

Downsview Community Primary School

Inspection report

Unique Reference Number	134515
Local Authority	Kent
Inspection number	366104
Inspection dates	24–25 November 2010
Reporting inspector	Emma Ing

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	142
Appropriate authority	The governing body
Chair	Mrs Hopelin Appleton
Headteacher	Mr Duncan Edwards
Date of previous school inspection	23 June 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector following a monitoring visit made by Ofsted in September 2010, which judged the progress made by the school to be inadequate.

Ten lessons were observed and six teachers were seen. Meetings were held with various groups of pupils, with the Chair of the Governing Body, staff and a representative of local authority. Inspectors observed the school's work and looked at the school's plans, its tracking data and the minutes of governing body meetings. Questionnaires returned by 18 parents and carers were scrutinised, together with those received from staff and pupils.

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

- the progress made by middle-ability pupils, those who are known to be eligible for free school meals, and those of Gypsy Roma heritage ♦
- the quality of literacy teaching throughout the school, including the use of assessment to support learning
- the quality of target setting and the tracking of pupils' progress, as well as the impact of any interventions made
- the extent to which subject and area leaders are involved in monitoring, evaluating and leading the areas for which they are responsible.

Information about the school

Downsview is a smaller than the average primary school. Pupils are organised into six classes, one of which caters for children in the Early Years Foundation Stage. An above average proportion of pupils is known to be eligible for free school meals. A slightly higher than usual proportion of pupils has special educational needs and/or disabilities. The proportion of pupils from minority ethnic groups is in line with the national average; the two largest minority ethnic groups being Black British (7.2%) and Romany or Gypsy (5%). A few pupils speak English as an additional language. At the time of the inspection governors provided breakfast and after-school clubs during term time.

The school achieved Healthy School status in 2007 and Activemark in 2009.

Since the departure of the headteacher in July 2010, there has been turbulence at this level of leadership. The executive headteacher, who was appointed in September 2010, was replaced with an advisory headteacher later that month who has been unable to be in school. At the moment the school is led on a part-time basis by a second advisory headteacher who was due to start working in the school full time from January 2011.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Following the monitoring visit made by Ofsted in September 2010, Kent Local Authority has sought to secure improvements in the quality of education at this school. However, there remain serious inadequacies in all areas of the school's work. Governors are not meeting their statutory responsibilities in relation to the safeguarding of pupils, the promotion of equal opportunities, or the provision of sex education.

Despite making great strides in their learning in the Reception Year, overall the progress made by pupils is inadequate and attainment is low. The lack of progress in both English and mathematics, and the extent to which older pupils have fallen behind, are particular concerns.

Pupils do not always feel safe. They report that there is a lot of name-calling and some fighting which are not properly challenged by staff. The culture of the school is not one that celebrates diversity and values the richness of British society.

The school has not had systems in place to set pupils challenging targets, or to track effectively the progress of individuals, in order to ensure that the supportive interventions provided are appropriate. Nor has the school analysed the progress of different groups to determine how well their needs are being met. Evidence available at the time of the inspection indicated that all groups are making inadequate progress including middle-ability pupils, those with special educational needs and/or disabilities, those who are of Gypsy Roma heritage, those who are known to be eligible for free school meals and those who are at an early stage of learning English as an additional language. In part, this is because teachers are not basing their planning of tasks on pupils' current level of knowledge and skills, and also because interventions are not well devised to meet pupils' basic learning needs.

Teaching has improved since the monitoring visit in September 2010 but remains inadequate. In the Reception and Year 4/5 classes, teaching is good. Pupils in these classes enjoy their learning and participate with enthusiasm. The close tracking of the progress of individual children by the leader of the Early Years Foundation Stage enables her and her team to plan precisely to meet children's individual learning needs and move each on appropriately. In the remainder of the school, assessment is not used to plan lessons that meet individual learner's needs. As a consequence, the pace is too slow for some and too fast for others. Lessons, like the curriculum as a whole, lack excitement,

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challenge and relevance. Consequently, pupils, while not disruptive, are often distracted. There is too little focus on the promotion of oracy, numeracy and literacy throughout the curriculum.

There are specific weaknesses in the teaching of literacy. There is a lack of consistency in the teaching of reading and use of letters and sounds. Teachers do not consistently model good use of language and do not support pupils to develop their oracy or to further their interpretation of text through reflective reading and discussion. There are too few opportunities for pupils to practise extended writing.

Kent Local Authority has recently supported the school and, with the advisory headteachers, has drawn up a preliminary action plan. Steps have been taken to secure improvement. For example, a new system to track the progress made by pupils has been introduced and teachers have begun to include learning objectives in their planning. Staff express the view that they value the leadership of the advisory headteacher. However, leadership throughout the school is at a very early stage of development. The steps taken have not had time to make a difference and there is a great deal more to be done. Leaders throughout the school are not yet engaged in rigorous or accurate self-evaluation and do not have a clear understanding of where the school needs to be. Individual staff are working in isolation and the impact of their work is not reviewed. The school's capacity to improve is, therefore, judged to be inadequate.

What does the school need to do to improve further?

