

Deepdale Junior School

St Stephen's Road, Deepdale, Preston, Lancashire, PR1 6TD

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Frequent staff and leadership changes have resulted in a considerable decline in the quality of education provided by the school.
- Pupils start Year 3 with above average standards. By the end of Year 6 standards are below average; in 2013, standards declined further in reading and writing.
- Pupils of all abilities are making inadequate progress in reading, writing and mathematics because too much teaching is inadequate or requires improvement.
- Teachers have not used the data on pupils' progress to set work that matches their different abilities. Sometimes work is too easy so pupils become bored, sometimes it is too hard and some pupils are left behind. This leads to some pupils displaying inappropriate attitudes to learning.
- Insufficient checking of pupils' progress has led to many pupils failing to reach their targets. Pupils are not given enough guidance about how to improve their work.
- The absence of a literacy leader has contributed to a fall in the standards of reading and writing. The leadership has not ensured that lessons in developing reading are effective, and that pupils have enough opportunities to practise their reading and writing.
- Limited attention is paid to the needs of disabled pupils, those who have special educational needs and those who speak English as an additional language. Consequently, they make inadequate progress.
- Leaders have not rigorously checked and evaluated the quality of teaching; as a result, there has been insufficient improvement to teaching, and pupils' progress has slowed even further.
- Leaders including governors are unable to bring about the necessary improvements to teaching and achievement. They are too heavily dependent on external support.

The school has the following strengths

- There is a calm atmosphere in the school. Pupils of all different backgrounds get on well with each other.
- Pupils' attendance has improved considerably since the previous inspection.
- Extensive support from the local authority has led to some improvement of the standards in mathematics and a small increase in the progress of the least-able pupils in reading.

Information about this inspection

- Three additional inspectors visited 19 lessons and observed 12 teachers.
- The inspectors spoke to pupils, heard some of them read and looked at work in pupils' books in several different subjects.
- The inspectors scrutinised documentation including information about safeguarding, some school policies and the information that was available on pupils' progress.
- Discussions were held with school leaders, staff, representatives of the governing body, including the Chair and Vice-chair and representatives of the local authority.
- Inspectors took account of the views of parents through informal conversations with parents as they brought their children to school, the responses of 13 parents using Parent view, the on-line questionnaire and a more formal meeting at the request of 11 parents.
- Inspectors scrutinised the 30 responses to the staff questionnaire.

Inspection team

Judith Straw, Lead Inspector

Additional Inspector

Nina Heron

Additional Inspector

Jennifer Firth

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures, because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Deepdale Juniors is larger than an average-sized primary school for pupils aged between 7 and 11 years.
- Almost all pupils come from minority ethnic backgrounds and the proportion who speak English as an additional language is high.
- An average proportion of pupils are known to be supported by the pupil premium. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of disabled pupils and those with special educational needs supported through school action is just above average. The proportion supported at school action plus or with a statement of special educational needs is also just above average.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been significant disruptions to leadership, management and staffing over the last 24 months caused by illness and resignations.
- Six new class teachers, the associate headteacher and deputy headteacher had been in post for only two weeks at the time of the inspection. Since January this year, there have been two temporary acting headteachers.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good by:
 - raising teachers' expectations of what pupils can achieve
 - matching learning tasks to the needs of different pupils more precisely, including setting harder work for the most-able pupils
 - ensuring that all pupils are actively involved in lessons so that they do not become distracted and disengaged in their learning
 - regularly checking during lessons that pupils have understood each step in their learning and, if necessary, adapting the lesson to help pupils before moving on to new work
 - improving the quality of lessons intended to improve pupils' reading skills
 - providing more opportunities for pupils to read regularly and write at greater length
 - setting higher expectations for the presentation of work in books
 - giving pupils more opportunities to work independently, solve problems and find things out for themselves in mathematics
 - giving pupils clear guidance on how they can improve their work, when marking books and setting targets for the next steps in learning.
- Raise standards and ensure that all pupils make at least good progress in reading, writing and mathematics, particularly the most-able, those of average ability, disabled pupils and those with special educational needs, by:

- strengthening the quality of support for disabled pupils and those who have special educational needs
- fully meeting the needs of pupils who speak English as an additional language
- making better use of teaching assistants especially at the beginning of lessons
- ensuring pupils supported by the pupil premium reach the same standards as other pupils
- improving the quality and use of record-keeping and target-setting so that all staff are clear what different pupils need to achieve and how best to support and challenge them in doing so.

