

John Perry Primary School

Charles Road, Dagenham, RM10 8UR

Inspection dates 7–8 May 2014

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| Overall effectiveness | Previous inspection: | Requires improvement | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and senior leaders expect high standards from both pupils and staff. There is a successful focus on raising achievement and improving teaching to support all pupils attending the school.
- All groups of pupils make good progress. They achieve well from their different starting points because they are taught well in all key stages. Standards are rising and more pupils are working at the higher levels.
- Teaching has improved since the last inspection and is now typically at least good. This is because the school effectively focuses on giving support to teachers and other staff to help them improve their practice.
- The school plans many experiences that support pupils' spiritual, moral, social and cultural development well. Pupils' art work is of an extremely high standard as skills are taught very systematically.
- Pupils typically behave well in class and around the school. They are polite, friendly and respectful to adults and to each other. Positive attitudes to learning help them to learn well and make good progress in lessons.
- Pupils say the school is a very safe and caring place. Pupils of differing backgrounds play and learn well together.
- The school enjoys good partnerships with local schools that are helping to drive improvements.
- Governors have a clear understanding of the school and effectively challenge leaders. In addition, they provide effective support to ensure the school continues to improve.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure pupils' attainment is higher. Occasionally the support and guidance pupils receive does not always enable pupils to improve their work as well as they might.
- At times, pupils do not have the chance to improve further because they are not moved on more quickly to harder work. Moreover, they are not always provided with support quickly enough if they are struggling.

Information about this inspection

- The inspection team observed learning and looked at pupils' work in all year groups as well as the additionally resourced provision. They visited lessons or part lessons in almost all classes. Most were observed jointly with the headteacher or deputy headteacher. Inspectors also discussed the school's evaluation of the quality of teaching.
- They listened to pupils read, as well as observing group reading sessions in several year groups. They visited phonic (the sounds letters make) sessions for pupils in Reception and Key Stage 1. Inspectors chatted to pupils informally throughout the inspection. Pupils' behaviour was observed in lessons and at various times around the school, including lunchtime.
- Inspectors looked at documentation such as policies, including those relating to safeguarding, behaviour and the school's development planning. They looked at attendance figures and at the school's website.
- Inspectors held meetings with the headteacher, senior and middle leaders, to discuss the progress that groups of pupils make throughout the school. They analysed the school's information on attainment and progress. An inspector also met with a group of three governors.
- The team examined records of the local authority's involvement with the school and met with a local authority representative.
- Inspectors considered parents' views of the school through informal discussions over the two days of the inspection, the school's own recent parental surveys and information provided by one parent. They also considered 38 responses to the online questionnaire (Parent View). The inspectors also took into account the views of 39 staff who completed the staff questionnaire. The team also talked to staff during the inspection.

Inspection team

| | |
|-------------------------------------|----------------------|
| Jacqueline Marshall, Lead inspector | Additional Inspector |
| Clifford Walker | Additional Inspector |
| Katherine Palmer | Additional Inspector |

Full report

Information about this school

- The school is larger than the average-sized primary school. The school is expanding and building work is currently taking place to provide additional classrooms. Currently, there are three classes in Reception and Year 1 and two in Years 2 to 6. Only around a half of those pupils who enter the Reception classes have attended the Nursery class.
- Two thirds of the pupils are from minority ethnic groups, the largest group being of Black African heritage. At two fifths of the school population, the proportion of pupils who speak English as an additional language is higher than usual. Many pupils are bilingual, although a significant proportion joins at the early stages of learning English.
- The proportion of pupils supported through additional government funding known as pupil premium is above average. This is additional funding to support those pupils who, in this school, are eligible for free school meals or are in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is lower than is usually the case. The proportion supported by school action plus or with a statement of special educational needs is just above average.
- The school has an additionally resourced provision (ARP), housed in two classes. This has nine places for pupils on the autistic spectrum.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to raise achievement by ensuring that:
 - all teachers' guidance, whether verbal or written, consistently reflects the best quality seen elsewhere in the school and is followed up rigorously
 - teachers promptly adapt pupils' learning, moving pupils, especially the most able, on to more challenging work, or providing timely support when pupils struggle to understand.

