

Days Lane Primary School

Inspection report

Unique Reference Number	101428
Local Authority	Bexley
Inspection number	376562
Inspection dates	16–17 November 2011
Reporting inspector	David Shepherd

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	675
Appropriate authority	The governing body
Chair	Kim Murray
Headteacher	Sandra Jones
Date of previous school inspection	26 April 2007
School address	Days Lane Sidcup DA15 8JU
Telephone number	020 8300 1697
Fax number	020 8300 2544
Email address	admin@dayslane.com

Age group	3–11
Inspection date(s)	16–17 November 2011
Inspection number	376562

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by four additional inspectors, who observed teaching and learning in 29 lessons led by 20 different teachers. Meetings were held with the senior staff, a group of pupils and the Chair of the Governing Body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 304 parents and carers, 52 staff and 100 pupils were received and analysed.

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

- Why is attainment above average and progress satisfactory according to data?
- How consistently effective are teaching and the use of assessment data throughout the school?
- How effective is the monitoring and evaluation carried out by senior staff and subject coordinators on improving pupils' progress and attainment?

Information about the school

This school is larger than most primary schools. The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion who speak English as an additional language. Lower than average proportions of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is lower than average, as is the proportion who have a statement of special educational needs. The Early Years Foundation Stage consists of one Nursery class and three Reception classes. A new headteacher has been appointed during the past year, as have three members of the senior team. The school has gained Healthy Schools status and an Eco Schools award. A privately run breakfast club and after-school club take place each day but these 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?

2

The school's capacity for sustained improvement

2

Main findings

Days Lane Primary School is a good school. Children get off to a good start in the Early Years Foundation Stage. This is built upon through the school, and pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in line with their capabilities. This is because teaching is good. Excellent care, guidance and support mean that pupils enjoy school, feel extremely safe, get on well together, lead healthy lifestyles, behave well and play an important part in enabling the school to run smoothly. Pupils are gaining a good understanding of their responsibilities to each other, the school and wider community.

Pupils' attainment in English and mathematics at the end of Year 6 is high. Attainment in reading, writing and mathematics in Year 2 is also significantly above average. However, during the past year, the year 6 cohort did not make the good progress through key stage 2 that previous cohorts had done, but it was satisfactory. This is because of inconsistencies in teaching in key stage 2. There are no significant differences between the attainment and progress made by boys and girls throughout the school. The school's monitoring and observation of lessons show that pupils' progress is again good.

Relationships between pupils and adults are consistently good, and this is a key feature of lessons. As a result, pupils try hard to please staff. Teachers ask searching questions that identify what pupils know and what they need to learn next. They provide pupils with key words they might use that help them spell correctly. Lessons include learning objectives but, on a few occasions, these do not consistently indicate what pupils at different levels of ability are to learn in lessons. The impact of this is that occasionally a few pupils do not achieve as much as they could. Teachers and teaching assistants provide good guidance to pupils in their groups during lessons, but pupils working independently do not always receive the support they need to make the progress of which they are capable. Marking provides encouragement and good guidance for pupils about how to improve. However, opportunities are not consistently provided for pupils to respond to suggestions made. The curriculum meets pupils' needs well and is enriched by a wide variety of visitors to the school and visits to places of interest.

The headteacher provides clear and decisive leadership, and strong teamwork between the headteacher, staff and the governing body is a notable feature of leadership and management. The headteacher and senior staff understand the needs

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

of individual pupils very well. Their evaluations are accurate and rigorous, and have led to clear improvements in provision and outcomes for pupils. A number of senior staff and subject coordinators are new to their roles and have not yet had time to have an impact on improving progress and attainment in their areas of responsibility. Links with parents and carers are good. As one parent typically wrote, 'We think this is a fantastic school.' The governing body is keen and supportive. This, along with the good relationships throughout the school and the school's success in maintaining high attainment in English and mathematics, demonstrates the school's good capacity to sustain further improvement.

What does the school need to do to improve further?

- By April 2012, improve the quality of teaching and use of assessment data by ensuring that all teachers consistently:
 - identify to pupils at different levels of ability what they are to learn in lessons
 - correct mistakes being made by pupils working independently during lessons
 - provide pupils with opportunities to respond to guidance included in marking.

- Ensure the monitoring and evaluation carried out by senior staff and subject coordinators new to their roles lead to improved outcomes for pupils by:
 - training senior staff and subject coordinators new to their roles further in the techniques of monitoring and evaluation
 - providing opportunities for them to monitor and evaluate outcomes in their areas of responsibility
 - ensuring areas for development identified are included in plans for improvement and implemented.

