

# Deanwood Primary School

Long Catlis Road, Parkwood, Gillingham, ME8 9TX

**Inspection dates** 25–26 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make faster progress than in the past and their attainment is improving well. The youngest pupils have a good knowledge of letters and sounds because reading is taught in a structured way. Older pupils enthusiastically read a range of different books both in and out of school which extends their learning well.
- Pupils' knowledge and understanding of the basic skills in mathematics are good. There are regular opportunities for pupils to use their reading and writing skills when learning about other subjects.
- Pupils have good attitudes to learning; they behave well in lessons and around the school.
- Teachers have improved how effectively they make sure the work they give pupils is set at the right level. They check pupils' progress regularly and give them helpful feedback which helps to improve their work. Training for staff focuses well on the most important areas that need improvement
- Leaders check the quality of teaching regularly; their judgements are accurate. The governing body is decisive and takes appropriate action to make sure the school is well led.

### It is not yet an outstanding school because

- Pupils do not have enough opportunities to use their mathematics skills in other subjects regularly to make quicker progress.
- Marking and written feedback are not always robustly followed up to check that pupils continue to use the skills they have learned.
- The school does not offer sufficient support to parents to help them develop their children's learning most effectively, particularly in reading.

## Information about this inspection

- The inspector, together with the acting headteacher and the new headteacher, observed teaching and learning in all classes. He visited nine lessons.
- Pupils, teachers and school leaders, as well as representatives of the governing body and the local authority, met with the inspector to discuss the school's work.
- The inspector looked carefully at a range of documents including the school improvement plan. He also looked at the work in pupils' books and folders.
- The inspector considered the views of 10 parents provided through the Parent View website.

## Inspection team

Jon Carter, Lead inspector

Additional inspector

## Full report

### Information about this school

- Deanwood is smaller than the average-sized primary school. There are six classes, one of which is for both Year 3 and Year 4 pupils.
- It is currently led by an acting headteacher. A new headteacher was appointed the week before the inspection and takes up the position in January 2013. The new headteacher has provided support to the school since April 2012.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils known to be eligible for the pupil premium is broadly average.
- There is a breakfast club and an after-school club on the same site as the school which are not managed by the school's governing body. A children's centre is attached to the school. These facilities did not form part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the teaching of mathematics, so that a greater proportion of pupils make more than expected progress, by making sure that:
  - teachers plan lessons which give pupils the chance to use and apply their basic mathematics skills to solve problems in different subjects
  - teachers robustly follow up pupils' responses to marking and written feedback to check that pupils continue to use the skills they have learned
  - the school gives more effective support to staff who need assistance to enable them to improve their planning of problem-solving activities in other subjects.
- Improve the effectiveness with which the school helps parents to support their children's learning, by:
  - providing information and training opportunities so that parents better understand how to help their child make really rapid progress in reading.

## Inspection judgements

### The achievement of pupils **is good**

- Children in the Early Years Foundation Stage achieve well, many from starting points which are below what are expected. There has been rapid improvement in the proportion of pupils reaching a good level of development, although not as many children as is seen nationally achieve the higher levels.
- Pupils consistently make good progress in lessons. Disabled pupils, those with special educational needs and pupils for whom the school receives extra funding make similar progress to their classmates. There is little difference between the achievement of boys and girls.
- Pupils' learning is improving well. All pupils who left the school at the end of Year 6 in 2012 made at least the expected progress in English. Progress in mathematics has also improved and is now good, but improvements have not been as rapid as in English.
- Reading has improved particularly strongly since the previous inspection. Standards in reading are currently above average at the end of Year 2 and Year 6.
- Writing has been a strength at the school for some time and continues to improve securely. More able pupils make quicker progress in writing than their classmates. Attainment in writing is above average.
- Levels of attainment in mathematics have improved and are now broadly average. Pupils' basic mathematical skills are good. There are fewer opportunities for pupils to use and apply these skills across subjects, for example to solve problems based on real-life situations, than in English.
- Pupils are prepared well for the next stage of their education. Younger pupils confidently use the sounds that letters make to help them read unfamiliar words. Older pupils enjoy reading and make good use of libraries to extend and improve their learning.

