

Deepdale Junior School

Inspection report

Unique Reference Number	119227
Local Authority	Lancashire
Inspection number	358518
Inspection dates	18–19 October 2010
Reporting inspector	Brian Dower

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair	Mr David Foster(Acting)
Headteacher	Miss Shenaz Munshi
Date of previous school inspection	8 May 2008
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Introduction

The inspection was carried out by three additional inspectors. They visited 10 lessons and observed nine teachers. Meetings were held with groups of pupils, staff, three governors and a representative of the local authority. Conversations were held with parents and carers during the course of the inspection. Inspectors observed the school's work, and looked at a range of documentation, including pupils' books, monitoring and assessment records, school improvement planning and curriculum and lesson plans. Ninety nine completed questionnaire returns from parents and carers were analysed, together with a sample from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- The quality of learning in lessons and pupils' ability to work well collaboratively and independently.
- The extent to which learning activities are challenging and interesting for all groups.
- Pupils' openness to new ideas and their tolerance and respect for differences in others' beliefs and cultures.
- Pupils' ability to use their basic skills well across subjects.
- The school's ability to break down barriers to pupils' learning and development.

Information about the school

The school is larger than average. The proportion of pupils known to be eligible for free school meals and that of pupils with special educational needs and/or disabilities are above average. The vast majority of pupils are from minority ethnic backgrounds, mainly Indian with a small minority with a Pakistani heritage. A large majority speak English as an additional language. The school has a number of awards, including Healthy Schools' status, the Activemark Gold, Investors in People and the Basic Skills Agency Quality Mark.

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?**2****The school's capacity for sustained improvement****2**

Main findings

This is a good school. The school's assessment of pupils on entry to Year 3 shows that their attainment is below average. The progress they make by the end of Year 6 is good and they achieve well. Their attainment is average

Pupils say they feel safe in school. There are effective systems in place to deal with rare instances of discrimination or bullying and to guide pupils on how to be safe on the internet. Pupils have a good understanding of how to stay fit and well by eating healthy lunches and taking plenty of exercise. Older pupils take on a range of responsibilities, including helping to care for the younger ones as mentors. Suggestions from the school council on improving teaching and learning have been taken up, for example in extending opportunities for topic-based work to make the curriculum more relevant. Pupils are involved in a range of local community activities covering sport, culture and environmental projects. Pupils' social, moral, spiritual and cultural development is outstanding.

Teachers know the pupils well and have tailored provision to meet their needs. This is particularly apparent in the outstanding care, guidance and support provided, enabling all groups to make the same good progress. There are instances of potentially vulnerable pupils making exceptional progress. Pupils' relationships with each other and with adults are mutually respectful, underpinning the cohesive nature of this multicultural school. The help given to many families to enable them to support their children's education helps to draw the local community together.

The teaching seen during the inspection was predominantly good and was at times outstanding. Classrooms are stimulating. Teachers plan learning activities that are challenging and enjoyable for all groups of pupils. Teachers make good use of information and communication technology (ICT) to encourage independent learning. There are minor inconsistencies in the effectiveness of teachers' marking and which means it is not always made clear to a pupil how their work can be improved. A small minority of pupils fail to complete their work, either because they have difficulty writing at length or because they manage time badly. Although pupils have opportunities to discuss in groups and with a partner, opportunities are sometimes missed for class discussions or formal presentations of work.

The school's influence is extensive in helping families to support their children's education and as a result, its contribution to community cohesion is outstanding. Self-evaluation is accurate and has brought about improvements in the rigour and effectiveness with which subject leaders monitor and support pupils' learning. The school is clear about the way ahead and the rise in attainment in English and mathematics indicates the school's good capacity to improve further.

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What does the school need to do to improve further?

- Improve the quality of teaching and learning to raise attainment further by:
 - extending opportunities for pupils to talk at length about their learning.
 - improving pupils' ability to complete and present their written work coherently and at length
 - ensuring greater consistency in the way pupils are guided on how to improve, particularly in following through the response to identified weaknesses to ensure they have been overcome.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and talk enthusiastically about their work. They all socialise and work well together. Most work independently with limited guidance and support. As a result, progress is good and has led to a significant rise in attainment over the last two years in English and mathematics. Such good progress is being maintained in the work seen now for all groups, including those pupils with special educational needs and/or disabilities and those who speak English as an additional language. The presentation of written work, however, sometimes lacks clarity and there is a small minority of pupils who fail to complete written assignments or who have difficulty writing at length. Pupils are satisfactorily prepared for the next stage in their education. They have good literacy, numeracy and ICT skills and use these well across subjects. Their speaking skills are less well developed. This is particularly apparent when they are called upon to talk about their work to the class as a whole.