Outcomes for individuals and groups of pupils

1

Pupils' achievement is outstanding and test results are high. They start school in the Early Years Foundations Stage with skills that are at expected levels, and make good progress as they move through the school. Pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, are developing their basic skills well and are well equipped with wider skills and personal qualities for their future lives. The progress made by pupils known to be eligible for free school meals is also good.

Pupils settle down quickly to their work. For example, in Year 6, pupils were fully engaged and responded enthusiastically as they identified different types of connectives in a text. In Year 5, pupils were excited by and enjoyed learning about the daily lives of rich and poor people in Tudor times. Year 2 pupils speedily worked out answers to simple addition questions and eagerly moved on to adding larger

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

numbers.

Pupils have a good knowledge and understanding about healthy eating and the importance of regular exercise. They enjoy physical activities in lessons, at playtimes and in after-school clubs which help promote their healthy lifestyles. The impact of the Healthy Schools status can be seen by pupils’ positive responses in their questionnaires. Pupils’ behaviour was good during the inspection, and sometimes exemplary. Pupils make a good contribution to the school and local communities. For example, pupils in all classes carry out tasks to help their teachers, such as giving out and collecting equipment and books. Elected pupils represent well their peers on the school council. They collect funds for a range of charities at home and abroad. The Eco Schools award illustrates pupils’ awareness of the need to protect the environment. Pupils reflect thoughtfully upon some of the broader issues in life, such as friendship, but their understanding about different beliefs and cultural traditions is not so well developed.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	1
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	1
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	1
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers’ planning and classroom organisation are effective in enabling lessons to flow smoothly. Good use is made of writing frames, which help pupils develop a story and write at length. Pupils are encouraged to check their work following success criteria on a marking sheet and this helps them to judge how well they have achieved. Teachers and teaching assistants support pupils with special educational needs and/or disabilities well on an individual and/or group basis and this helps these

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

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

pupils in their understanding of particular aspects of their work. This additional teaching helps these pupils make good progress. Provision for pupils with English as an additional language is also good as indicated by the good progress made by these pupils. Occasionally, lesson introductions are too long for some pupils to sustain their concentration, and the pace of learning in these lessons is too slow.

Residential visits, such as to Hayling Island, provide pupils with good opportunities to experience and learn different skills such as rock climbing and canoeing. Inter-school competitive sports in cross-country running, athletics and swimming enrich the curriculum significantly. The school is rightly proud of its large choir which performs in the local area as well other venues, for example the Fairfield Hall. Provision to promote pupils’ personal development is included effectively throughout the curriculum. Pupils receive good opportunities to develop their speaking and listening through working in pairs, especially at the beginning of lessons. However, not enough opportunities are provided to learn about different cultures and beliefs.

Excellent arrangements for pupils joining the school at the beginning of the school year and at other times ensure that they settle very quickly. In replies to their questionnaires, most pupils responded that they were looked after very well by staff. Pupils with special educational needs and/or disabilities are identified appropriately and effective provision is allocated to meet their needs. The school enlists the support of all appropriate agencies and works very closely with parents and carers to meet pupils’ special social, emotional and learning needs. One parent reflected this when writing, ‘I have noticed a positive change in my son’s confidence since he is now being given direct guidance, allowing him to achieve good results in his work both at school and at home.’ Procedures for promoting attendance are effective, as indicated by improving levels of attendance. Transition arrangements are excellent from the Reception class into Year 1 and from Year 6 to secondary school.

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, ably supported by senior staff, has successfully instilled a sense of ambition and drive to improve the work of the school. The newly formed senior team identifies accurately the strengths and weaknesses of teaching and learning, and incorporates the areas for development into detailed plans of action. Monitoring and

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

evaluating by senior leaders of pupils’ progress and attainment are systematic and rigorous, and are leading to improvements in teaching and pupils’ progress. However, new subject coordinators have not received enough training to evaluate their effectiveness, and areas for development in some subjects have not been included in school plans. This is partly the reason why there are some relative weaknesses in the quality of assessment and its use to improve pupils’ progress. The school is aware of this and has set aside time to address these issues.

The school has good relationships with parents and carers. Initiatives such as regular newsletters, the website, coffee mornings, compliment/concerns slips, workshops for parents and carers and training for parent helpers in classes all help to promote this positive relationship. Parents and carers are invited into school on a number of occasions, such as for consultation evenings, assemblies and productions. One parent, reflecting the views of others, wrote, ‘I have been extremely happy with my children’s all-round education that Days Lane has provided.’ On the other hand, a few parents and carers expressed concerns about aspects of school life.

