

# Deansbrook Junior School

## Inspection report

---

<b>Unique reference number</b>	101273
<b>Local authority</b>	Barnet
<b>Inspection number</b>	395408
<b>Inspection dates</b>	30–31 May 2012
<b>Lead inspector</b>	John Horwood

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	359
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Helen Burns
<b>Headteacher</b>	Simon Putman
<b>Date of previous school inspection</b>	11–12 June 2009
<b>School address</b>	Hale Drive Mill Hill London NW7 3ED
<b>Telephone number</b>	020 89593423
<b>Fax number</b>	020 82010492
<b>Email address</b>	office@deansbrookjnr.barnetmail.net

---

<b>Age group</b>	7–11
<b>Inspection date(s)</b>	30–31 May 2012
<b>Inspection number</b>	395408



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

### Inspection team

John Horwood

Additional Inspector

Mirella Lombardo

Additional Inspector

Veronique Gerber

Additional Inspector

This inspection was carried out with two days' notice. The inspectors used a number of strategies to observe learning. These included lesson observations ranging from 20 to 40 minutes. Over six hours was spent observing teaching, which included visiting 13 lessons taught by 12 teachers. Meetings were held with staff, members of the governing body and a group of pupils. Informal discussions also took place with parents, carers and pupils. The inspectors observed the school's work, and looked at documents including the school improvement plan, minutes of meetings, the school's information on pupils' progress and samples of pupils' work. The responses to questionnaires from 154 parents and carers were examined and analysed.

## Information about the school

Deansbrook Junior School is a larger than average-size junior school. There are three classes in each year group. The proportion of pupils from minority ethnic groups and the proportion who speak English as an additional language are above the national average. The proportion of pupils known to be eligible for free school meals is higher than that found nationally. The proportions of disabled pupils and those who have special educational needs, including pupils who are supported at school action plus or have a statement of special educational needs, are higher than found in most schools. The proportion of pupils who join or leave the school at other than the normal times is higher than the average compared to other schools. The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress. The school manages a daily breakfast club which is held within the school.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Strong leadership ensures that good teaching enables pupils to make good progress from their starting points. Pupils behave well and feel safe. Parents and carers are very satisfied with the school. It is not outstanding because achievement and teaching are good but not yet outstanding.
- All groups of pupils, including disabled pupils and those with special educational needs, make good progress in all subjects. Attainment is broadly average, although better in English than in mathematics. A relatively high number of pupils join the school after the start of Year 3, often with limited knowledge of English, and although they make good progress, they do not have time to reach the same levels of attainment as their peers.
- Teachers set a good pace of learning and most use assessment data well to plan lessons. Activities are adapted to meet pupils' needs although the more able pupils are not always sufficiently challenged throughout the whole lesson. Teachers mark pupils' work regularly and targets are used well, together with written comments. However, the comments do not always ensure that pupils are helped to take the next step in their learning.
- Pupils' behaviour and their attitudes to learning are good. They keep themselves and others safe, often with the older pupils helping the younger ones. Pupils say they feel safe in school and are taught how to keep safe and healthy.
- Leaders share a vision of giving the pupils the best opportunities. They ensure pupils are well supported when they join the school, including those who join with little or no knowledge of English. School performance is monitored closely and professional development provided for staff. Improved teaching has led to greater achievement by pupils.

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

- Increase the proportion of good and outstanding teaching and so improve pupils' progress and raise standards by:

**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

- increasing the opportunities for pupils to use and apply mathematical skills across the curriculum
- consistently planning opportunities to support and challenge the more able pupils throughout the lesson
- improving the quality of feedback to pupils by consistently ensuring that they know how to reach the next step in their learning
- ensuring that the recently improved assessment data are used consistently throughout the school to plan lessons and target the underperformance of any pupils.

