

# Kilmorie Primary School

Kilmorie Road, London SE23 2SP

## Inspection dates

22–23 March 2017

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is an outstanding school

- Outstanding senior leadership at Kilmorie provides the drive and vision to ensure that the school has continually improved since the previous inspection.
- Senior leaders, including governors, use pupil performance information skilfully in the relentless pursuit of excellent teaching and learning.
- Governors have an excellent understanding of school performance. They conduct highly professional and stringent discussions that hold the school's leaders to account.
- School leaders ensure that sport, music, drama and art are deeply embedded elements within the school's curriculum. They enrich pupils' experiences with exciting and varied trips and visitors.
- The school's safeguarding procedures are effective and ensure pupils' safety.
- Teachers and support staff use highly effective questioning to check pupils' understanding. This helps them make the next step in their learning.
- All staff receive highly effective training and support. This has improved their skills and knowledge to improve pupils' learning rapidly.
- Leaders' excellent use of the pupil premium funding is diminishing the differences between the disadvantaged pupils, including the most able, and other pupils nationally.
- Pupils develop exemplary behaviour. Their attitudes to learning are extremely positive across the whole school.
- Pupils' spiritual, moral, social and cultural development is outstanding. It is evident in the high-quality discussions pupils have in lessons on a number of moral issues.
- Children in the Nursery and Reception classes learn quickly from low starting points. Highly skilled staff plan exciting learning activities both indoors and out.
- Parents hold the school and leaders in extremely high regard. The tremendous volume of written and verbal praise received by the inspection team was overwhelmingly positive.
- Middle leaders' skills have developed quickly in supporting senior leaders to improve teaching and learning.
- Leaders agree that presentation is varied across the school and more work could be done to improve pupils' handwriting.

## **Full report**

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

- Ensure the school's policy for teaching handwriting is applied consistently in order to further improve the presentation of written work across a range of subjects.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- From the minute pupils enter the building, the predominant ambition of the school leaders to provide an excellent quality of education at Kilmorie Primary School is evident.
- Since the previous inspection, senior leaders, including governors, have worked hard to develop capacity in key roles. Middle leaders have successfully developed their skills and now make up the present senior leadership team. This includes the lead for the creative arts.
- Senior leaders work closely with the middle leaders, teachers and support staff to ensure teaching is at the highest level possible. The commitment of the whole staff makes sure that pupils receive well-planned, organised and stimulating lessons.
- Leaders have a very accurate picture of the strengths of the school and are relentlessly ambitious to improve pupils' achievement even further. This is successfully linked to leaders' work in managing the performance of staff. Teachers are encouraged to reflect on their own performance and the training that supports them meeting their objectives. They base their reflections on a range of evidence about pupils' progress.
- Teachers, including those new to the profession, are well supported to improve their skills. Staff are proud of the work that they do in providing pupils with an outstanding quality of education. They speak highly of the 'open door' culture of the senior leaders in supporting them to improve their practice.
- Middle leaders are developing their skills successfully in using information accurately to decide on priorities for improving standards in their subjects. The high-quality professional training and a coaching culture offered by senior colleagues ensures that middle leaders are able to carry out their roles effectively.
- The new assessment system was devised in consultation with teachers. Leaders have developed links with other schools to support moderation of pupils' work. As a result, pupils' progress is monitored thoroughly. Accurate assessment information is analysed by senior leaders to ensure no pupil is left behind. There are a range of interventions, some of which are led by the senior leadership team, for those pupils who are at risk of not keeping up.
- The outstanding curriculum at Kilmorie develops pupils' creative skills as well as secure high academic achievement. Parents are rightly proud of how the school helps their children to be well-rounded citizens of the future. They are overwhelmingly supportive of the high status that music and drama have at the school. They say they look forward to the 'West End quality' productions in which their children perform.
- The promotion of the pupils' spiritual, moral, social and cultural education is underpinned by the school's values. As a result, pupils have a deep understanding of how the 'Kilmorie child values' help them to develop as responsible young people and to be prepared for life in modern Britain.
- The very effective use of the additional sports funding provides a range of activities led by specialist teachers and instructors. These activities include hockey, football and

rugby. Leaders are ambitious about developing high-quality sports experiences for pupils. Talent is spotted quickly. For example, pupils who showed exceptional skills in diving have been identified by external agencies. Pupils love the wide range of clubs. Every child has an entitlement to attend one of the many after-school activities. Many pupils are members of more than one. Consequently, pupils have a high regard for developing a healthy lifestyle.

