

Deepdale Infants' School

St Stephens Road, Deepdale, Preston, Lancashire, PR1 6TD

Inspection dates 5–6 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Attainment by the end of Year 2 is above average. Standards have risen since the previous inspection.
- Pupils make good progress because they are well taught. Teaching is good, and at times outstanding. The school has successfully increased pupils' interest in reading and has inspired them to read a wider range of books.
- Relationships throughout the school are exceptionally caring and supportive. Pupils feel safe, behave well, quickly become confident in their learning and are keen for each other to do well.
- Pupils are proud of their work, particularly art. This year, the school has achieved the Artsmark Gold Award, for the second time.
- The school is successfully committed to working in partnership with parents, and this sets Deepdale Infants' School at the heart of the community.
- Teaching continues to improve in this good school, as a result of the headteacher's highly effective leadership. Her strong commitment to ensuring the best outcomes for every child is shared by staff, school leaders and governors.

It is not yet an outstanding school because

- Teaching is not yet outstanding overall.
- At times, tasks are too easy for some pupils and so they are not reaching the higher standards of which they are capable.
- In the Nursery and the Reception classes, teachers do not always make best use of the outdoor and role play areas, to ensure children have good opportunities to plan and initiate their own learning.
- Not all governors are equally confident in analysing achievement data, as some are new to their role and have not had time to receive the relevant training on this aspect of their role.

Information about this inspection

- Inspectors observed 14 lessons, of which one was a joint observation with the headteacher. They also scrutinised samples of pupils' work and did some short observations.
- Inspectors listened to pupils read, and talked with them about the books they enjoy.
- Meetings were held with pupils, staff, a representative from the local authority, the Chair of the Governing Body and five other governors.
- Inspectors took account of the views of staff from 23 questionnaires.
- Inspectors took account of 10 responses to Parent View, the online survey of parents, held a meeting with parents and also spoke with a number of parents during the inspection.
- Inspectors observed the school's work and looked at a range of documents including: the school's own view on how well it is doing; the school improvement plan; information on pupils' attainment and progress; the school's records of monitoring of the quality of teaching; a report from the local authority; safeguarding information; records relating to behaviour and safety and attendance information.

Inspection team

Deana Aldred, Lead inspector

Additional Inspector

Sheila Mawer

Additional Inspector

Lyn Pender

Additional Inspector

Full report

Information about this school

- Deepdale Infants' School is larger than the average-sized primary school.
- Most pupils are from minority ethnic groups and speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium funding is lower than the national average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children of service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action, school action plus or a statement of special educational needs is below average.
- The headteacher has recently been deployed by the National College to support senior leaders in other schools.
- The school has recently been re-accredited with the Artsmark Gold award.

What does the school need to do to improve further?

- Improve teaching so that all is consistently good and more is outstanding by:
 - ensuring all teachers use what they know about pupils' learning and progress so that the work set always challenges all pupils to achieve their best
 - ensuring teachers in the Nursery and the Reception classes make best use of the outdoor and role play areas, so children have good opportunities to plan and initiate their own learning.
- Ensure all governors are equally confident in analysing achievement data so that they can successfully support the school in securing the best outcomes for every pupil.

Inspection judgements

The achievement of pupils is good

- Most children start in the nursery with skills, particularly language skills, below those typically expected for their age. Good teaching, bilingual support and a strong emphasis on the activities to promote the core skills of language and mathematics ensure children make good progress across the Nursery and Reception classes.
- Pupils build on the good start they have made and they continue to make good and, at times, better progress across Key Stage 1 reaching above average standards in reading, writing and mathematics at the end of Year 2. Inspection findings and the school's records confirm that current pupils are making good progress in a wide range of subjects.
- Pupils' achievement is not outstanding because some pupils do not reach the higher standards they are capable of, because sometimes they are not challenged sufficiently by the work that is set.
- Pupils, particularly the most able, are now making better progress in reading. The school has captured pupils' interest in reading by providing an exciting choice of books, particularly in library books, which pupils enjoy sharing at home. A Year 2 librarian talked with enthusiasm to inspectors about her role, authors, the new books in school, and how she might like to be a librarian when she leaves school.
- Most pupils were confident when reading their books and their written work with inspectors, as they used their knowledge of letters and sounds (phonics) to read words about which they were unsure. Inspectors observed pupils making good progress during these lessons. Occasionally, books were not well chosen for individuals because pupils could not read the words using the skills they are being taught during their phonics lessons.
- Lesson observations and the scrutiny of pupils' work show that pupils achieve well in mathematics, and have many opportunities to use and develop their skills in other subject areas.
- Disabled pupils and those who have special educational needs make good progress as a result of the extra help they receive to boost their English and mathematical skills and support in lessons. Additional support also enables them to be involved in lessons fully and to grow in confidence. The school works well in partnership with other agencies to support this learning.
- The school's records for those pupils known to be eligible for free school meals, show that they make good progress in both English and mathematics. Pupil premium funding is used well to ensure individual pupils who are entitled to the funding receive the support they need. There is a gap in the standards these pupils reach compared with their classmates, however, this gap is closing as a result of good teaching and the support that is in place.
- The most able pupils make good progress. In 2013, more pupils than in previous years reached the higher Level 3 at the end of Year 2.
- Throughout the school, all groups of pupils make equally good progress. This demonstrates the school's successful commitment to promoting equality of opportunity.
- Pupils are well prepared for their next stage of learning. This is strengthened by daily opportunities for pupils from both Deepdale Infants' School and Deepdale Juniors' School to eat lunch together, as well as regular opportunities for pupils from both schools to work together. This is celebrated in school with displays of joint projects, an example being a transition project of 'Artwork in the style of the author Eric Carle'.