■ Improve the effectiveness of leadership and management, including governance by:

- monitoring the progress of all groups of pupils over time, paying particular attention to the progress of disabled pupils, those who have special educational needs and those for whom English is an additional language, and taking prompt action to prevent any underachievement
- empowering staff to use data effectively in order to provide pupils with the correct level of challenge in their work
- increasing the contribution of subject leaders to developing a well-planned curriculum that inspires pupils in their learning
- making more frequent checks on the quality of teaching and learning and providing appropriate support and challenge for staff to improve
- ensuring governance secures stable staffing and leadership as rapidly as possible
- undertaking an external review of governance, to include a specific focus on the school's use of the pupil premium.

Inspection judgements

The achievement of pupils

is inadequate

- The progress pupils make across Years 3 to 6 is too slow. The majority of pupils start in Year 3 with above average standards, but by the end of Year 6 their standards are below the national average. Standards by the end of Year 6 have been below average for four years, and fell even further in reading and writing in 2013.
- From their individual starting points, most pupils do not make enough progress in reading, writing and mathematics. Opportunities are missed to give pupils sufficient practice in writing at length and to review and improve their work. Standards in reading are low overall because pupils do not read often enough. There have been some small improvements to the amount of progress made by those pupils who find reading difficult.
- Disabled pupils and those with special educational needs make inadequate progress in all year groups. The checks made by the school's staff relating to the progress of these pupils are inadequate. Staff in some classes do not have up-to-date information about these pupils' needs, including their current levels of attainment; therefore, they cannot plan the small steps of learning needed for these pupils to succeed.
- Similarly, the most-able pupils do not reach their full potential because they are not set work that matches their needs.
- The progress of pupils supported by the pupil premium support is inadequate. In the last two years these pupils have attained lower standards than other pupils. They are two terms behind in English and three terms behind in mathematics.
- The great majority of pupils speak English as an additional language, although none is at an early stage of learning English. The school has not properly considered the particular learning needs of these pupils and their progress is also inadequate.
- Within the overall picture of underachievement by all pupils, some groups are performing even less well. These include the most-able pupils, those of average ability pupils, disabled pupils and those who have special educational needs. As a result, the school is not ensuring an equality of opportunity for all pupils.
- Pupils in Year 6 in the 2012/13 academic year did better in mathematics than in previous years as a result of focused support from the local authority. However, further progress in mathematics is hampered because pupils do not undertake sufficient independent work, especially in solving problems and carrying out investigations.
- The additional funding provided to support physical education and the well-being of pupils is being used effectively to provide a good range of sporting activity which pupils eagerly participate in and enjoy. This includes specialist coaching, physical education classes and a good range of clubs which have a good impact on pupils' well-being. The school plans to review the sustainable impact of this funding.

The quality of teaching

is inadequate

- The quality of teaching over time is inadequate and is not strong enough to ensure that pupils make good enough progress. Too few lessons currently have teaching which is good or better and some teaching is inadequate.
- The pace of learning is too slow because teachers have low expectations of what pupils can achieve. Pupils sit and listen for long periods, which results in them losing interest and fidgeting. In some English lessons pupils do not have enough opportunity to write and lengthy class discussions do not capture the interest of all pupils.
- Too often, all of the pupils in a lesson, irrespective of their ability, do the same tasks. As a result, the most-able pupils are not made to think hard and the less-able pupils do not always understand what they have to do. Some teachers do not check often enough that pupils are

learning well and, if necessary, change and adapt the lesson to meet children's needs.

- Pupils do not read often enough. Lessons that are designed to improve pupils' reading skills are not promoting good progress in reading.
- Teaching assistants usually support small groups of pupils effectively, but not all lessons are planned to make the best use of their input. Sometimes, the teaching assistant is just listening to the teacher's introductions rather than ensuring that all pupils are taking an active part in the lesson.
- Teachers mark books regularly but do not include enough good quality advice to pupils on how to improve their work. Many pupils seem unaware of the targets the school has set for them and these targets are not referred to in marking. Some teachers accept untidy, illegible work which is incorrect.
- The teaching of mathematics is improving because of the training staff have received from the local authority. Although teachers are becoming more assured in the way they teach number, pupils do not have sufficient opportunities to work by themselves, to solve problems and find out things for themselves.
- In the small number of lessons where pupils make good progress, teachers provide an interesting range of activities which excite and motivate pupils.