- Leaders spend the pupil premium funding extremely well. They ensure that high-quality interventions diminish the difference between the progress of pupils from disadvantaged backgrounds and other pupils nationally by the end of Year 6, particularly in reading and writing.
- Pupils who have special educational needs and/or disabilities make very strong progress from their starting points. Additional funding is spent on resources that make the most difference to pupils' outcomes. Successful links with external services are having a beneficial effect on these pupils' development. Support staff lead on adapting the learning for pupils who have early speech and language difficulties. As a result, the needs of these pupils are met successfully.
- A vast majority of parents have a deep affection for the school. They have high regard for the work of the headteacher, who has ensured the school remains a cohesive community through the recent expansion. Parents like the fact that senior leaders are available daily to speak to and can see that leaders' work to keep their children safe is effective. These strong relationships have a positive effect on pupils' learning and have improved pupil attendance.

### **Governance of the school**

- Governance is a great strength of the school. Governors work exceptionally well to support and challenge the work of senior leaders. They have an incisive knowledge of the school's past performance and share the senior leaders' clear vision for how they wish the school to develop in the future.
- Governors benefit from the highly effective leadership of the chair, who sets high expectations for all their work. Roles and responsibilities are clear and governors constantly seek appropriate training to improve their own skills. Governors' minutes show that they ask very challenging questions in order to hold leaders to account and continually support school improvement.
- Governors have an in-depth knowledge of the quality of teaching in the school. They manage the appraisal of the headteacher's work extremely efficiently. They ensure that pupil premium and sports funding is used wisely to benefit all pupils.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that pupils are well cared for and safe. Staff training has covered the government's current requirements. Staff know how they should raise any safeguarding concerns to senior staff and governors.

- Leaders, including governors, ensure that that the school's recruitment processes are fit for purpose. All the appropriate staff checks are carried out and recorded effectively.
- The safeguarding lead ensures that all staff are aware of their statutory responsibilities in keeping children safe. Pupils understand the work the school staff do in keeping them safe, including how to assess risks when using online devices. Parents say they are very confident that their children are safe and extremely well cared for when they are at school.

## Quality of teaching, learning and assessment

## Outstanding

- Teaching is outstanding. Hard-working teachers and support staff share the high aspirations of the senior leaders. They welcome the guidance they receive to improve their practice. As a result, pupils benefit from consistently excellent teaching.
- Teachers plan highly stimulating lessons that draw out pupils' understanding. All staff ask probing questions that deepen pupils' learning throughout their lessons. High expectations are evident in the quality of pupils' responses.
- In mathematics, teachers explain calculation methods clearly and assess levels of pupils' understanding accurately. Work seen shows that teachers set appropriate work to meet the needs of pupils consistently. For example, the most able pupils respond successfully to 'think' questions for additional opportunities to develop their reasoning skills.
- The teaching of phonics is highly effective. Pupils develop their early reading skills quickly. Those pupils heard reading were able to talk confidently about their favourite authors. They read fluently and with appropriate expression. Pupils read widely across the curriculum and this supports their learning in other subjects. The most able readers enjoy texts which are above the level expected for their age.
- Relationships are extremely positive between adults and pupils across the whole school. Well-trained teaching assistants provide high levels of support for all pupils. They are used effectively to provide additional interventions for pupils when gaps in learning are identified.
- Teachers give pupils time to embed their basic skills. Their effective guidance is used well by pupils to enable them to make very strong progress over time. Pupils engage in a lively dialogue with their teachers. This has a positive impact on their progress.
- Pupils who have special educational needs and/or disabilities achieve well because of the excellent teaching and support they receive. As a result, they make strong progress from their starting points. Teachers make sure that all pupils' contributions are valued equally in school activities. For example, a very well-presented Year 2 assembly on the Antarctic enabled all pupils to be included in the high-quality performance.
- Most pupils produce well-presented work of high quality. Writing is a particular strength in key stage 1 because of the attention paid to presentation skills. Leaders agree this is not as consistent in key stage 2 and that the consistent application of the school's handwriting policy would improve overall presentation.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding. The care given to pupils and their families is admirable. School leaders know their families exceptionally well. This has been maintained throughout the process of school expansion. They understand when they need additional support to ensure their children attend school regularly.
- The school offers a well-attended breakfast club to all pupils and their families. This results in many pupils having a positive beginning to the school day.
- Pupils actively participate in their lessons, clearly showing huge enjoyment. They are confident and eager to share their learning. The extremely positive relationships are nurtured throughout the school, resulting in pupils being fully involved in their learning.
- The 'Kilmorie child values' are of high importance to the staff and pupils. Pupils are regularly assessed against them, alongside their academic achievement. Pupils have a deep understanding of how these characteristics help develop them as future citizens.
- Pupils show a deep respect for their teachers and additional adults. They have complete confidence in the staff to help them if they have any worries.
- Pupils understand that regular attendance is rewarded. This makes them eager to come to school. Parents say that even when their children are ill they do not want to miss their lessons.
- Pupils know how to stay safe online. They are very knowledgeable about strategies to combat cyber bullying. Pupils say that any bullying is dealt with quickly. This results in the happy and harmonious atmosphere around the school.