Behaviour is good and pupils are supportive and considerate of each other. Overall attendance rates are well below average but improving due to the school's strenuous efforts. Most pupils attend school regularly however, absence levels are high because of religious observance and extended leave. The school's rigorous and continuing efforts have been successful in reducing the persistent absence rates since the last inspection. Pupils have a very good understanding of right from wrong and have a keen sense of fair play. Their spiritual awareness is highly developed. They reflect on their relationships with each other and the world around them. Their creative work shows their sensitivity to the diversity and uniqueness of the natural world. They have an excellent understanding of the culture and religious beliefs of people from different parts of the world.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have good subject knowledge. They plan lessons well to ensure that learning activities are suitably challenging and enjoyable for all groups. They monitor progress carefully in lessons and by looking at pupils' books on a regular basis. Much of the marking seen was good but there remain inconsistencies in the way pupils are guided on how to tackle weaknesses. For example, it was rare to see work revisited or revised to ensure it is always completed or to help those who find writing at length difficult. Instances were seen where marking identified a weakness in learning but it was not monitored in later work to see if the pupil had overcome it successfully. Pupils talk well about their work in group and paired activities but opportunities for them to engage in whole-class discussions are limited. The school is highly effective in identifying and meeting the needs of potentially vulnerable pupils and those pupils who speak English as an additional language. As a result, they often make exceptional progress academically and personally.

The curriculum provides well for the development of pupils' basic skills and for their knowledge and understanding of the world around them. It is enriched by many visits out and talks from visitors from diverse occupations and backgrounds. Shared values, the well-planned personal, social and health education programme and the general ethos of exceptional care and support for pupils ensure that barriers to learning are broken down. The same level of concern for pupils' well-being is seen in the effective measures in place

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to smooth their transition into Year 3 and then their transfer to Year 7. The school monitors absences rigorously and works closely with parents and outside agencies to improve attendance and as a result, it is rising. The effectiveness of the measures the school has taken has brought a significant reduction in the number of persistent absentees. This is testimony to the school's work to raise aspirations and alert pupils to future opportunities and enable them to make the best out of what it provides.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and deputy headteacher, ably supported by middle leaders, are ambitious for the school's success. Their use of challenging performance targets and the effective systems in place to monitor progress has resulted in attainment rising for all pupils regardless of gender, ethnicity or ability. This, together with incidents of bullying or discrimination being very rare, testifies to the school's commitment to equal opportunities for every pupil. Forward planning is good and appropriate priorities are in place to take the school forward.

Community cohesion is very carefully evaluated. It is rigorously promoted and is having a major impact on the local and wider communities, particularly helping the integration of those families new to this country and those who need support through difficult times. The school works closely with community groups and with agencies to broaden the curriculum and promote pupils' well-being. It undertakes extensive charity work for causes in this country and abroad. The school itself is a harmonious working community where differences are accepted and respected. The governing body is effective and governors know the school well and are closely involved in shaping its future direction. They monitor performance closely and ask probing and challenging questions. Safeguarding procedures are well established and safe working is evident in daily routines. The school provides good value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

A small minority of parents and carers returned completed questionnaires. Of these, most were supportive of the school. A few recorded concerns about the ease with which they could raise issues with the school. Inspectors found that a range of channels were in place for parents and carers to make their views known. The concerns raised were discussed with the headteacher and the Acting Chair of the Governing Body. The Governing Body has been asked to monitor the effectiveness of those channels in enabling the views of parents and carers to be heard and responded to.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Deepdale Junior 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 99 completed questionnaires by the end of the on-site inspection. In total, there are 321 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	35	60	61	2	2	2	2
The school keeps my child safe	36	36	56	57	5	5	0	0
My school informs me about my child's progress	30	30	55	56	9	9	1	1
My child is making enough progress at this school	30	30	50	51	13	13	4	4
The teaching is good at this school	31	31	54	55	8	8	3	3
The school helps me to support my child's learning	27	27	55	56	10	10	4	4
The school helps my child to have a healthy lifestyle	27	27	60	61	8	8	3	3
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)	32	32	53	54	9	9	3	3
The school meets my child's particular needs	26	26	58	59	10	10	4	4
The school deals effectively with unacceptable behaviour	29	29	53	54	10	10	2	2
The school takes account of my suggestions and concerns	27	27	41	41	19	19	6	6
The school is led and managed effectively	26	26	48	48	11	11	9	9
Overall, I am happy with my child's experience at this school	27	27	55	56	8	8	4	4

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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



20 October 2010

Dear Pupils

Inspection of Deepdale Junior School, Preston, PR1 6TD

Thank you for the warm welcome we received when we visited your school. Many of you gave generously of your time to talk to us and we appreciated the contribution you made to the inspection.

We found that yours is a good school. You work hard and make good progress in your work. Standards have risen over the last two years, particularly in English and mathematics. You told us that you enjoy your work and the many activities you are involved in outside of lessons. We were impressed by how well you get on together and the way you respect and celebrate the many different cultures and beliefs represented in your school. Your moral and spiritual awareness and your social skills are excellent.

You are concerned for those less fortunate than yourselves and you do a great deal to help them through your fund-raising events. You also do a lot to help out in school, particularly the older pupils who act as buddies and mentors to the younger pupils. You clearly have the personal qualities required for future success.

You told us how much you like your teachers and the teaching assistants and that they are always there for you if you have problems. We agree that they work hard to give you the care and support you need to make the best possible progress. You respond by behaving well and helping each other. A few pupils find difficulty presenting their work well and some of the work seen in your books is unfinished. There are pupils who lack confidence when speaking to large groups. We have asked the staff to help you improve in these areas. We have also asked that when your work is marked, teachers check that mistakes do not keep on happening.

Thank you again for making our visit interesting and enjoyable. Continue to work hard and make sure that you attend school regularly. Our best wishes to you all.

Yours sincerely

Mr Brian Dower

Lead inspector

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