The governing body is effective. It is keen, enthusiastic and shows high levels of commitment to the school, providing a good level of challenge. Safeguarding procedures are good. Staff are rigorously vetted and trained regularly in child protection procedures which are exemplary. Pupils and parents and carers indicate that the school provides a secure environment for learning. Links with the local authority and medical services help to promote effectively the personal development and well-being of pupils, especially those with special educational needs and/or disabilities.

The school promotes equality well for the different groups and tackles any racist behaviour and discrimination effectively. Procedures for managing behaviour are good. This enables all groups of pupils to achieve well. Community cohesion is good. Pupils have good links with their local and a few international communities, although their links with national communities are relatively less well developed.

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

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

The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children join the Nursery class and Reception classes with skills and abilities that are at the expected levels for their age. They make good progress from these starting points in all areas of their learning. Children with special educational needs and/or disabilities and those who speak English as an additional language also make good progress in line with their capabilities.

Children enjoy their learning and tackle their activities with relish and enthusiasm. They are looked after very well and are kept extremely safe. They are given good opportunities to chat to adults about what they are doing. They practise the sounds letters make, read, write, count and play with toys and other equipment and most are challenged effectively at their different levels of skills and abilities. Behaviour is good and children get on well with each other and with adults. The inside and outside learning environments are stimulating and well organised. They provide children with an enjoyable range of activities which helps develop their understanding and skills in all areas of learning. The balance between adult-led and child-initiated activities is good. The Early Years Foundation Stage is well led and staff work well together as a team and have a good understanding about early years provision. Children’s progress is monitored and recorded systematically but assessments are not always linked to planning; this means that some children do not receive an appropriate level of challenge. Links with parents and carers are good. Induction procedures are outstanding and children settle quickly into school routines.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The views of parents and carers are positive overall. Approximately one third of the questionnaires returned included written comments, some of which were positive but others expressed some concerns. Positive comments focused on their children’s

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

enjoyment of school, caring and hard-working staff, good provision for pupils with special educational needs and/or disabilities and good teaching. Their views have been included throughout the report but can be summarised by the parent who wrote, 'My son's behaviour has improved immensely', 'My daughter is enjoying her time and being well educated in a caring school' and 'The school has recently taken an upward turn for the better.'

On the other hand, a few parents and carers expressed concerns about a lack of communication with parents and carers, lack of progress being made by their children, behaviour not being managed well, lack of support for pupils with special educational needs and/or disabilities and the approachability of the headteacher. Inspectors discussed these issues with the headteacher who pointed out most of these had been highlighted by parents and carers previously in a questionnaire that the school had sent out recently to them. Following this questionnaire the headteacher, along with senior staff, put together a plan of action to address these concerns. This report has commented positively on some of these concerns, for instance, progress, behaviour and provision for pupils with special educational needs and/or disabilities. The headteacher expressed a willingness to continue to address the concerns of parents and carers.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Days Lane 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 304 completed questionnaires by the end of the on-site inspection. In total, there are 675 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	164	54	130	43	7	2	1	0
The school keeps my child safe	164	54	132	43	5	2	0	0
The school informs me about my child’s progress	88	29	191	63	24	8	0	0
My child is making enough progress at this school	116	38	160	53	25	8	2	1
The teaching is good at this school	139	46	155	51	7	2	0	0
The school helps me to support my child’s learning	105	35	177	58	18	6	0	0
The school helps my child to have a healthy lifestyle	93	31	204	67	5	2	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)	96	32	183	60	7	2	1	0
The school meets my child’s particular needs	102	34	175	58	12	4	4	1
The school deals effectively with unacceptable behaviour	75	25	184	61	25	8	2	1
The school takes account of my suggestions and concerns	70	23	188	62	31	10	2	1
The school is led and managed effectively	77	25	181	60	24	8	6	2
Overall, I am happy with my child’s experience at this school	131	43	157	52	10	3	4	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ 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.



18 November 2011

Dear Pupils

Inspection of Days Lane Primary School, Sidcup DA15 8JU

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. Thank you to those of you who completed the questionnaire for us. We found your responses very helpful. You go to a good school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You enjoy school and get on well with each other.
- You feel extremely safe and understand the importance of eating healthy foods and taking exercise.
- You like your teachers and teaching assistants and try your best to please them.
- You are well behaved and make a good contribution to the school.
- You are enthusiastic about all the different activities provided for you, including music clubs and visits out of school.
- You have good teachers who look after you extremely well.

We have asked your headteacher, teachers and the governing body to do two things to make your school even better.

- Let you know what you are expected to learn in lessons, check on your work during lessons and give you time to carry out the improvements suggested in marking.
- Make sure that the plans that the school has to help you do even better are working.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**