**Behaviour**

- The behaviour of pupils is outstanding. The beginning of the day is calm and orderly. Pupils enter school ready and eager to learn. This is the case across the whole school.
- The behaviour around the school is exemplary. Pupils move around the school quietly and sensibly. They are extremely engaging and polite to everyone they meet.
- Attendance is analysed rigorously. Leaders have an in-depth knowledge of the challenges families face when reviewing pupils' information. Families have received clear guidelines on the consequences that may be applied if they take their children on extended leave. The strong relationship the school has with parents means that attendance is improving and is now above the national average.
- Pupils who have complex needs are given high-quality care. Consequently, lessons are not disrupted and behaviour is managed excellently.

## Outcomes for pupils

## Outstanding

- In 2016, the proportion of pupils, including those eligible for pupil premium funding, achieving a good level of development in the early years was well above the national average.
- The number of pupils achieving the expected standard in the Year 1 phonic check has continued to improve. In 2016, results were well above the national average, including for disadvantaged pupils.
- Pupils, including those from a disadvantaged background, made excellent progress from their starting points in the key stage 1 assessments in 2016. The proportion of pupils, including the most able, meeting the expected standards was higher than national averages in reading, writing and mathematics.
- In key stage 2, from starting points which are often already high, pupils made excellent progress across the school in reading. The 2016 results show that the proportion of pupils meeting the expected standards was higher than national averages. Leaders identified quickly that not all disadvantaged pupils who entered the school with average attainment achieved the higher standards by the end of their Year 6 for writing and mathematics. Current work and accurate assessment information show that high-quality interventions have been successful in improving the outcomes for these pupils this year.
- Pupils who have special educational needs and/or disabilities make strong progress, often from low starting points. This is because staff identify pupils' needs swiftly. Additional funding is spent well, which means that highly effective support is provided. This proves successful in enhancing pupils' progress.
- Pupils' books show that they make excellent progress in a range of subjects in addition to English and mathematics. Pupils have a range of opportunities to apply their skills of explanation and reasoning successfully. This includes history, geography, science and religious education. As a result, pupils are very well prepared for secondary school.

## Early years provision

## Outstanding

- The Nursery provision is an excellent foundation for all children to develop early basic skills. They develop independence quickly because routines are established effectively. This contributes to a calm and orderly start to the day for the children.
- The early years provision is led very well. All staff provide activities which engage children's interest. They are able to assess children's progress accurately. As a result, the children develop into confident learners who can work with each other extremely well.
- Leaders ensure that safeguarding is highly effective. Staff work relentlessly to ensure all the environments are secure. Vigilant staff challenge visitors to establish whether they should be in the setting. As a result, staff ensure children can play safely and encourage them to be careful.

