

# Perdiswell Primary School

Bilford Road, Worcester, WR3 8QA

**Inspection dates** 12–13 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Children get off to a good start and make good progress in the Early Years Foundation Stage.
- Pupils have made consistently good progress in mathematics in the last three years at Key Stage 2. Pupils are making good progress in reading and improved progress in writing.
- Standards at Key Stage 1 and Key Stage 2 at least match and are increasingly above national averages.
- Teaching is nearly always good and some is outstanding. There are strong and positive relationships between teachers and pupils.
- The school has worked successfully to improve attendance since the previous inspection and it is now above average.
- The headteacher has had a marked impact on the quality of teaching in the school. All staff share his high expectations and this is driving up the achievement of this improving school.
- Pupils' behaviour is good, both in lessons and around the school. They know the school's six core values well and do their best to practise them. Pupils know how to keep themselves safe.
- The governing body's understanding of the day-to-day work of the school has improved since the previous inspection. They set challenging targets for school leaders and work very effectively as a team in support of the school.

### It is not yet an outstanding school because

- Teachers do not always make sure that pupils make improvements to their work following teacher feedback and marking.
- The outstanding teaching practice that exists in the school is not yet shared or demonstrated regularly enough.
- Pupils in Key Stage 2, particularly the most able, do not always have the opportunity to explore every subject in enough depth to give them the very best start at secondary school.

## Information about this inspection

- Inspectors observed 15 lessons, four of which were jointly observed with the headteacher and the deputy headteacher. In addition, the inspection team looked at pupils' work in their books and listened to younger pupils read.
- Inspectors held meetings with groups of pupils, senior leaders, members of the governing body, parents and a representative of the local authority.
- Inspectors took account of the 59 responses to the online questionnaire Parent View and also considered the 14 responses to a staff questionnaire.
- The inspection team examined: the school's own information on pupils' recent and current progress; the school's evaluation of how well it is doing and its records of the monitoring of the quality of teaching; records relating to behaviour and attendance; and documents relating to safeguarding.
- Year 6 pupils were not in school during the inspection because they were on a residential course. Inspectors examined a wide range of Year 6 books in their absence.

## Inspection team

Richard Boswell, Lead inspector

Additional Inspector

Lesley Voaden

Additional Inspector

Stuart Ransom

Additional Inspector

## Full report

### Information about this school

- Perdiswell Primary School is larger than the average-sized primary school.
- The very large majority of pupils come from White British backgrounds.
- The percentage of pupils who are supported through the pupil premium (which provides additional funding for pupils in local authority care and those known to be eligible for free school meals) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher is a Local Leader of Education working with a wide range of local schools.

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

- Make more teaching outstanding in order to raise pupils' achievement further, particularly that of the most able, by:
  - making sure that teachers in Key Stage 2 have the same high expectations of their pupils in other subjects that they show in English and mathematics
  - improving the consistency of marking so that all pupils have a clear understanding of how to develop their work and are able to demonstrate to their teachers that they have understood and acted on the advice given
  - ensuring all teachers having more opportunities to learn from those whose teaching is already outstanding.
- Sustain and further improve the current rise in pupils' achievement by extending to all other subjects the already successful assessment and monitoring of pupils' progress in literacy and numeracy.

