

# Deanwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	131391
<b>Local Authority</b>	Medway
<b>Inspection number</b>	360268
<b>Inspection dates</b>	16–17 March 2011
<b>Reporting inspector</b>	Michelle Winter HMI

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

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<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>	136
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Giles
<b>Headteacher</b>	Alison Palmer
<b>Date of previous school inspection</b>	30 April 2008
<b>School address</b>	Long Catlis Road Parkwood Gillingham ME8 9TX
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Nine lessons were observed and seven teachers were seen. Meetings were held with groups of pupils, staff and governors. The inspectors observed the school's work and examined documents including the school development plan, the school's self-evaluation, assessment data used to monitor pupils' performance and attendance information. They also analysed the content of 50 questionnaire returns from parents and carers.

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

- The quality and consistency of teaching, particularly in Key Stage 2, to secure good learning and progress in English.
- Attainment of higher achievers particularly in mathematics and science.
- The behaviour of pupils and its impact on learning.
- The attendance of pupils, including the school's effectiveness in encouraging good attendance.

## Information about the school

This is a smaller-than-average primary school and has a falling school roll. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of pupils with special educational needs and/or disabilities is higher than average. Most pupils are of White British heritage. The majority of pupils speak English as their first language. The school has close links with the on-site nursery and children's centre which are run privately and were not included in this inspection.

**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?**

**3**

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

**3**

## Main findings

This is a satisfactory school. It has a number of strengths and is a welcoming, friendly and harmonious community in which pupils feel safe. Most pupils look forward to school and consequently behave well and are keen to learn. They take responsibility for aspects of school life with enthusiasm. For example the 'Power Rangers' are looking forward to planting trees and making habitats for bugs. Pupils say they would like further opportunities to take on additional responsibilities. Pupils benefit from the good individual care, guidance and support they receive, particularly for those pupils with special educational needs and/or disabilities. Some effective partnerships are developing, notably with the on-site children's centre, which promotes good transition arrangements for children entering the school. Parents and carers are very supportive of the school and appreciate the strong community feeling and wide range of extra-curricular activities on offer. Despite these strengths, not all pupils attend regularly. The school is adopting appropriate strategies to tackle this and attendance is now in line with primary schools nationally and improving.

Leaders and managers have an accurate understanding of the strengths and weaknesses of the school. Actions to bring about improvement have been effective in developing aspects of the curriculum and in improving attainment and progress so that achievement is satisfactory. However, teaching has not had enough rigorous monitoring to ensure it is of consistently good quality. Pupils join the school with skills expected for their age and reach broadly average standards in mathematics and English when they leave. A focus on developing assessment systems has resulted in careful tracking of pupils' progress and more consistent marking of their work. This is developing further to ensure that pupils fully understand their next steps in learning. Overall, the school's capacity for further improvement is satisfactory.

Inconsistencies in the quality of teaching mean that it is broadly satisfactory with some that is better than this. In the best lessons teachers use assessment information to provide challenging and exciting learning opportunities. Conversely in weaker lessons tasks are not appropriately matched to pupils' needs, particularly for the more-able pupils. In these lessons additional adult support is not always fully effective in helping to move learning on.

Children are happy in the Early Years Foundation Stage because adults are supportive, encouraging and care for pupils well. In some areas there are not enough opportunities for children to develop their learning through meaningful play, particularly in the outside environment.

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

- Improve the quality of teaching and learning so that it is consistently good or better by:
  - ensuring appropriate differentiation in lessons, particularly for higher- achieving pupils
  - ensuring all adults working with pupils have the necessary skills to move learning forward.
- Improve the effectiveness of leaders and managers at all levels by:
  - ensuring there is rigorous and purposeful monitoring of teaching and learning.
- Improve provision in the Early Years Foundation Stage by:
  - ensuring the environment provides rich opportunities for children to develop their learning through meaningful play, particularly outside.

## Outcomes for individuals and groups of pupils

**3**

Pupils generally enjoy their learning. Evidence from lesson observations and the school's own data confirm that achievement for all groups of pupils is satisfactory because good progress is not yet consistent across all classes. Pupils' writing is improving because they understand how to improve their work and there are increased opportunities for daily writing. Teachers are routinely planning specifically for higher achievers in mathematics. It is too early to see the impact of this focus on pupil outcomes.

Leadership of the provision for pupils with special educational needs and/or disabilities ensures these pupils are identified quickly and their progress is tracked carefully along with all pupils. As a result, these pupils make satisfactory progress. The school is currently evaluating the impact of specific learning programmes for pupils.

All parents and carers who responded to the questionnaire feel their child is safe at school and pupils agree. They have a good understanding of how to stay safe and the curriculum is supporting their understanding in this area, for example through lessons on the dangers of internet use.

Pupils are polite, confident and friendly. Behaviour in lessons and around the school is good. Pupils understand the difference between right and wrong and apply this during their time in school. The school deals effectively with rare incidents of unacceptable behaviour. Pupils know how to keep healthy. They have a good understanding of the consequences of unhealthy lifestyles, including the effects of drugs and alcohol. The healthy tuck shop and several sporting opportunities help pupils to stay healthy, as well as balanced school meals that are popular with some. The results of a pupil survey have resulted in a curriculum review and greater opportunities for pupils to say what they would like to learn and how teachers and pupils plan their topics together.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> 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?