- The environment is very stimulating and reflects all areas of learning. The staff team generate highly effective planning weekly. As a result, children's interests are met successfully through well thought out, targeted activities.
- Detailed assessments draw on a wide range of evidence. These are used to decide how to organise the setting and introduce challenges, particularly for the most able children. This is equally effective indoors and outside. Leaders ensure that the outdoor provision is well used and it mirrors the learning in classrooms effectively.
- Writing is a real strength in the setting. Children are given many opportunities to develop early mark-making and writing in a range of contexts. The children's outcomes are strong and most can write simple sentences, spelling words correctly and using a full stop.
- Phonics teaching is highly effective. The children eligible for pupil premium funding typically enter the early years with skills significantly below those typical for their age. They make exceptional progress in acquiring early reading skills to meet, and in some cases exceed, national expectations by the end of their Reception Year.
- The rapid progress from very low starting points ensures that the proportion of children reaching the expected good level of development is significantly higher than national averages. Consequently, children are very well prepared for Year 1.
- Relationships with parents and carers are extremely strong. The shared information and regular contact with parents ensures that they contribute to the children's excellent progress. Parents recognise the exceptional work that the staff do in preparing their children well for the transition to key stage 1.

## School details

Unique reference number	100718
Local authority	Lewisham
Inspection number	10008721

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	619
Appropriate authority	The governing body
Chair	Sally Kelly
Headteacher	Elisabeth Stone
Telephone number	020 8291 1250
Website	<a href="http://www.kilmorieschool.co.uk">www.kilmorieschool.co.uk</a>
Email address	<a href="mailto:headteacher@kilmorie.lewisham.sch.uk">headteacher@kilmorie.lewisham.sch.uk</a>
Date of previous inspection	9–10 July 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- Kilmorie is an expanding school. It is currently moving from two forms to three forms of entry.
- The proportion of pupils eligible for pupil premium funding is in line with the national average.
- The proportion of pupils who have special educational needs and/or disabilities is lower than that found nationally.
- The proportion of pupils who speak English as an additional language is above the national average.

- The school meets the current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

## Information about this inspection

- Inspectors observed learning in every year group with senior leaders. Inspectors also visited assemblies.
- Inspectors scrutinised books to evaluate the current progress and achievement of pupils, both in lessons and through work scrutiny.
- Inspectors listened to pupils from Year 1 to Year 6 read. Inspectors also spoke to these pupils about the types of books they read and their enjoyment of reading.
- Inspectors reviewed school documentation related to pupils' achievement and the quality of teaching and learning. This included the school's current plans for improvement and assessment information on the achievement of current pupils in the school.
- Inspectors observed pupils' behaviour in lessons and around the school site. Inspectors also scrutinised the school's logs on attendance, behaviour, bullying and exclusions.
- A range of safeguarding documentation was scrutinised during the inspection. This included school policies, records relating to child protection, procedures to keep pupils safe in school and the school's single central record.
- Inspectors met with groups of pupils to evaluate behaviour, safety and pupils' attitudes to learning. Inspectors also spoke to pupils informally in lessons and around the site.
- Meetings were held with the local authority representative, three members of the governing body, including the link safeguarding governor, senior leaders and middle leaders to evaluate the impact of their work.
- Inspectors met formally with groups of staff, including support staff, staff that are more experienced and those new to teaching, to review the support provided by senior leaders to improve the quality of teaching and learning. Inspectors took account of the 56 responses from staff and 125 responses from pupils to Ofsted's online surveys.
- Inspectors spoke to parents informally before school as well as those who were available to speak to at the end of day two. Inspectors also took account of the 225 responses to Ofsted's online questionnaire, Parent View.

## Inspection team

Sara Morgan, lead inspector	Her Majesty's Inspector
Dr Kanwaljit Singh	Ofsted Inspector
Paula Craigie	Ofsted Inspector
Jeffery Quaye	Ofsted Inspector
Teresa Neary	Ofsted Inspector
Karon Buck	Ofsted Inspector

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