

# Peckham Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	130917
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	341058
<b>Inspection dates</b>	15–16 June 2010
<b>Reporting inspector</b>	Jane Chesterfield

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>	382
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jummy Dawodu
<b>Headteacher</b>	Louise Johns-Shepherd
<b>Date of previous school inspection</b>	11 July 2007
<b>School address</b>	Marmont Road London SE15 5TD
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<b>Email address</b>	headteacher@peckhampark.southwark.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited 16 lessons and observed 16 teachers. Inspectors held meetings with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the minutes of governors' meetings. Questionnaires completed by staff, pupils and 57 parents and carers were analysed.

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

- how effectively the school has brought about an acceleration of progress and raising of attainment
- whether teaching is consistently good enough to enable pupils to recover lost ground
- whether support for pupils' behaviour supports good learning
- how effectively leaders and managers are monitoring and supporting teaching and progress.

## Information about the school

Peckham Park Primary is an above average sized school serving a culturally diverse inner city area of London. Most pupils come from minority ethnic backgrounds, and more than half are learning English as an additional language. These figures are high compared with the national picture. About half the pupils are known to be eligible for free school meals, which is high. The proportion of pupils with special educational needs and/or disabilities is above average. These needs relate mainly to behavioural difficulties or moderate learning difficulties. The proportion of pupils with a statement of special educational needs is above average. Early Years Foundation Stage provision is offered in the Nursery and Reception classes. The school has had several headteachers since the last inspection and is emerging from a period of turbulence and uncertainty. The current headteacher has been at the school since April 2009.

**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**

**2**

### Main findings

Peckham Park is a satisfactory school which is rapidly improving. There is a strong sense of commitment to, and desire for, improvement throughout the school community. One parent commented, 'I am most happy with the performance of the school and the direction in which it is going under the present management.' A member of staff felt that, 'This school has a highly motivated staff with high expectations for children. Our new management team has tremendously boosted this with its consistent drive to make the school a professional learning community.' Pupils too feel that the school is moving in the right direction, and say that lessons are more fun and teachers more helpful than in the past.

Thanks to the good pastoral care and support, pupils feel safe at school and are confident about turning to adults if they have a problem. They know the difference between right and wrong and get on well with one another. They respect others from different backgrounds and are genuinely interested in finding out about their beliefs and cultures. Children join the school with a level of skills which is generally low compared with typical expectations for their age. They make satisfactory progress in the Early Years Foundation Stage, but a legacy of under-resourcing in the Nursery and Reception classes means that provision is not always adequate to fully meet the needs of the children. In Key Stage 1 and Key Stage 2, pupils' attainment in English, mathematics and science has been too low in recent years, but a concerted effort to raise the quality of teaching this year has meant that pupils have made accelerated progress and regained lost ground. Although still low, attainment is rising rapidly and pupils are making good progress in almost every class in the school. The introduction of a reliable system to track pupils' progress and a focus on improving the accuracy of teachers' assessments of their pupils' work have made an important contribution to this. The school has identified that the next step in this process is to use its assessment data to track the progress of different groups of pupils and identify any possible underachievement. The school is also working hard to raise attendance levels. Although improving, attendance is low, and the school is committed to working more closely with parents to ensure that they understand the impact of persistent absences on their children's attainment and progress.

The turnaround in the school's fortunes during the past year has been down to the good quality of its leadership. The new headteacher has shown exceptional drive and determination in motivating staff and governors and galvanising them into action. Subject leaders spoke with great enthusiasm of how they feel empowered to tackle the issues facing their subjects and of how much they have been able to achieve with the support of the headteacher. The interim deputy headteachers have well-defined roles

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and are having a positive impact on their areas of responsibility. The governing body has recruited, regrouped and refocused after numbers fell to a very low level. School self-evaluation and development planning are accurate, realistic and clearly targeted on the school's most urgent priorities. Great strides have been made over the last year in setting non-negotiable expectations for teaching and for pupils' behaviour, and there have been significant improvements in outcomes for pupils as a result. The school has a good capacity for further continuous improvement.

