

Peckham Park Primary School

Inspection report

Unique Reference Number	130917
Local Authority	Southwark
Inspection number	293663
Inspection dates	11–12 July 2007
Reporting inspector	Ann Sydney

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 on roll	
School	442
Appropriate authority	The governing body
Chair	Mr Joe Rea
Headteacher	Mr Michael Akindele
Date of previous school inspection	21 May 2001
School address	Marmont Road London SE15 5TD
Telephone number	020 7639 6091
Fax number	020 7635 7110

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Peckham Park is twice the size of the average primary school. It has a Nursery. The school is situated in one of the most deprived areas in the country. Two thirds of its pupils are eligible for free school meals and the number with additional difficulties and disabilities is above the national average. While pupils of Black African heritage make up nearly half the school, more than thirty countries are represented. Around one in ten pupils are White British. Thirty-five pupils are at an early stage of learning English. A large number of pupils join and leave during the school year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Parents say that 'Peckham Park is progressing well with many positive changes' and they are right. Before 2006, standards had been much too low for many years but under the strong leadership of the headteacher and with support from the local authority, there has been rapid improvement. Peckham Park is now a satisfactory school with some good features and has satisfactory capacity to improve.

Test results have improved quickly and are now average in Year 6 in English, mathematics and science as a result of good teaching, and careful targeting of underachieving pupils for extra help. Pupils know their targets for literacy and numeracy and what they need to do to make progress. However, after good results in 2006 in Year 2, standards have slipped back, particularly in reading and writing. This is chiefly because teachers do not match work well to the whole range of pupils' ability. Some pupils are given work that is too easy or too hard for them. As a result standards in Year 2 are currently well below average. There are significant numbers of pupils with additional needs or at an early stage of learning English, and provision for these is good.

Pupils say they enjoy school. They '...like all the subjects because they're fun'. They are friendly, caring and confident. Pupils describe the school as '...welcoming. It makes you think you've been there all the time.' Many of them arrive part way through school, some with no English, and they leave with English results around the national average. Pupils say they feel safe in school and behaviour is good. An older pupil described behaviour in his class as 'excellent because people like to learn'. They are developing many good personal qualities as a result of the good level of care they receive. The school has good links with a range of outside agencies to deal with the many difficulties surrounding families in the community, so that the children are ready to learn. There are also classes for parents, which help them support their children's learning. In return parents talk of staff being approachable, available and caring.

The headteacher has a clear vision of the school he wants and is determined to make it outstanding. He is developing the management skills of the young staff so they become more analytical and reflective. Improved teamwork and increased training opportunities and support mean that staff want to stay and build on their successes. They are introducing new ideas to the curriculum with a strong focus on the performing arts, which is popular with pupils. The school has not yet evaluated the effects on pupils' progress of the many recent innovations.

What the school should do to improve further

- Improve standards in reading and writing at Key Stage 1.
- Evaluate the impact of the many initiatives and interventions already in place.
- Improve teachers' planning to match work to the full range of ability, so that every pupil is challenged.

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

Pupils arrive in Nursery with standards well below expected levels for their age, particularly in communication, language and literacy. National test results in Years 2 and 6 have been well below the national average for several years. The headteacher has raised expectations among staff and pupils. As a result, and with good teaching, standards have risen in Year 6 to be broadly average. In Year 2, results improved to move close to the national average in 2006. However they have slipped back this year to well below average levels in reading and writing and this reflects some teaching that does not take into account pupils' individual abilities.

Given their low starting points, pupils make satisfactory progress, including those with learning difficulties and disabilities. Pupils who learn English as an additional language make good progress because of specialist support, teachers' emphasis on using different learning styles in class, and help from other pupils. In the Foundation Stage, children make satisfactory progress with good progress in their social, number and creative skills. After the Foundation Stage, progress dips and boys, especially White British boys, fall behind in reading and writing. The school has recognised this and introduced appropriate measures. Older pupils make good progress and meet challenging targets in Year 6.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social, and cultural development is good. In assembly they reflect on their achievements, why they have improved and where they could do better. Pupils know right from wrong. They have good behaviour and attitudes, and follow school rules because they have helped to make them. They mix well, working in pairs and small groups and respect one another's differences and views. Pupils develop an appreciation of the music, art, and language of a number of cultures from lessons, visits to museums, concert performances, and resident artists and poets. Even very young children learn to understand their feelings during Circle Time. Pupils say they enjoy their lessons because many have a fun element to them, for example a lesson about ratio and proportion using blackcurrant juice and water. Attendance is slightly below average but is improving because pupils, and their parents, respond positively to rewards, and there is rigorous monitoring. Pupils gain skills that will benefit them in later life, such as working well in teams, participating in School Council elections and meetings, learning the value of money, and how to budget. They have a good understanding of the importance of food and exercise to health.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall and good in the Nursery and Year 6. Teachers have good relationships with pupils and, in most lessons, plan work that interests them. The Nursery provides a range of well-organised activities with an emphasis on improving children's language. Successful lessons in the main school involve pupils in assessing their own and each other's work. Lessons cross subject boundaries so that pupils naturally make links. Outside visits help pupils apply their learning. One pupil in Year 6 commented, 'We do deep learning to help us learn, aspire and achieve. We set ourselves goals'. Older pupils say teaching has