- The governing body must, as a matter of urgency, ensure that the school meets statutory requirements in relation to:
 - the safeguarding of pupils
 - the promotion of equality of opportunity
 - the provision of sex education.
- Develop a culture of respect and a safe environment by:
 - ensuring that the school promotes and celebrates diversity
 - consistently and robustly challenging behaviour or language which may cause anyone to feel unsafe.
- Raise standards and increase the rate of progress made by pupils, particularly in English and mathematics in Key Stages 1 and 2, by:
 - setting challenging targets, tracking progress and securing appropriate interventions to support those who are at risk of falling behind
 - ensuring that both teachers and pupils are sharply focused on the next steps for each individual pupil's learning throughout lessons and that teachers give clear feedback to pupils based on these
 - ensuring that the curriculum as a whole and individual lessons are relevant, interesting, linked to the real world and strongly support pupils in developing their basic skills.
- Develop leadership at all levels by:
 - establishing a shared understanding of the school's vision and the task ahead

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- instituting effective systems for self-evaluation, forward planning and monitoring of progress
- introducing robust procedures for holding all staff to account and celebrating success.

Outcomes for individuals and groups of pupils

4

Those parents and carers who responded to the Ofsted questionnaire indicated that they feel that their children enjoy school. Observations at the school and discussions with pupils confirm that they enjoy much of what the school has to offer, particularly in Reception. However pupils, particularly those from minority ethnic groups, commented that they do not feel safe at the school. They identified name-calling, swearing and fighting as concerns and, while they knew that they could tell a teacher, not all were confident that any measures would be taken to help them. At the prompting of the advisory headteacher, members of the school council have recently begun to discuss their expectations of pupils' behaviour with their class groups so there is some emergent leadership from pupils. At the moment, however, pupils' contribution to the school and to the community as a whole is very slight and none of them has had the opportunity to develop leadership roles or take responsibility to a significant degree.

When children start at the school in the Reception class their skills are at the levels typical of their age group. As a result of careful tracking and personalised teaching, they make good progress and finish this year with skills that are more highly developed than usually seen in communication, language and literacy and in mathematical knowledge and understanding. In Key Stage 1, however, the progress they make is inadequate and the standards they reach at the end of this key stage are well below average in reading, writing and mathematics. Their progress in Key Stage 2 is also inadequate and attainment is well below average in both English and mathematics.

In lessons pupils' concentration is erratic. They generally try quite hard, but they tend to drift when the work they are set is too easy or too difficult. They are sometimes, understandably, not very interested in what they are doing. They are not clear about what would make their work good or better and so do not find it easy to correct or improve their efforts.

Pupils speak with enthusiasm about some inspiring events that they have experienced, for example the visit from the 'Bug Man' and a trip to the Imperial War Museum. These events have captured their imagination and they are able to talk at length about what they have learned from them. Several have particularly enjoyed their topic work and commented that they liked being able to produce their work on computers.

Following a concerted effort by the school, well supported by the local authority, there has been a marked improvement in pupils' attendance. It is, however, still below average.

Pupils' knowledge of the world beyond school is very limited and they have not developed awareness of the arts, or of our multicultural society. They do, however, have a sound understanding of what it takes to live a healthy lifestyle. They can talk about this with confidence having learned about it in science. They exercise regularly and the food they eat in school is generally healthy.

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These are the grades for pupils' outcomes

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

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?

Outside the Reception and Year 4/5 classes, lessons are dull. Teachers are not able to generate a sense of excitement or enthusiasm because lessons lack challenge and are not related to the outside world. Teachers do not use assessment carefully to ensure that the work that they introduce is focused on clear and appropriate learning objectives for individual pupils. For many pupils in each lesson, the work is either too easy or too difficult. Teachers do not refer back to learning objectives during the lessons to reinforce learning. Nor do they enable pupils to judge whether they are meeting these objectives and what they might do to improve their work. Although most lessons are supported by teaching assistants, they are not deployed well to enable all pupils to be challenged at an appropriate level.

Teaching in the Reception class is good. Here, planning is carefully matched to children's abilities and interests and adults are skilled at asking open questions which help the children think things through and develop their understanding.

The curriculum is not meeting the needs of pupils because in Key Stages 1 and 2 it is very dry and does not relate to the outside world. As a result, it fails to capture the imagination of pupils. There is very limited provision for cross-curricular work and teachers are not supporting the development of oracy, numeracy and literacy throughout the working day. There are some after-school sporting opportunities which pupils value, but there is little to support their development in the arts.

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Staff identify pupils who have additional learning needs and offer intervention packages to help them keep up their learning. These are not always well planned. The special educational needs coordinator is new to the post. She has just begun to identify objectives for these interventions and rightly plans to evaluate their impact.

The family liaison officer has been effective in helping families to get their children into school and reducing absence levels. She has good contact with a range of specialist welfare services outside school and liaises appropriately to ensure that children whose circumstances make them vulnerable get support. With the exception of the Early Years Foundation Stage, staff have not begun to consider how they might best support those pupils who speak English as an additional language.

Staff do not adequately supervise the main playground and pupils explained that teachers cannot be counted on to deal with incidents. As a result, not all pupils feel safe.