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

- Raise attainment in English and mathematics across the school by:
  - using assessment data to track, monitor and target any underperformance by different groups of pupils.
- Raise levels of pupils' attendance by:
  - building on work already underway to motivate and reward pupils for good attendance
  - improving communications and working relationships with parents in order to reduce absenteeism and lateness.
- Improve provision in the Early Years Foundation Stage by:
  - developing and resourcing the outdoor areas for the Nursery and Reception classes
  - deploying staff to support children effectively in their learning
  - increasing opportunities to develop children's communication, language and literacy skills.

## Outcomes for individuals and groups of pupils

**3**

The work seen in lessons and in pupils' books confirms that attainment is improving across the school, and that progress is good in almost all classes, particularly in Key Stage 1 and the top end of Key Stage 2. Those with specific behavioural difficulties or moderate learning difficulties are well supported in class and in their withdrawal groups, so that they make good progress. Pupils have positive attitudes and are ready and willing to learn. They are always very keen to answer questions and to have a go at their tasks. In a Year 6 literacy lesson, for example, pupils were happy to work in groups to brainstorm what they knew about Germany, although this was a new topic for which they had not had the chance to prepare in advance. Pupils are able to rise to a challenge and provide thoughtful responses to issues arising from their work. Year 5 pupils enacting scenes from the poem, 'The Highwayman', showed that they were able to empathise with the characters they were portraying and were not embarrassed about discussing those characters' emotions. At the end of lessons, pupils are keen to show their teachers what they have learnt. Year 2 pupils who had been learning and performing extracts from a poem about monsters were able to demonstrate that they had remembered and could use a whole range of expressive adjectives and verbs to

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describe how monsters lived, moved and ate.

Pupils enjoy school, and are becoming more motivated to attend well, thanks the school's new system of rewards for good attendance and behaviour. Pupils are friendly and lively, though their behaviour in the playground is often boisterous. Most know how to behave well in class, but some have to be reminded and this can slow down the pace of lessons. Pupils are happy to take on responsibility when they are given the opportunity, and they have a good understanding of how to live a healthy lifestyle. They are adequately prepared for moving on to secondary school.

*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>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>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

All teachers adopt a consistent approach in the classroom, setting out clear lesson objectives and success criteria which mean that pupils know what is expected of them. Teachers plan carefully to build on pupils' prior learning and target work well to meet the different range of needs within their classes. They make good use of resources, particularly the interactive whiteboards, to ensure that their lessons are lively and interesting. Occasionally, in lessons observed during the inspection, teachers talked for

<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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too long before allowing pupils to work on their own, but the good quantity, range and quality of work in pupils' books for this year showed that pupils have plenty of opportunity to work independently, develop their ideas and practise their skills.

Pupils say that their lessons are more practical and hands-on than they used to be, and this is because the school has reviewed the curriculum to make sure all areas are thoroughly covered and are relevant to pupils. There has been an increased emphasis on investigative work in mathematics and science, and an improvement in resources for information and communication technology, though this work is still ongoing. Pupils enjoy newly introduced focus weeks, for example for literacy and for science, and exciting new enrichment opportunities. Work with the City of London Festival, for example, gave Year 6 pupils the chance to work together using recycled materials to create large-scale sculptures, with real scope for using their creativity.

Support for pupils with personal difficulties, or who may be vulnerable, is good. The school monitors pupils' circumstances carefully in order to tackle any barriers to learning they may have. Staff are able to call on the services of the learning mentors in the school's 'learning garden', and on specialist outside agencies to work with pupils and their families. The introduction and implementation of the new 'In it to win it' behaviour policy has had a very positive impact on pupils throughout the school and on the atmosphere prevailing in the playground and the classrooms.

*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	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 new senior leadership team has focused tirelessly on creating the right climate for learning in the school and on raising the quality of provision for pupils to boost their progress. Daily monitoring and supporting of teaching and learning, and a readiness to make tough decisions, have led to the beginnings of success within a very short period of time. Senior staff are now in a position to build on and consolidate what they have achieved so far. The governing body fulfils its role satisfactorily. Although relatively new and inexperienced, governors have a good understanding of their role, and of the school's strengths and weaknesses. They receive clear direction and guidance from the Chair of the Governing Body. The school meets statutory requirements for safeguarding. Required checks for adults who come into contact with children are in place. Procedures for child protection are thorough and staff training is up to date.

The school works satisfactorily to promote equal opportunities and tackle discrimination.

