significant impact on pupils' progress in the last two years. However, overall attainment remains low. That said, attainment of pupils who have been in the school for several years is significantly higher than that of the others. Pupils in Year 5 at present are working at proportionately higher levels than those in Year 6, where many pupils have special educational needs.

Learning is mostly good. Pupils enjoy their work. In an outstanding Year 5 mathematics lesson, energetic teaching ensured that pupils were appropriately challenged by tasks which were well matched to their needs and which were subtly modified as the lesson went on so that they could make even more progress. Questioning was sharply adjusted to each pupil's level of understanding. A successful Year 2 phonics lesson included regular moments of recap, followed briskly by an element of new teaching. Really good relationships prompted pupils' enthusiastic responses and successfully extended their learning.

Pupils are very responsive to the calm ethos and to the underlying values of tolerance and respect. There are few exclusions. The school council provides a good forum for pupils' views. Most pupils are eager to accept responsibility. Improved attendance, good social skills, enthusiasm and improving basic skills ensure that they are satisfactorily

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prepared for their future life.

*These are the grades for pupils' outcomes*

<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	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>2</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>2</b>

## How effective is the provision?

Teachers' subject knowledge is good. They ask penetrating questions to test understanding and use technology creatively to make lessons interesting. Relationships are good. Teachers' planning recognises the spread of ability in each class, provides generally good levels of challenge for different learners and underpins mostly good progress across the school. Occasionally, however, the pace of learning for more able pupils is not fast enough. Teaching assistants generally work closely with teachers, although their impact on learning is greatest in Years 1 and 2. The school recognises that, other than in Year 2, the use of individual targets for learning is inconsistent. In consequence, their contribution to pupils' progress remains uneven.

The curriculum contributes positively to pupils' good progress in literacy and numeracy. It also successfully meets the needs of pupils with special educational needs and/or disabilities. Pupils at the earliest stages of learning English are well supported and make brisk progress. However, support for more advanced learners is limited and this

<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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constrains their progress. The school is beginning to identify cross-curricular links, although opportunities to develop writing skills in history, geography and religious education are underdeveloped. Links with a partner school have enhanced provision in physical education. The school plans to develop the existing provision for pupils' personal, social, health and citizenship education. There is good enrichment through visits to places of worship and a number of visits and visitors. There are several well-supported extra-curricular activities.

Staff care for pupils well. The school works closely with a range of agencies to support the needs of the significant number of pupils with personal, health and social needs and whose circumstances make them vulnerable. Transition arrangements are good. The school is skilled in integrating the many pupils who arrive throughout the year with limited English and, often, no prior schooling. Systems to promote good attendance are increasingly effective.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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?**

Despite recent instability, the effective leadership of the assistant headteacher has ensured that morale is high. Staff are well motivated, strongly committed to the school and its current leadership, and have high expectations of pupils' learning and of their personal development. The school has effectively sustained its good partnership with parents and carers. Most school leaders are rigorous in their leadership and management of teaching and learning, ensuring a consistent approach to, for example, the management of pupils' behaviour and to the presentation of written work. This ensures that pupils make mostly good progress. Weaknesses in teaching are followed up systematically. However, not all senior leaders have the opportunity to observe lessons or to improve provision. This is true of the Early Years Foundation Stage.

Governors have successfully steered the school through the complexities of a new build. They monitor the school's work closely, but do not yet have the expertise necessary to enable them to hold the school fully to account. Governors ensure that legal requirements are met. A high priority is given to pupils' safety and well-being and the procedures for safeguarding pupils are satisfactory. Roles and responsibilities in relation to safeguarding are clearly defined, although these require updating, to take account of current staffing. Potential discrimination is tackled rigorously and the school is, in itself, highly cohesive. In many respects, the school promotes links with the local community

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well. However, leaders recognise that the key partnership with the Traveller community has not had sufficient priority recently. There are some opportunities to learn about other faiths and communities through links with countries such as Nepal. The school also ensures that pupils learn about another area of the United Kingdom through its active link with a school in Durham.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter Nursery with various levels of skills and knowledge but which, for many, are low in relation to what would be expected for their age. A majority also have limited knowledge of English. Good induction arrangements ensure that children feel safe, are well cared for and establish good relationships. They are enthusiastic, behave well and play together confidently. Nursery provision is generally effective in promoting children's social development and providing them with sufficient skills in English to enable them to access the curriculum more fully in Reception. However, the teaching does not always challenge able pupils and this constrains their progress. In addition, at least one-third of nursery children leave by the end of that year and new children enter. This leads to some loss of momentum in learning.