### The quality of teaching **is good**

- Teachers demonstrate good levels of subject knowledge across a range of areas. They provide accurate information so that pupils acquire knowledge and understanding well. The teaching of the sounds letters make is accurate and consistent across all of the classes for younger pupils.
- Lessons consistently have a planned 'learning journey'. This makes sure that pupils know what they are expected to achieve by the end of the session.
- Teachers monitor pupils' work regularly to ensure that they know how much progress has been made. This enables them to provide pupils with detailed verbal feedback. Pupils take some responsibility for their own progress by selecting the level of difficulty of tasks that they attempt. Discussions with staff ensure that they have made the best choices to help them consolidate their learning or move swiftly on to the next stage. As a result, more able pupils are set appropriately harder work and progress well.
- Marking effectively identifies the improvements pupils need to make. Teachers consistently use the school's marking scheme of 'green for good' and 'pink for think'. This system provides pupils with opportunities to correct errors or try to answer a more demanding question.
- Pupils' responses to teachers' marking confirm that learning has been revisited. However, teachers do not always robustly check pupils continue to use the skills they have learned. As a result, pupils occasionally continue to make similar errors in future work.
- Short mid-lesson reviews check learning effectively. Teachers question pupils skilfully, taking good account of the level they are working at. Occasionally, pupils' responses are not developed effectively through more probing questioning and opportunities for a wider discussion with others in the class are missed.

- Teachers frequently link learning in different subjects; this engages pupils well. This was seen, for example, in a mathematics lesson for Years 3 and 4. Pupils excitedly connected their prior learning about the Tudors with practising their addition and subtraction facts.
- Pupils often use their reading and writing skills in different subjects. This enables them to get plenty of practice and to make rapid progress. However, teachers do not provide sufficient opportunities for pupils to use and apply their mathematics skills across the curriculum.

### **The behaviour and safety of pupils are good**

- Pupils typically behave well and show positive attitudes to learning. They listen carefully to teachers' explanations and discuss their learning with classmates sensibly. They regularly show good manners and politeness to others around the school.
- 'We're all friends.' This was the view expressed by a group of pupils who gave the reason why they were clear that bullying is uncommon. Pupils demonstrate a good awareness of how bullying can occur, and say that staff deal with it effectively if it does. This contributes well to pupils feeling safe.
- The school keeps appropriate records of the small number of incidents that occur. These support pupils' views that misbehaviour in class is uncommon. Exclusions from school are rare because good support is given to pupils who experience difficulties. Teachers manage pupils' behaviour consistently well.
- Most pupils attend regularly and are on time for school and lessons. They respond well to initiatives that celebrate good attendance, including awarding 'Ed the Ted' to the best class. Persistent absence is below average because the school follows up any absence rigorously.
- Parents agree that the school makes sure that pupils are well behaved. All of those who responded to the survey considered their child to be well looked after and that their child was happy at school.

### **The leadership and management are good**

- The school is well led and its leaders are well supported by the small staff team who are fully committed to continued school improvement. The sharing of expertise and good practice has become more common since the previous inspection.
- Recent staff changes at the senior level have been well managed. The local authority and the governing body have worked effectively together. This has made sure that a keen focus on improving pupils' learning has continued throughout the period before the appointment of a new headteacher.
- The school has demonstrated good capacity to improve. Accurate self-evaluation has led to well-focused staff training and continued improvement in the quality of teaching and pupils' achievement.
- The local authority's support has been appropriate for the school's changing needs. For example, it has been effective in supporting the school's drive to improve the quality of marking and accuracy of assessments through training and guidance for teachers and leaders.
- Leaders' monitoring and evaluation of the quality of teaching are regular and accurate. The leaders use the information from monitoring well to make plans for improvement. Training for staff is well matched to the needs of the whole school and has improved, for example teachers' use of learning objectives in lessons.
- Teachers who lead areas and subjects support other staff well. For example, training in the use of book corners in classrooms has improved practice across the school and helped to raise the level of reading skills. Newly qualified teachers receive good support from experienced colleagues.
- Arrangements to make sure that pupils are safe whilst at school are effective and meet

current requirements. Staff, governors and others with regular access to the school are checked and vetted appropriately.

- The curriculum is designed to meet the needs of all groups of pupils and takes good account of their interests. However, it does not provide sufficient opportunities for pupils to use and apply their mathematical skills widely enough.
  - Pupils' spiritual, moral, social and cultural development is supported well, particularly through activities in personal, social and health education lessons. Occasionally, teachers miss opportunities to use pupils' interest in the wonders of nature to stimulate discussion.
  - The school has positive relationships with parents. It does not yet, however, provide parents with comprehensive support, such as through regular information and training opportunities, to help them develop their children's learning, particularly in reading, at home.
- **The governance of the school:**
- is strong and provides good levels of support and challenge which are always well focused on the most important aims, including raising pupils' attainment and making sure the school continues to grow
  - has demonstrated its commitment to make sure that the school is well led by taking decisive and timely action where necessary
  - benefits from the range of skills and experience of members of the governing body
  - evaluates its own contribution to school improvement well.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	131391
<b>Local authority</b>	Medway
<b>Inspection number</b>	406429

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

<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>	127
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Giles
<b>Headteacher</b>	Jane Wright
<b>Date of previous school inspection</b>	16–17 March 2011
<b>Telephone number</b>	01634 231901
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