Children relax and play happily at the after-school and breakfast clubs. The inspection identified several small adjustments that need to be made to ensure their safety. Staff hear children read, support them with their homework and enable them to be creative as well as use the computer and play in a less structured way. There is a strong focus on healthy eating and in warmer weather the children can play outside.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	4

How effective are leadership and management?

There has been insufficient leadership in the school to secure a safe environment and a satisfactory education for pupils. Pupils' progress and their levels of attainment have deteriorated markedly over the past three years. Since the Ofsted monitoring visit last month there has been a growing recognition among staff that there is work to do to improve the school. However, newly appointed middle leaders lack experience and there is not a shared determination to improve the provision for pupils.

Minutes of meetings of the previous governing body indicate that governors do not play a part in setting the strategic direction of the school or hold senior leaders to account. The newly formed governing body has a chair who understands this and recognises the need for change. Training sessions are planned. However, at the moment governors are not equipped for their role. They do not understand their responsibilities in respect of either the safeguarding of pupils or the promotion of equality of opportunity and do not have policies in place. At the time of the inspection, there was no racist incident log being kept and the school was not engaged in promoting equalities. The school does vet staff appropriately and most staff are trained in how to protect children.

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Through the work of both the family liaison officer and the head of the Early Years Foundation Stage, there is some effective support for families. In addition, staff throughout the school have made efforts to help parents support their children's learning. There is a school newsletter, but reports made to parents about their children are not accurate. The school's contribution to promoting community cohesion is neither planned for nor evaluated, although a few activities take place which contribute to the community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

The Reception area environment is welcoming and interesting with many opportunities for children to develop their language and mathematical skills.

The children are happy and, because staff present them with a range of appropriately challenging and interesting learning opportunities, they are developing their understanding and skills well. The staff have established a good balance of the time they direct learning and the amount of time children have to select their own activities. They use questioning very well to help children to think things through and they record children's progress carefully. These assessments are in turn used to plan further very specifically for each child which enables them all to make good progress.

Children have learned to behave well, taking turns and asking each other politely when they want something. They know the routines in the class and they feel safe.

The leader of the Early Years Foundation Stage has developed good partnerships with parents to enable them to support their children's learning in a variety of structured ways. Induction processes are good so children settle quickly once they join the class. The children are well cared for and supported and staff are aware of how to protect them. Leadership of this phase of children's learning is good. However, because there are failings

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in the safeguarding of all pupils at the school, including those in Reception, both the provision and the overall leadership of this area are judged inadequate.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

A very small minority of parents returned questionnaires. Those that did were generally satisfied with the school although three parents expressed concern that their children were not making the progress that they should and a few were concerned about recent changes in leadership.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Downsview Community Primary 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 18 completed questionnaires by the end of the on-site inspection. In total, there are 142 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	8	44	10	56	0	0	0	0
The school keeps my child safe	9	50	9	50	0	0	0	0
My school informs me about my child's progress	4	22	14	78	0	0	0	0
My child is making enough progress at this school	5	28	10	56	1	6	2	11
The teaching is good at this school	5	28	10	56	3	17	0	0
The school helps me to support my child's learning	4	22	11	61	3	17	0	0
The school helps my child to have a healthy lifestyle	2	11	14	78	0	0	0	0
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)	3	17	9	50	4	22	0	0
The school meets my child's particular needs	2	11	13	72	3	17	0	0
The school deals effectively with unacceptable behaviour	4	22	7	39	6	33	0	0
The school takes account of my suggestions and concerns	4	22	10	56	3	17	0	0
The school is led and managed effectively	2	11	9	50	4	22	0	0
Overall, I am happy with my child's experience at this school	7	39	7	39	4	22	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



26 November 2010

Dear Pupils

Inspection of Downsview Community Primary School, Swanley BR8 8AU

Thank you for welcoming me and my colleague when we visited your school recently. We enjoyed talking to you and looking at your work. You told us that you particularly enjoy the special events such as the visit of the 'Bug Man' and your trips.

We saw that you behave sensibly in lessons but sometimes get distracted because the work is too easy or too difficult for you. We noted that you enjoy many aspects of school but were concerned to hear that quite a few of you do not always feel safe. We found that the school does not help you to take on responsibilities or develop broader skills such as those for leadership, and that you do not learn about different cultures.

As well as looking at your books and watching your lessons, we looked at information that the school has on your progress. We found that once you leave Reception you are not making the progress that you should.

The school is not doing enough to put right the things that need improving. As a result, we have said that it needs 'special measures'. This means that it will be given extra help and that other inspectors will visit to see how it is getting on. We have asked the school to:

- make sure that the governing body is doing what it needs to as set out in law
- make sure that lessons are closely matched to each of your particular learning needs
- make lessons and the curriculum interesting and tell you exactly what you need to do to make your work better
- create a school environment that is safe and where everyone is respected ♦
- ensure that everyone is working closely together to improve the school.

You can all help by sharing your views about how the school could be better and by doing your best in your learning.

Yours sincerely,

Emma Ing

Her Majesty's Inspector

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