Inspection judgements

The achievement of pupils

is good

- Achievement has continued to improve since the previous inspection. Leaders have targeted the teaching of writing and phonics in Key Stage 1 successfully and, as a result, pupils' achievement has risen steadily. Currently, all groups of pupils are making good progress across all key stages. Achievement is not yet outstanding as not all pupils make consistently rapid and sustained progress.
- Standards in reading, writing and mathematics are in line with those found nationally at the end of Key Stage 2. In 2013, the proportions of pupils making good progress were above expected and school information shows that pupils currently in Year 6 are also achieving well over time.
- The achievement of disabled pupils and those who have special educational needs is good. This is because their needs are accurately identified and their progress is assessed regularly throughout each term. Those pupils supported within the ARP classes achieve extremely well, both academically and personally. Highly-targeted and especially well-planned teaching is based on detailed observations and assessments of their attainment and needs, leading to very good progress. Some pupils are able to join their peers for lessons, achieving as well as them with skilled support.
- The school uses additional funding well to provide the best help for pupils needing support with their learning. They base its use on a close assessment of each pupil's progress and needs, explaining the process fully for parents on the school's website. Its use is regularly reviewed to ensure that eligible pupils make at least similar progress to others throughout the school. While their progress is improving along with their peers, these pupils' attainment is currently on average two terms behind others in their class in reading, writing and mathematics by the end of Year 6.
- Those pupils who speak English as an additional language also achieve as well as other groups. This is because the school does not see this as a barrier to learning and focuses effectively on building pupils' vocabulary and literacy skills systematically.
- The school ensures that it promotes equality of opportunity for all pupils. The most able pupils do well as their needs are accurately identified in teachers' plans. Teachers have increasingly high expectations of what they can achieve. Consequently, the proportion of pupils working at the higher levels of which they are capable is rising.
- Children typically join the Early Years Foundation Stage with levels of development below those expected for their age. They make good progress in both the Nursery and Reception classes because of the careful planning and good teaching. Adults make sure children's speaking and listening skills develop well, encouraging children to share ideas and develop their vocabulary. Children greatly enjoy the exciting range of activities provided and are well prepared for Year 1.
- Pupils' knowledge of letters and the sounds they make is now well developed. This is because linking sounds to letters is carefully modelled by staff, practised and reinforced in a range of interesting activities. Pupils use these skills confidently when they write and when they read. Across the school, they read for knowledge and pleasure, enjoying the newly-purchased library books especially.

The quality of teaching

is good

- Pupils appreciate their attractive and colourful school and take pride in their work. Teachers and their teaching assistants work together in effective teams. One staff member commented they felt 'proud of the fact that there is a real community feel, with all actively involved in the learning that takes place'. Pupils agree that teachers have 'the right amount of niceness and the right amount of strictness'.
- Work in books is well presented and the standard of work, alongside pupils' improving rates of progress, shows that teaching is typically good. Staff work well together and develop good relationships with pupils that help to foster their good attitudes to learning. Pupils are always

keen to do well because their learning is made purposeful, yet interesting.