## Inspection judgements

### The achievement of pupils is good

- Children usually start in Reception with skills and understanding that are typical for their age, although an increasing proportion enter with weak language skills. As a result of good teaching and activities that interest and stimulate them, they make good progress in the Early Years Foundation Stage. Pupils go on to achieve standards at the end of Key Stage 1 and at the end of Key Stage 2 that are at least in line with, and increasingly above, those found nationally in reading, writing and mathematics.
- There has been some variation in the school's performance at Key Stage 1 over the last four years. A review by the headteacher, who was new to the school at the time of the previous inspection, of the school's systems for checking pupils' levels and progress at the end of Key Stage 1 initially led to lower but more accurate results. More precise checks on progress, pupils' increasingly positive attitudes to their learning and improvements in the quality of teaching have led to improved achievement since.
- In the last three years, the proportion of pupils in Key Stage 2 making expected progress in reading and writing has been at least in line with and often above that found nationally and in mathematics the proportion has been consistently above the national average.
- As a result of improvements in the quality of teaching the vast majority of pupils currently at the school are making at least good progress as they move from year to year and many are making accelerated progress. However fewer pupils in Year 6 have made exceptional progress across Key Stage 2 as they have not been able to make up for ground lost in previous years.
- An increasingly large proportion of pupils at the end of Key Stage 1 are working at the highest levels in reading, writing and mathematics. The proportion of pupils showing good skills and understanding of phonics (letters and the sounds they make) in the Year 1 check has consistently been above the national average.
- The proportion of pupils achieving high standards in reading and mathematics at the end of Key Stage 2 was above the national average in the last school year and in writing was broadly in line. However, more-able pupils are among those pupils who do not consistently achieve the same high standards in other subjects as they do in reading, writing and mathematics.
- The gap in the attainment of the small number of pupils in Year 6 who were supported by additional funding and others in the school narrowed from 2012 to 2013, by 10 months in English and by 2 months in mathematics. The gap between the larger number of pupils supported by additional funding lower down the school and others in the school is closing or has closed. This is as a result of carefully targeted additional teaching in small groups and one to one.
- Disabled pupils and those who have special educational needs are very well supported throughout their time in the school. Identification of individual needs is swift and additional expertise and support are arranged as required. The school's commitment to equal opportunities is evident in the good progress these pupils make in reading, writing and mathematics.

### The quality of teaching is good

- Almost all teaching is typically good and some is outstanding. This is evident in pupils' achievement, in the progress shown in their books and in their positive attitudes to learning in

the classroom. The high quality, vibrant and colourful displays, created by both staff and pupils, in every part of the school show teachers eager to celebrate the achievement of their classes and pupils having great pride in their work.

- Phonics, literacy and numeracy skills are all well taught. The solving of problems in mathematics is a particular strength. For instance in one Year 2 lesson, pupils were clearly used to classroom routines in which they found answers out for themselves as they worked on odd and even number tasks with increasing levels of difficulty. The same levels of challenge and opportunities to explore topics in more depth are not always found in other subjects such as geography and history.
- In the Reception Year, there are strong links with parents who are kept well informed and very involved at the start to their children's education. The move to Year 1 is particularly well managed with work carried over from one class into the next, allowing pupils to settle quickly with minimum disruption to their work.
- Teachers show good knowledge of the skills they teach and many communicate to the pupils their enthusiasm for what they are teaching. Teachers skilfully use questioning to check that the work they set is well matched to pupils' abilities, and pupils show they are eager to know more by asking their teachers searching questions. There are aspects of outstanding teaching throughout the school but not enough of the best examples are shared between all teachers.
- The needs of all groups of pupils are met, including disabled pupils and those who have special educational needs. These pupils are often assisted in class by highly skilled support staff who work closely with the class teacher to make sure that all pupils make good progress. All teachers are aware of those pupils in their class who are eligible for the pupil premium and who may need additional support, whatever their ability.
- Relationships between staff and pupils are good. Teachers know their classes well, set homework and mark pupils' books regularly. Pupils also assess their own and each other's work and are able to discuss their levels and their targets. Not all teachers provide clear enough advice for pupils about how to further improve their work. Teachers do not always make sure that pupils follow up this advice by applying it and showing their teachers that they have understood.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. The school's six core values of respect, honesty, empathy, unity, perseverance and independence are evident in pupils' good behaviour in lessons and around the school.
- The pupils have good attitudes to their learning in the classroom, from Reception Year to older pupils and any disruption is rare and swiftly addressed. Older pupils spoke to inspectors about improvements in pupils' behaviour during their time in the school and the pride they have in their school. This is also clear in the smart appearance of their uniform and the largely neat presentation of work in their books.
- Behaviour is not outstanding because pupils do not yet always have the opportunity throughout the school to demonstrate a passion for their work and a great enthusiasm for learning.
- The school has worked with parents and a family support worker to improve attendance and it is now above the national average for all groups of pupils. The number of fixed term exclusions

has fallen markedly in the last two years and is now below the national average. There have been no permanent exclusions in the last three years.