The behaviour and safety of pupils

requires improvement

- In lessons, where teachers do not plan activities that challenge pupils of all abilities, and the pace of the lesson is slow, there are minor behaviour problems. Pupils show inappropriate attitudes to learning because they lose concentration and do not listen carefully enough. In lessons which are well planned and interesting, pupils concentrate, join in with enthusiasm and make rapid progress.
- At playtimes and around the school pupils are friendly, polite and well behaved. Behaviour in the dining hall is good. Lunchtimes provide a happy, sociable occasion.
- Pupils of different backgrounds get on well with each other and show respect to all adults. They are welcoming to visitors and are keen to talk about their school. Many pupils say that they enjoy school.
- Pupils are taught to act safely and to show regard for the safety of others. They understand different kinds of risks and are well aware of the rules for internet safety.
- Very few pupils said they were worried about bullying. Most say they feel safe in school. Most pupils understand different kinds of bullying including racist and homophobic bullying and say that it is very rare indeed. They have full confidence in their teachers to deal effectively with poor behaviour and bullying.
- Pupils take part in many different sports such as cricket, hockey, football and gymnastics. They enjoy playing in teams against other schools and feel they are keeping fit.
- Attendance has risen and is now in line with the national average. The number of persistent absentees has fallen.

The leadership and management

are inadequate

- The frequent staff and leadership changes over the last 12 months have not been well managed; consequently, there has been a lack of continuity in the leadership over time. Leaders have not monitored teaching with sufficient rigour and tracking information has not been used effectively to identify and halt underachievement. School leaders have been unable to drive improvement without additional support and hence are not demonstrating the capacity to secure necessary improvements.
- There has been insufficient monitoring of the quality of teaching. New leaders have not had enough time either to evaluate or to improve the quality of teaching.
- Subject leadership posts are not all filled. There has been no literacy coordinator for 12 months.

Strategies designed to bring about improvements such as the use of specific reading lessons have been ineffective and standards in reading and writing have fallen further. Although there is now an acting literacy coordinator she has had too little time to have any impact on outcomes for pupils

- The school is not doing enough to carefully record and track the pupils' progress and to set challenging individual targets for them. Staff have not developed the skills which would enable them to make effective use of data.
- There is a lack of permanent leadership regarding the provision for pupils with special educational needs and disabilities and there are no firm plans in place to make improvements to the way they are supported. The progress of pupils with disabilities and special educational needs and with English as an additional language is not checked carefully. Consequently teachers are unable to intervene quickly when these pupils start to fall behind.
- The very recently appointed associate headteacher and deputy headteacher have quickly identified key weaknesses in the school and have begun to introduce strategies and remedies. These are at such an early stage that there has been no time to bring about any significant and sustained improvements.
- The new leaders have quickly gained the confidence of the staff who are also ambitious to help the school improve. Many parents feel their children are happy and safe at school; however, some express serious concerns because they know their children are falling behind.
- Pupil premium funding has been used by previous leaders to provide extra support in lessons, booster classes and specialised reading resources. The impact of this funding has not been evaluated and the new leaders have not yet decided how best to deploy these funds in the current academic year.
- Subject leaders have not yet developed a properly planned curriculum that inspires pupils and leads to good achievement. Temporary teachers in Year 4 have responded by writing their own curriculum. The curriculum does not give sufficient attention to developing pupils' literacy. However, the positive atmosphere within the school, the quality of assemblies and the respect with which pupils and adults treat each other demonstrates that pupils' spiritual, moral, social and cultural development is adequately developed.
- The local authority has worked hard to provide appropriate support for this school during a turbulent period. They have provided governor training, increased teachers' confidence regarding the teaching of mathematics, and their understanding of how pupils develop their early reading skills. They have organised the monitoring of newly qualified teachers and have advised the different leaders in the last 12 months. However, this has not been enough to halt the decline in the standard of education provided by the school.
- Newly qualified teachers may not be appointed by the school.
- **The governance of the school:**
 - The governing body recognised that the school was not performing well enough and took some difficult decisions in the best interests of the school. It has been recently strengthened and the new governors have a good depth of understanding of school performance data. Governors recognise that urgent improvements are needed but they are too optimistic in their evaluation of how quickly the school can recover. Some aspects of the school's work, including the sports funding have not been monitored effectively because of the frequent changes in leadership.
 - Governors are aware that the quality of teaching and middle leadership needs to improve rapidly. Performance management of teaching staff has been overseen by the governors so that progression in pay scales is linked to the performance of teachers; however, with different leaders setting and then evaluating the outcomes this has not been done effectively and has not resulted in better teaching and progress for pupils.
 - Governors have fulfilled their statutory duties regarding safeguarding but they have not ensured that the school's use of the pupil premium funding has led to improved outcomes for this group of pupils.

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

Unique reference number	119227
Local authority	Lancashire
Inspection number	426300

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	336
Appropriate authority	The governing body
Chair	David Foster
Acting Headteacher	Debra Boughen
Date of previous school inspection	18 October 2010
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