The quality of teaching is good

- Overall, teaching is good and there are examples of outstanding practice. A small amount of teaching requires improvement.
- Teachers display good subject knowledge, particularly in the teaching of literacy and numeracy, which has been strengthened by recent training. Support from other adults, including learning

mentors and bilingual teaching assistants, is central to the school's strategy for ensuring the good achievement made by pupils.

- Teachers choose interesting topics and activities so that all pupils become interested and involved in learning. The support pupils receive encourages them to become confident, and proud of their work. A child in the nursery was skilfully supported by a teaching assistant to work alongside other children painting a bonfire picture. She grew in confidence as she quickly learnt how to mix shades of orange, and how to hold her paintbrush to successfully paint a picture.
- The Early Years Foundation Stage provides a stimulating learning environment, with a wide range of facilities. However, teachers do not always use these facilities as well as they could to provide children with a wide range of opportunities to plan and initiate their own learning. This is particularly so in the outdoor and role play areas.
- In the best lessons, teachers know precisely how well all pupils are doing in their learning. They set appropriate work and use questioning effectively to adapt their teaching, ensuring that pupils are always challenged to do their best.
- Interventions support those pupils at risk of underachieving and provide additional challenge for the most able pupils. This supports their good achievement.
- Lesson observations and the scrutiny of work, demonstrate that some pupils are capable of achieving more than they are being expected to achieve by their teachers.
- Pupils talked enthusiastically about homework, particularly about the books they can take home from the library.

The behaviour and safety of pupils are good

- Deepdale Infants' School lives its motto of 'Harmony in Diversity', through its strong commitment to pupils' spiritual, moral, social and cultural development. Consequently, pupils are very happy in school, behave well and look after each other. They told inspectors that in their school there is 'lots of sharing and lots of caring!'
- Relationships in school are extremely supportive. Pupils talk highly of the help that they are given by all the adults in school. They say that the dinner ladies help them at lunchtimes and make them feel safe. This helps pupils to grow in confidence and to be happy in school.
- Pupils are proud of their achievements and support each other to do their best. They work hard in lessons, although occasionally some pupils take longer than others to settle to their work and become restless during whole-class activities.
- The school has worked very effectively with parents to ensure that pupils attend school regularly, and as a result, attendance has improved since the previous inspection and is now broadly average.
- Pupils told inspectors there is very little bullying in their school, and they know that if they have a problem adults and peer buddies will help them to sort it out. Pupils understand bullying in its different forms and say that when it does happen it is dealt with very effectively. Parents support this view.

The leadership and management are good

- The highly effective leadership of the headteacher provides a strong commitment to achieving the best outcomes for all pupils. With the full support of her leadership team, staff and governors, she has successfully implemented strategies to ensure that differences in the performance of the different groups of pupils represented in the school are closed. Pupils at risk of underachieving are identified quickly, and the school's rigorous tracking system ensures that their progress is monitored against the high targets set for them by senior and middle leaders. Consequently, any gaps in attainment are closing rapidly.
- Through their monitoring of teaching, subject leaders and year group team leaders have a clear view of the strengths of the school and how the school can improve further. These priorities are

clearly stated in the school's record of self-evaluation and school improvement plan. Teachers are well supported in improving the quality of teaching, particularly through performance management and the training they receive. Teachers effectively share practice to improve teaching.

- The local authority provides an appropriate level of support through the school improvement adviser. She recognises the effectiveness of the leadership team, and in particular the effectiveness of the headteacher, in securing improvements since the previous inspection report.
- The curriculum is successfully planned to teach the core skills of reading, writing and mathematics, as well as creative skills. Art is a strength of the curriculum and is celebrated through displays in school and in the local community. The curriculum also places great emphasis on pupils' spiritual, moral, social and cultural development which permeates all aspects of school life.
- The school successfully promotes exercise and healthy living. Pupils in Year 1 talked enthusiastically with inspectors about physical education sharing that to 'sprint faster you have to pump your arms!' In addition to the sports coaching, the school is now providing additional activities, such as skipping club and football for girls, using the recently introduced Primary School Sport funding.
- The school is accredited with the Leading Parent Partnership Award, which recognises the success of the school in involving families fully in the learning experiences of their children. Parents who spoke with inspectors were highly positive about the work of the school.
- The governance of the school:
 - Changes to the governing body, since the previous inspection, have improved the effectiveness of governors and the school benefits from their support and expertise. The Chair of the Governing Body is well supported by other governors in his ambitions for all pupils and for the role of the school within the local community. Governors talk knowledgeably about the actions taken by the school, improvements since the previous inspection, how funding is being spent to improve outcomes for pupils supported by the pupil premium, and the highly effective work of the learning mentors. Governors have made good decisions about the spending of the new Primary School Sport funding to give pupils greater access to sporting activities. They are well informed and are effective in securing improvements. For example, together with senior leaders and the local authority they have introduced an attendance policy that ensures parents take more responsibility for sending their children to school regularly. This has been highly successful in improving attendance.
 - Governors have a good awareness of how pupils are achieving. They have effective links with subject leaders, and team leaders, and are updated regularly about developments in teaching. However, as some governors are new to their role they have not had the time or training to become confident in analysing achievement data and so are reliant on the information provided to them by the headteacher and senior leaders.

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	119228
Local authority	Lancashire
Inspection number	428876

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	The governing body
Chair	S Khan
Headteacher	N Mirza
Date of previous school inspection	19 March 2009
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