## Main report

### Achievement of pupils

Pupils have good attitudes to learning and enjoy lessons. The inspection was carried out during 'science week' and lessons included many practical sessions, such as the Year 6 crime scene investigation sessions where pupils excitedly wore their forensic suits to carry out experiments. A Year 3 literacy lesson involved pupils writing a recount of their science week to describe to infant school pupils the exciting things that happen in the junior school. In a Year 5 lesson about buoyancy, there was an excellent pace and pupils were proud of what they achieved, explaining how they had made objects float. A Year 6 lesson about gravity was a typical lesson where progress was good because there was a good pace, with lively discussions taking place. The school's own lesson observations confirm that good progress is the normal situation because teaching is good.

Attainment on entry to Year 3 is broadly average. The school carries out a baseline assessment for all pupils early in Year 3 and monitors the progress that pupils make from this point. From this baseline, pupils make good progress and attain above average standards at the end of Year 6. Many of the pupils who join after the baseline assessment have limited knowledge of English and, although they soon start to make good progress, do not have long enough to attain the same levels as others. As a result, overall the attainment level of the Year 6 cohort is broadly average but all have made good progress. Pupils who are known to be eligible for free school meals also make good progress. Disabled pupils and those with special educational needs make at least good progress though attainment levels are lower than those of their peers. Variations in the achievement of boys and girls reflect the proportions of those with specific needs. Attainment is better in English than in mathematics, where pupils do not always have sufficient opportunities to practise their numeracy skills in order to raise standards further. Attainment in reading at the end of Year 6 is in line with the national average.

Pupils have a learning journal showing their progress and have opportunities to discuss their progress. They have good opportunities to assess their own work and reflect on what they have learnt. The progress of pupils who are disabled or have special educational needs is good because they receive good support from

**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

well-trained teaching assistants. Additional support is given in small group activities. Those who speak little English achieve well because they are supported by a trained and experienced group of staff and helped by being 'paired' with a pupil who speaks the same language. The most able pupils are given more challenging activities in parts of the lesson but not always throughout the entire lesson and, as a result, their progress is sometimes hampered. Pupils' good progress is confirmed by the work seen in their books, and the responses of the vast majority of parents and carers who returned questionnaires.

## Quality of teaching

Teaching is mainly good, with examples of outstanding practice. This ensures that most pupils make good progress over the key stage. Teachers use strategies that match most pupils' individual needs so that pupils learn well across the curriculum. However, the challenge provided for the most able pupils is not always consistent throughout the lesson, which slows their progress. Teachers have high expectations of pupils' academic ability and their behaviour. Teaching assistants provide good support for pupils' care and learning, particularly for those who are disabled and those with special educational needs. They are well deployed during the day to provide support in classes where they can be most effective. The inspection view of teaching matches the school's monitoring as well as the views of parents and carers

During the inspection, most lessons were associated with the science week that was taking place. This was an exciting aspect of the curriculum, where teachers delivered exceptionally well prepared lessons to a series of classes. Although they were not always familiar with the classes they were teaching, they always demonstrated good subject knowledge and good classroom management skills. They maintained a good pace and the enjoyable activities stimulated learning well. They gave pupils a wide range of opportunities, both practical and written, to develop wider skills, including how to vary the characteristics of sound and how to report on where they had visited.

Typically, teachers check on pupils' understanding of the work and involve them in reviewing their learning at the end of the lesson. Much of the marking of pupils' work is good but does not always give sufficient guidance on how to get to the next stage in their learning. Teaching has a good impact on pupils' spiritual, moral, social and cultural development. Teachers are excellent role models and, within this multi-cultural community, teachers ensure that pupils learn as a single group and develop a good understanding of each other's faith and culture.