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It has recognised that the attainment of all groups of pupils has to improve, but also that more work needs to be done to track different groups of pupils to spot any differences and trends in their performance. The school has also identified that, having tackled its most urgent priorities in teaching and learning, it now needs to work on its partnerships with parents and others, and increase its profile in the wider community. These partnerships are currently satisfactory, and the school makes a satisfactory contribution to community cohesion. Some exciting new partnerships have been developed recently to promote art and music in the school, and newly forged links with schools in Slovakia and in Devon promise to be of benefit to all those involved.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</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 make satisfactory progress in the Early Years Foundation Stage. Staff work hard to promote children's welfare and well-being, and relationships are good, so that children feel safe and happy. There is a good balance between adult-led and child-initiated learning, but staff are not always appropriately deployed to support children's learning and to move them on to the stage in their development. Indoor classrooms are satisfactorily organised to provide a range of activities to cover all the areas of learning. However, the outdoor areas for both the Nursery and Reception classes are inadequate. The spaces which have been enclosed for the Early Years Foundation Stage are too small to include a full range of activities for the children, and resources are insufficient. Leadership of the Early Years Foundation Stage is satisfactory, and staff have identified key strengths and weaknesses. Children's communication, language and literacy skills have been targeted for improvement, for example, with



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focused sessions helping children to increase their understanding of letters and sounds. However, there are not enough opportunities for children to develop other literacy skills, for example through role play or writing for a purpose.

*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 were happy with the school and what it offers their children. In particular, most felt that their children enjoyed school and that the school kept their children safe. A small minority felt that the school did not take enough account of their suggestions, and a few felt that the school did not help their children to have a healthy lifestyle, or that the school was not led and managed effectively. Inspectors investigated these concerns but only partially upheld them. The school's communications with parents are satisfactory, and have been highlighted by the school as an area for improvement in its development plan. Healthy lifestyles are well promoted by the school, and pupils have a good understanding of how to keep themselves fit and well. The school is well led and managed, but senior staff recognise that constant changes in leadership over the last few years have dented parents' confidence in how it is run. They are working to restore this.

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

Ofsted invited all the registered parents and carers of pupils registered at Peckham Park 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 382 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	46	29	51	1	2	1	2
The school keeps my child safe	17	30	37	65	2	4	1	2
The school informs me about my child's progress	22	39	29	51	5	9	1	2
My child is making enough progress at this school	17	30	33	58	5	9	1	2
The teaching is good at this school	23	40	32	56	1	2	1	2
The school helps me to support my child's learning	16	28	36	63	4	2	1	2
The school helps my child to have a healthy lifestyle	14	25	32	56	8	4	2	4
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)	18	32	32	56	4	7	1	2
The school meets my child's particular needs	13	23	37	65	4	7	1	2
The school deals effectively with unacceptable behaviour	14	25	37	65	5	9	1	2
The school takes account of my suggestions and concerns	12	21	33	58	10	18	1	2
The school is led and managed effectively	15	26	33	58	5	9	2	4
Overall, I am happy with my child's experience at this school	21	37	30	53	3	5	1	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.**



17 June 2010

Dear Pupils,

Inspection of Peckham Park Primary School, London SE15 5TD

Thank you for making us for welcome when we visited your school recently, and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that your school is giving you a satisfactory education, and that there is a lot of good improvement going on. These are some of the things we found out about your school.

- You enjoy coming to school, but some of you do not always attend regularly or arrive on time.
- You are making good progress in your lessons, because you are well taught.
- You know how to behave well, but some of you need to be reminded to concentrate in lessons or think about others in the playground.
- You show respect for the different backgrounds and beliefs of others.
- You have good relationships with your teachers and you are keen to learn.
- You feel safe and secure at school, thanks to the efforts of your teachers.
- You get good extra support if you need it.
- The senior leaders are doing a good job, and know how to make the school even better.

To help the school improve further, this is what we have asked the staff to do.

- Make sure that your standards in English, mathematics and science continue to rise so that you do at least as well as most other children in the country.
- Raise your levels of attendance so that you do not miss any work.
- Improve the organisation and resources in the Nursery and Reception classes so that the children have plenty of exciting activities to choose from.

You can help by always asking your teachers if there is anything you don't understand in lessons, and by making sure that you always come to school unless you are ill. Good luck for the future!

Yours sincerely

Jane Chesterfield

Lead inspector

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