Teaching is broadly satisfactory across the school. Teachers' subject knowledge in English and mathematics is strong and in the best lessons pupils are challenged and supported to work independently. They are excited by the content of the lessons and teachers use their good knowledge of pupils' previous learning to provide work which matches pupils' needs accurately. In lessons that are less effective, detailed assessment information is not being used well enough to plan work which matches the needs of all pupils, particularly the higher achievers. In some lessons, additional adults supporting pupils do not have the necessary skills to explain accurately how to complete tasks or move learning on. Marking consistently shows pupils what they have done well and what can be improved. Ambitious targets are set for pupils. Feedback helps them understand the next steps in their learning but these are not yet consistently communicated to all pupils.

The school has recently introduced a curriculum which is more flexible and responsive to the interests and needs of pupils. Some subjects are taught within a theme so that pupils understand the links in their learning and it becomes more relevant to them. For example, some older pupils were learning about bullying in a lesson which had clear and obvious links to their literacy and history work on the Victorians. Pupils say they enjoy learning in this more creative way and would like more opportunities to work like this. Leaders plan to review the curriculum to ensure that all of the key knowledge and skills are taught across the year.

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The care, guidance and support of pupils are good. Effective transition arrangements are in place on arrival and for pupils leaving the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders are focused on improving pupils' enjoyment and achievement. They communicate this to the wider school community. Appropriate plans are in place to help secure improvements. Leaders understand that the quality of teaching and learning is not consistently good enough to promote good progress for all groups of pupils. Regular monitoring provides useful feedback to teachers but this is not always rigorously followed through and examples of good or better teaching are not systematically shared with all teachers. Leaders have addressed areas of improvement from the last inspection, including behaviour management and marking of pupils' work.

The governing body has a broad view of the strengths and weaknesses of the school and is keen to develop its role more fully to effectively hold the school to account in key areas. The school satisfactorily promotes equality of opportunity and tackles discrimination. The promotion of community cohesion is satisfactory. There are links to the local area. Leaders plan to reach out to contrasting schools further afield to promote cohesion and cultural development.

The school provides regular and appropriate information to parents and carers. It seeks to consult them on a range of issues including the recent review of the attendance policy. Leaders plan to engage parents and carers more fully, for example through a new learning platform.

Safeguarding procedures are in place and all regulations and duties are met. All staff have been suitably trained but the school is not systematically tracking and recording training. Some key policies are not immediately available to parents and carers.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The quality of provision in the Early Years Foundation Stage is satisfactory. Children are happy, well cared for and enthusiastic to learn. Adults have good relationships with the children and are very supportive and encouraging. All welfare arrangements are in place. Social development is good. Children play with and alongside their friends amicably. They confidently access and share resources and can talk about their learning.

Staff keep appropriate and detailed records of children's achievements and progress. Parents and carers are invited to add to these through their special books which record experiences and achievements at home.

The specific teaching of the sounds letters make and opportunities for speaking and listening are supporting sound language development. There is an appropriate balance of adult-led activities and those which children choose for themselves. However, the learning environment does not provide enough stimulating opportunities for children to develop their learning through play. Children are enthusiastic to learn in the outdoor environment which is particularly appealing to the large number of boys. However, there are missed opportunities to develop skills, particularly in writing and numeracy, as part of children's outdoor play. Leaders have a clear understanding of what needs to improve but have had insufficient opportunities to make a difference.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The questionnaires indicate a high level of support and confidence in the school. Responses were particularly positive about the quality of teaching, pupils' progress and how the school helps pupils keep healthy.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Deanwood 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 136 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	54	21	42	2	4	0	0
The school keeps my child safe	28	56	22	44	0	0	0	0
My school informs me about my child's progress	25	50	20	40	4	8	0	0
My child is making enough progress at this school	23	46	24	48	3	6	0	0
The teaching is good at this school	23	46	24	48	2	4	0	0
The school helps me to support my child's learning	24	48	23	46	2	4	0	0
The school helps my child to have a healthy lifestyle	18	36	26	52	3	6	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)	18	36	26	52	3	6	0	0
The school meets my child's particular needs	25	50	22	44	1	2	1	2
The school deals effectively with unacceptable behaviour	19	38	25	50	5	10	1	2
The school takes account of my suggestions and concerns	21	42	23	46	4	8	0	0
The school is led and managed effectively	16	32	21	42	8	16	1	2
Overall, I am happy with my child's experience at this school	30	60	16	32	3	6	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 March 2011

Dear Pupils

**Inspection of Deanwood Primary School, Gillingham ME8 9TX**

Thank you for making us so welcome when we visited your school recently. I certainly enjoyed observing your learning in the classrooms and I could see that you are very enthusiastic in your lessons. I enjoyed talking with you and was impressed by your politeness and the way you get on with your teachers and each other. I know from talking to you and reading your questionnaires that you enjoy being at school and feel safe there. Your headteacher and staff take good care of you and make sure that you get along well with each other. I enjoyed hearing about the things you like to do at school and was impressed with your willingness to take responsibility for things around the school.

Overall, you make satisfactory progress. I have asked your headteacher, the staff and governors to try to make your school even better by:

- making sure that more lessons are as good as the very best so that you make at least good progress
- regularly checking that teaching is improving
- giving children in Reception more opportunities to learn through play, especially outside.

I hope you will play your part by continuing to work hard and do your best.

I wish you every success in the future.

Yours sincerely

Michelle Winter

Her Majesty's Inspector

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