## Behaviour and safety of pupils

Pupils all get on well together and the behaviour seen during the inspection was good. Parents and carers, as well as pupils and staff, confirm that this is the normal situation in the school. The implementation of the recently reviewed behaviour policy has been successful in improving behaviour. Pupils are now enthusiastic about the rewards and understand the need for sanctions. Incidents of disruptive behaviour are

**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

rare and there have been very few recent exclusions. The questionnaire responses were very positive about behaviour and the way the school deals with any bullying that occurs. A few parents have concerns about the behaviour of a small number of pupils but these concerns were not confirmed during the inspection. Pupils say they feel safe in school, a view shared by staff, parents and carers. One pupil commented: 'This is the safest place.' Bullying of any kind is rare and minor disagreements are quickly resolved. Pupils understand about internet security and no incidents of cyber bullying have been recorded. They enthusiastically take on responsibilities within school and join in the many activities available. Pupils have good relationships with each other and with adults, ensuring that the school is a very harmonious community. Pupils enjoy school and attendance is above the national average. Relationships and behaviour at the breakfast club are good.

**Leadership and management**

The headteacher is passionate about providing the best opportunities for the pupils and is supported by all members of the leadership team. They and the members of the governing body share the same vision for raising standards and improving the school. The staff questionnaires confirm overwhelming support for the leaders and all aspects of the school. The school's self-evaluation is accurate. The school development plan focuses on what needs to be done and is based on a good understanding of the school's strengths and weaknesses. Leaders have a clear vision for improvement. They identified that at the time of the last inspection, the school was at the early stage of a 'downward trend' and have managed to reverse this. All stakeholders are involved in monitoring and reviewing improvement. There has been good progress on the issues identified during the last inspection and the provision of history has also improved since the subject survey in 2010. During this time, attainment in English has risen significantly and attainment in mathematics maintained. All aspects of provision are good, confirming that the school has a good capacity for sustained improvement.

The management of performance and professional development of staff is given a high priority. Teachers are being trained to become more responsible for pupils' learning and are now actively involved in pupil progress reviews, including detailed discussions about the progress of disabled pupils and those with special educational needs. This recent improvement remains an area for development for the school. The governing body provides good support and challenge to the school. A governor is now attached to each year group and able to get a better first-hand understanding of the school. All pupils are treated equally, with equal access to school activities, including clubs and visits. There is no evidence of discrimination of any kind. Safeguarding requirements are fully met. The school manages a breakfast club to extend the care beyond the normal school day. Pupils are kept safe and provided with healthy food and a good range of activities.

The curriculum meets the needs of all pupils and is enhanced by a wide range of extra-curricular activities. It includes activities such as science week, a Eurovision initiative and participating in writing workshops. The well-resourced library contains

**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

books chosen by the pupils. Effective support for disabled pupils and those with special educational needs is enhanced through a good range of intervention strategies. The curriculum has a good impact on pupils' spiritual, moral, social and cultural development, with a significant contribution provided through a whole-borough initiative which enabled some pupils to participate in a Eurovision Style song contest and festival led by the school. There are good induction procedures to enable those who join the school with limited knowledge of English to access the curriculum.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



1 June 2012

Dear Pupils

### **Inspection of Deansbrook Junior School, London NW7 3ED**

Thank you for making us welcome when we visited your school. We enjoyed talking with you, reading the questionnaires most of you completed and looking at the work you do. Your school provides you with a good education.

There are many things we admired about your school and these are a few of them.

- Your headteacher is determined to give you the best education possible.
- You behave well and know how to keep each other safe.
- You all get on well together and enjoy coming to school.
- You are well cared for in school.
- You all make good progress because teaching is good and those who need extra help are given it.
- You have exciting activities, such as the science week we saw you all enjoying.
- Those of you who joined the school after the start of Year 3, including those of you who were new to speaking English, soon start to make good progress.
- The school is led and managed well.

For the school to improve further, we have asked your headteacher to do four things.

- Increase the opportunities for you to use mathematics in other subjects.
- Ensure that teachers plan lessons so that those of you who find work easy are set harder work throughout the lesson.
- Make sure that when teachers mark your work, they always tell you how to get to the next stage in your learning.
- Check that teachers use the data about how well you are doing to plan their lessons and to help those of you who are finding the work hard.

All of you can help the school to move forward by continuing to work hard. I wish you every success in the future.

Yours faithfully

John Horwood  
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](http://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](mailto:enquiries@ofsted.gov.uk).**