improved because there are more fun, practical activities and their homework is helpful. In all lessons, new words are carefully introduced and interactive whiteboards are used to make learning more visual. Extra support by classroom assistants ensures that pupils with learning difficulties or disabilities participate well. Some lessons do not fully engage or challenge pupils because of the mismatch of work to their different abilities. While pupils in Years 5 and 6 know their literacy and numeracy targets, this good practice has not been shared across the school.

Curriculum and other activities

Grade: 2

The curriculum is good and is enhanced through a range of additional activities and special events such as International Day. It is particularly strong in the performing arts. In addition to encouraging creativity, lessons make links between subjects and introduce more practical experiences as well as French from Year 4. The curriculum is integrated well from year to year so that pupils build on what they already know. In the Foundation Stage, an appropriate mix of activities helps to raise the very low standards of pupils' communication. The Transition Project in Year 1 is aimed at those needy pupils who are not ready for a formal curriculum but the impact of this still has to be seen. Pupils enjoy many opportunities to make music, for example in the gospel choir and the school brass band. Pupils' personal qualities develop through taking part, as well as through their lessons in personal, social health and citizenship. Sometimes opportunities are missed to show how skills can be used in the real world. Provision for pupils with English as an additional language is good, both through specialist teaching and the support given in class.

Care, guidance and support

Grade: 2

All staff work as a team to provide good levels of care for all pupils. Pupils with learning difficulties and disabilities and those in the early stages of learning English receive good in-class support from teachers and assistants, and extra help from specialist teachers. The school liaises well with external specialists to provide for additional needs, such as speech and language or mental health. Child protection is well organised and the staff know what to do if issues arise. Procedures for safeguarding pupils are in place. Risk assessments are carried out for activities in and out of school and there are good levels of playtime supervision. Staff organise a wide range of games and older pupils volunteer as Play Pals. These simple measures have improved playtime behaviour. Data is used to identify older pupils who need further support with their work, pupils are given literacy and numeracy targets and extra help is put into Years 5 and 6. This has raised standards. However the same rigour has not been applied to younger pupils, where marking is encouraging but does not always make it clear how to improve. Consequently in these year groups assessment does not lead to lessons being planned to meet the whole range of ability.

Leadership and management

Grade: 3

Under the inspiring leadership of the head, the staff team has put in place many new systems and initiatives. These have changed the ethos of the school. Pupils have noticed the improvement in their environment, the quality and range of their learning experiences and changes in behaviour. The headteacher is developing a young staff and senior management team through

training and giving them opportunities to innovate. This has led to more stable staffing and to teaching and learning now being satisfactory. The impact is being seen in the improved standards of Year 6 pupils. Many weaknesses have been tackled in one year but boys' performance in reading and writing and the quality of teaching and learning in Reception, Years 1 and 2 have not had a high enough priority. The governors should develop their monitoring role better. The school is beginning to use data but it is not yet used well enough to plan lessons that match all pupils' abilities. The staff have adapted well to the many changes. Although many of these interventions and initiatives have yet to be fully evaluated, it is clear that the new structures in place are beginning to bring their rewards.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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 disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

3 September 2007

Dear Pupils

Inspection of Peckham Park Primary School, London, SE15 5TD

Thank you for making us feel very welcome in your school. All the pupils we spoke to said this was also their experience when they first arrived. You told us about all the improvements that have happened recently like the playground equipment and lessons becoming more fun and active. We were impressed by your courteous behaviour not just to us but the way you treat each other and work together.

We think Peckham Park is improving and giving you a satisfactory education. Almost all your parents who sent back the questionnaire agree with us. All the school staff work hard to look after you well. You have an exciting range of different lessons and clubs. We were delighted to find a school with a brass band and gospel choir! We came in to see some of your lessons and we thought they were satisfactory, but there were some that were good or even outstanding. In the really good lessons you learn through doing things yourself and judging each other's work. Older pupils are getting much better results than in the past. Pupils who come to the school unable to speak English make good progress and do well in their tests. We were pleased to see that attendance and punctuality are improving so that you don't miss some of the interesting things that are going on in your school.

There are some ways we think your school could be even better and we have asked your headteacher and the governors to make sure that:

- younger pupils' reading and writing improves
- they check how successful all their new ideas to improve the school have been
- teachers plan lessons that really stretch all of you. Please tell them if work is too easy or too hard

We agree with Mr Akindele that your school can do all this.

Very best wishes on behalf of the inspection team,

Ann Sydney (Lead inspector)