- Literacy and mathematical skills are taught well across the school. Teachers use questioning effectively to develop pupils' learning. In particular, it is used well to extend the vocabulary of those pupils at the early stages of learning English.
- Many staff are highly skilled and support pupils' learning and manage behaviour effectively. Some, including in the ARP classes, are highly competent in supporting pupils who have additional learning needs. These pupils participate confidently within lessons and complete their tasks successfully. Consequently, they make extremely good progress because of the guidance they receive. In some classes, pupils make good progress because additional adults are used well to support different groups of learners. In others, pupils' progress is not as strong because not all additional adults are as skilled as the best practitioners in moving on pupils' learning.
- Improvements are evident since the previous inspection in the quality of feedback teachers give. Pupils say teachers' comments, both verbally and when they mark work, help them to make their work better. They confidently explain the marking system which makes it clear how they have improved and what they still need to work on.
- There are some examples of exemplary practice in marking, especially in English. However, not all marking matches the high quality seen in some classes where progress is most rapid. Similarly, adults are not always rigorous enough in following up when they have asked pupils to make improvements. As a result, pupils do not always correct their mistakes or check they are not repeating errors.
- Better use of pupil progress information means teachers' expectations of what pupils can do are now more accurate. Teachers plan a variety of activities to develop the previous learning of pupils so that subsequent work builds on pupils' understanding. Pupils' progress accelerates where teachers check regularly how pupils are doing and promptly adapt activities to increase challenge or provide support where needed. However, tasks are not yet routinely adjusted promptly enough and so the rate of achievement overall is good and not better.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils typically behave well, both in lessons and around the school, opening doors for others, taking turns and being careful around delicate art displays. Pupils have good attitudes to their learning and are keen to try hard. Relationships across the school are strong. As a result, the school is a harmonious community with pupils valuing each other's beliefs and ideas.
- Most parents who responded to Parent View or spoke to inspectors during the inspection were positive about behaviour in the school. Staff, too, feel behaviour in the school is usually good and managed well. Any incidents are carefully logged and discussed with pupils and their families.
- Pupils enjoy taking on responsibilities, for example enthusiastically taking part in the school council. Older pupils take seriously their role as play leaders, playground buddies and Year 6 trustees and prefects. Pupils' views are regularly taken into account in finding ways to improve behaviour further. The recent introduction of structured playground games is greatly reducing incidents at playtimes. Pupils say these do still occasionally occur, but 'it's getting better'.
- The school's work to keep pupils safe and secure is good. Pupils say they feel happy and safe at the school and are aware of whom they can talk to if the need arose, including the playground leaders, buddies and trustees. Pupils are aware of what constitutes bullying, such as cyber bullying and name calling. Although they think bullying does happen occasionally, they are clear what to do should any incidents occur.
- The recently appointed parent liaison teacher has successfully worked with families and other agencies to reduce the proportion of pupils who are regularly absent.

The leadership and management are good

- The headteacher and senior leaders continue to drive the improvements seen since the previous inspection. They know the school's strengths and weaknesses accurately and have high expectations of themselves, staff and pupils. As one staff member commented, 'Staff work well together as a team to improve all aspects of school.' Along with governors, they are focused on raising standards and achievement, demonstrating clear capacity for improvement.
- A very successful local authority initiative encourages collaboration between senior leaders from local schools within the local authority. This provides challenge for schools in all aspects of teaching and learning. As a result, these external leaders work closely with the school's senior leaders, verifying their judgements and supporting the school in its drive from improvement. In addition, this local authority initiative is providing training to develop the skills of middle leaders in fulfilling their roles.
- Increasingly, middle leaders are effective in their areas of responsibility. They use information about pupils' progress and pupils' work, undertake lesson observations and model exemplary learning in order to have an impact on improving teaching quality. While leaders have been successful in improving the quality of teaching since the previous inspection, some minor inconsistencies remain. Consequently, leadership and management are not outstanding as the quality of teaching over time is not yet outstanding throughout the school.
- There is a clear focus on promoting literacy and numeracy skills across different subjects. Teachers routinely expect pupils to use the skills they have learnt in literacy lessons whenever they write. The standard of art work is of high quality, linking effectively to work in other subjects and providing a wealth of attractive displays. Learning is supplemented by a number of lunchtime and after-school clubs and activities which are popular with pupils. They learn about different cultures and religions which include celebrations from the many faiths represented in the school community. These enrich pupils' spiritual, moral, social and cultural development very well.
- **The governance of the school:**
 - Governors have a wide range of relevant skills which they use effectively to support and strengthen the school's leadership. They know their school well as a result not only of their training but also of their regular visits to school. Consequently, they have a good understanding of the school's strengths and priorities for improvement. They understand how the performance of staff is managed and encourage staff training. Pay is linked to performance and they know timely actions are taken to improve teaching if necessary. The governors use the school's own information to check pupils' progress and also check how well the school is doing when compared to similar schools nationally. Governors ensure that finance is carefully allocated and checked, including the use of additional funds. For example, they know how the primary school sport funding is allocated. They are clear how it is used to enable all teaching staff to learn new skills from specialists as well as making sure pupils are being extended so that they know how to lead a healthy lifestyle.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 101232 |
| Local authority | Barking and Dagenham |
| Inspection number | 442114 |

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

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| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 525 |
| Appropriate authority | The governing body |
| Chair | Marie Ziane |
| Headteacher | Avril Carnelley |
| Date of previous school inspection | 3–4 October 2012 |
| Telephone number | 020 8270 4622 |
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