The extent of children's progress is unclear, since school leaders have concerns about the reliability of entry and exit data. Systematic teaching and a coordinated approach ensure that progress is good in some areas, such as personal and social development and knowledge of sounds and letters. However, there are shortfalls in, for example, mathematical development. Consequently, progress is erratic and attainment is generally below the expected level by the end of Reception. There is considerable



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variance in children's ability to communicate in English. While children have good opportunities to make choices in the well-resourced outdoor area, interventions by adults are not always sufficiently purposeful to move learning on rapidly. The pace of learning increases in Reception, especially for children with sufficient English. The school recognises that the monitoring, recording and analysis of children's progress and the monitoring of provision in general are not thorough enough. However, school leaders have a clear view of how the Early Years Foundation Stage leader's role should evolve, to ensure that teaching is more consistent.

*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**

Most parents and carers who responded to the questionnaire are pleased with the school and the opportunities it provides. One said, 'I am very happy with the school and the progress my child is making.' A very small number of individual concerns were raised. These formed no obvious pattern but touched, in one or two cases, on issues of behaviour. The perception of these parents is that behavioural issues, though few, are being dealt with more effectively now than in the recent past. One parent, new to the school, felt that cultural differences and customs were not always accorded sufficient respect by some children. The inspection team feels that behaviour is good and that, in spite of significant ethnic diversity, the school is a highly cohesive community. Overall, parents and carers are right to recognise that this is a caring community where pupils' personal development is supported well.

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

Ofsted invited all the registered parents and carers of pupils registered at John Perryn 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 165 completed questionnaires by the end of the on-site inspection. In total, there are 428 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	106	64	55	33	2	1	2	1
The school keeps my child safe	96	58	64	39	1	1	2	1
The school informs me about my child's progress	84	51	74	45	4	2	2	1
My child is making enough progress at this school	83	50	72	44	6	4	3	2
The teaching is good at this school	85	52	75	44	3	2	2	1
The school helps me to support my child's learning	83	50	72	44	5	3	2	1
The school helps my child to have a healthy lifestyle	86	52	69	42	4	2	2	1
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)	66	40	83	50	6	4	2	1
The school meets my child's particular needs	56	34	91	55	15	9	0	0
The school deals effectively with unacceptable behaviour	79	48	73	44	7	4	3	2
The school takes account of my suggestions and concerns	69	42	84	51	3	2	2	1
The school is led and managed effectively	84	51	70	42	2	1	2	1
Overall, I am happy with my child's experience at this school	104	63	56	34	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.**



20 June 2010

Dear Pupils

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

Thank you for making us welcome when we visited your school. We enjoyed meeting you and spending time in your lessons. We found that yours is a satisfactory school, although you are making increasingly good progress.

Our main findings are these:

- You behave well, work hard in lessons and most of you attend regularly.
- You are making increasingly good progress across the school although attainment is still not high enough by the end of Year 6.
- You undertake lots of jobs and make a good contribution to the school.
- You feel that teachers make lessons enjoyable and support you well; teaching and learning are generally good.
- You feel very safe and have a good awareness of the importance of eating healthily and staying fit.
- You experience a satisfactory range of subjects and a good variety of clubs and extra activities.
- Those of you who find learning difficult get good support.
- School leaders work hard to ensure that you are well looked after.

We are asking the school to make the following changes so that you do even better:

- Raise attainment at the end of Years 2 and 6, by ensuring better provision for pupils who work quickly and accurately, and making better use of individual learning targets.
- Ensure that there are enough staff to support pupils who do not speak English as their first language or who come from a Traveller background.
- Ensure that Early Years Foundation Stage staff have more training so that they accurately evaluate standards when children enter and leave the provision.

You can help by continuing to work hard and do your best. We hope that you will have every success in the future.

Yours sincerely

George Logan Lead inspector

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