- The school's work to keep pupils safe and secure, including e-safety on the internet, is good. The school responds swiftly to any concerns that arise about the safety of the school site. Pupils show an exceptional level of understanding and involvement in the management of their own safety, taking on roles as health and safety officers and reviewing the school's procedures.
- The school works closely with parents of disabled pupils and those who have special educational needs and provides a safe and secure setting for all pupils. School records show and direct observation during inspection confirmed that staff are well trained in managing the occasional challenging behaviours ensuring that other pupils learning is not disrupted.
- The school has a clear and well used system of rewards and sanctions with which the pupils are familiar. Pupils show particular enthusiasm for the house system that provides responsibilities and friendly but keen competition. Pupils are very clear that the school does not tolerate bullying and that the small number of incidents are dealt with quickly and effectively.

### **The leadership and management are good**

- Since the previous inspection the headteacher and senior leaders have conducted a rigorous review of the school's systems for checking and recording pupils' achievement. This has significantly improved the quality of teaching, and is raising achievement. Staff, pupils and parents all share the headteacher's high expectations.
- The headteacher has devised and implemented his own 'Future Leaders' programme, developing the potential of subject and key stage leaders who are now taking on full responsibilities for their areas. Leadership of Key Stage 1 and of the inclusion of pupils who have special educational needs are particularly strong. All staff are highly positive about the training and professional development they receive at the school and on external courses.
- Senior school leaders are clear sighted about the strengths of the school and the areas for improvement. They ensure that all school policies are implemented consistently across all the year groups and while very supportive of any improvement the headteacher has not been afraid to tackle underperformance in teaching.
- Leaders and governors ensure that teachers are clear about the link between salary progression and the progress their pupils make, and no teacher moves up the pay scale without there being evidence of strong teaching performance.
- Pupils experience a broad and balanced range of subjects and activities both in the classroom and beyond. This includes good provision for developing pupils' skills in information and communication technology and also of their creativity, particularly in the artwork which is evident throughout the school. Pupils' spiritual, moral, social and cultural development is well promoted and they have a good understanding of different faiths and cultures in modern Britain and around the world.
- The tracking of groups is a key factor in the rapid improvements that the school has made. However, the excellent systems for checking pupils progress are not yet extended to all subjects.
- The local authority considers the school to be in safe hands and has provided it with support and guidance when needed. The headteacher's expertise and experience have been put to good use

in his role as a Local Leader of Education, giving assistance to neighbouring schools.

- The well-informed awareness of the whole school community of the importance of safeguarding means that any risks are swiftly identified and immediately addressed. The vast majority of parents are very positive about all aspects of the school's work and the school keeps detailed records of any concerns that do arise, taking action where appropriate.
- The school has a strong focus on the physical well-being of pupils. Pupils show an excellent understanding of the importance of a healthy diet and the need for regular exercise. This helps them to be alert and energetic in their learning. The school has used its primary school sports funding to develop pupils' participation in sports and to give training to staff.
- **The governance of the school:**
  - Since the previous inspection the governors have provided increasingly constructive support and challenge to the headteacher and have helped him to bring about key improvements. Governors keep their skills up to date through regular training. Although they are well informed about how well the school is doing they are not yet fully involved in the creation of plans to move the school forward. They receive regular and comprehensive information from the headteacher and senior leaders, and they make regular visits to monitor the school's work. Governors have contributed fully to the discussions on how the pupil premium funding should be spent and have kept a careful check on the impact of the extra support and guidance provided for eligible students. They hold the headteacher to account for the way in which increases in pay are used to reward teachers and they know how any underperformance is being tackled. Governors meet all their responsibilities well, including the national requirements for safeguarding pupils. Parent governors play an important role in encouraging wider parental involvement and all governors now have contact with the day to day life of the school.

## What inspection judgements mean

School		
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

<b>Unique reference number</b>	116755
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	444158

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Lucy Hall
<b>Headteacher</b>	John Tilley
<b>Date of previous school inspection</b>	26 May 2010
<b>Telephone number</b>	01905 453348
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