

# Inspection of a school judged good for overall effectiveness before September 2024: Peareswood Primary School

Peareswood Road, Erith, Kent DA8 3PR

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Inspection dates:

19 and 20 November 2024

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Carla Ferla. This school is part of The Woodland Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nav Sanghara, and overseen by a board of trustees, chaired by Nick Osborne.

## What is it like to attend this school?

Pupils love learning at this warm and friendly school. They are highly motivated and look forward to coming in each morning. They are safe and happy here. Pupils know who to speak to if they have any worries. They talk enthusiastically about their learning and take great pride in their achievements. Everyone celebrates success in the weekly assembly. Parents and carers look forward to 'Pride Time', where they can see what their child is learning.

Pupils do very well here, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). This is because the school has exceptionally high aspirations for all pupils.

Behaviour in lessons is exemplary. Pupils learn about equality and know why the school rules of 'ready, respectful, safe' are important. They are proud to be part of this school community and take their roles of responsibility very seriously.

There are many opportunities for pupils to enhance their learning and develop new interests. Pupils enjoy frequent trips and visits in the local area, as well as further afield to places of cultural significance such as the Cutty Sark and Greenwich Maritime Museum. Pupils use digital tools to experience the wider world. They learn about the law and how to keep themselves safe through regular visits from their local police officer. Clubs are well attended, including coding, gardening and choir.

## **What does the school do well and what does it need to do better?**

The curriculum is well sequenced and ambitious across all subjects. The school's use of digital technology to support and enhance pupils' learning is exemplary. This is particularly effective for pupils with SEND, where digital tools are used to ensure pupils can access a broad and rich curriculum. For example, pupils can apply their thinking using a range of digital tools such as video and voice notes. Staff identify pupils with additional needs promptly. As a result, pupils get the support they need and achieve highly.

In lessons, teachers present information clearly. Staff are skilful in using questioning to check pupils' understanding and extend their learning. Pupils participate in lessons with confidence. There are many opportunities for pupils to apply what they have learned. For example, where pupils have a secure understanding of a concept, they can try to teach their peers. The school's work to develop stronger links between subjects means pupils develop a wide body of connected knowledge. For example, in Year 2, pupils learn how to sew on buttons in design and technology. This is linked to a history unit about London's Pearly Kings and Queens.

Pupils make excellent progress in learning to read. This is evidenced by consistently high outcomes in the phonics screening check. The phonics programme is well embedded, and staff have the necessary training to deliver it expertly. Staff are highly effective in ensuring pupils are focused and engaged during their phonics sessions. Where pupils are not making the progress expected, this is picked up quickly, and interventions are put in place to help them catch up. Reading is given high status across the school. Texts are carefully chosen to reflect a wide range of genres and experiences. Pupils who act as reading ambassadors play a key role in promoting and encouraging reading.

Pupils behave exceptionally well. The atmosphere in lessons and around the school is calm and purposeful. Pupils listen attentively and follow classroom routines diligently. This means that no learning time is wasted. Where needed, pupils help each other to meet the school's high expectations for behaviour.

The way the school develops pupils' character is exceptional. From the early years, children are encouraged to develop their independence and to make informed choices about their learning. Pupils grow in confidence as they move up the school. They learn how to speak in different contexts, such as debates and discussions. Some pupils represent their school at events and conferences. Pupils are thoughtful and considerate individuals. Through their learning, they develop a deep sense of responsibility towards their peers and the wider community. This is supported by the 'kindness superheroes' and the many ambassador roles. In lessons, pupils have opportunities to apply their knowledge to important moral questions and social issues, for example considering how to address the problem of plastic pollution when learning about coasts and rivers.

The highly dedicated staff group is committed to achieving the very best outcomes for pupils. They value the supportive culture and the opportunities to develop professionally. There is a positive approach to innovation, and staff work collaboratively to pilot new initiatives and approaches.

Attendance is improving and remains a key focus for the school. With support from the trust and an experienced governing body, the school has a robust system in place to respond to absence. Carefully tailored support is provided to families to help address any barriers to attendance.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in May 2019.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	137417
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10345930
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	439
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nick Osborne
<b>CEO of the trust</b>	Nav Sanghara
<b>Headteacher</b>	Carla Ferla
<b>Website</b>	<a href="http://www.peareswoodprimaryschool.co.uk">www.peareswoodprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	21 and 22 May 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is a larger-than-average-size primary school.
- The school is part of the Woodland Academy Trust.
- The school makes use of one registered alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other leaders, a range of staff, the chair of governors and representatives from the trust.
- The inspector visited a sample of lessons, spoke to some pupils about their learning

and looked at samples of pupils' work.

- The inspector checked the school's policies and records, including those related to behaviour, attendance and pupils' wider development.
- The inspector considered the responses of pupils, parents and staff to Ofsted's surveys.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Polly Haste, lead inspector

His Majesty's Inspector

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