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13 November 2014

Miss Nawal Mirza  
Headteacher  
Deepdale Junior School  
St Stephens Road  
Preston  
Lancashire  
PR1 6TD

Dear Miss Mirza

### **Special measures monitoring inspection of Deepdale Junior School**

Following my visit with, Sheila Mawer, Additional Inspector, to the school on 11 and 12 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in September 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time the school is making reasonable progress towards the removal of special measures. Senior leaders may appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Interim Executive Director for Children & Young People for Lancashire.

Yours sincerely

Allan Torr

**Her Majesty's Inspector**

## Annex

### The areas for improvement identified during the inspection which took place in September 2013

- 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 who speak English as 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.

## **Report on the fourth monitoring inspection on 11-12 November 2014**

### **Evidence**

Inspectors met with three groups of pupils as well as pupils in class and at play and lunch times. They met with staff, including: the headteacher and senior leaders; four teachers who lead subjects; the teacher leading the school's work in community cohesion; office staff; lunchtime staff; and the pupil support manager. Inspectors met with a representative of the local authority and four members of the governing body. In addition, inspectors looked at pupils' work and a range of school documents including the records senior leaders have made when they check the quality of teaching. For this inspection there was no further data about pupils' attainment and progress so inspectors concentrated on the quality of teaching, pupils' behaviour and the effectiveness of leadership and management.

### **Context**

Since the beginning of term in September, six teachers started at the school replacing those who left in July. The School have also appointed a Leader for Community Cohesion and a Pupil Support Manager. An additional teacher has been appointed to work across all of the junior classes. Four lunchtime staff have also been appointed.

### **The quality of teaching**

The quality of teaching is improving and, in particular, the teachers who have been in school and received the intense training throughout last year have made the best progress. In one highly successful lesson, for example, the teacher enabled pupils to test out a range of art media, such as paint, pastels, ink, wax and paper, and experiment with them to create an image of a poppy before deciding on their chosen medium for their final picture. They made good progress in their knowledge of art media and knowledge of the best medium to use for the picture they wanted to create.

Senior leaders have trained teachers in how to make better use of adults in lessons. They have observed all teaching assistants and given them individual feedback in how to improve their teaching, questioning and their interaction with pupils. The hard work has paid off. During my inspection visit, teaching assistants were actively moving around the class helping a range of pupils make progress by asking better questions that made pupils think and explain their work. In a successful mathematics lesson, for example, the teacher monitored the whole class, giving similar attention to the most and the least able. The teaching assistant seamlessly moved to give good help and advice to groups not working with the teacher. Teaching assistants now have to complete a learning log at the end of the lesson to feedback to the teacher what the pupils they have been working with have learnt. As a result

teaching assistants are more focused on pupils' progress and learning than previously.

The teaching of pupils known to have a disability or special educational needs was a significant issue at my last monitoring inspection. It has improved. Now most pupils have well-targeted teaching aimed at tackling their specific needs. In a small-group mathematics session, for example, pupils counted up and back from 20 in multiples of two. All pupils made good progress because the teaching assistant used resources well, gave time for pupils to think and respond, and used fun but challenging counting activities that were aimed precisely at what pupils had to learn next. Activities in small-group work are now completed in the same book as whole-class work. As a result the teacher and teaching assistants back in class are now more able to build on what had been taught in the smaller groups.

Pupils are more engaged in lessons and are learning more. In a mathematics lesson, for example, pupils did not notice me enter the class with the deputy headteacher because they were fully focused on the activity of using a data base linked to remembrance commemorations on their laptops. The significant investment in information and communication technology (ICT) facilities is helping to improve the quality of teaching. In an English lesson the teacher demonstrated the language of persuasion by showing pupils clips of television adverts and stills of posters and slogans on packaging on an interactive whiteboard. All pupils were fully engaged, focused and made progress because of the lively and interesting teaching aided by the ICT.

### **Behaviour and safety of pupils**

Senior leaders have taken effective action since my last monitoring inspection to improve pupils' behaviour. More equipment at break times, changes to the timing of play times and changed lunchtime arrangements have all been successful in keeping pupils busy, active and out of trouble. 'Lunchtime is calm now and we can hear ourselves and others speak.' was a typical comment from the pupils we spoke with. Pupils also confirmed that the number of arguments has reduced and there is less name calling. Senior leaders have changed the rules regarding secondary-aged pupils on school premises. As a result pupils feel safer and any intimidation has stopped.

Conduct around the school has improved. Lunchtime staff confirmed that behaviour is improving; pupils are more respectful and are better at using good manners. It was good to see at 11am all pupils file out into the playground to observe a two minutes silence respectfully for those who have been killed in wars. The staff's work to teach the meaning of the poppy, respect for others who have died and British values of respect was successful.

The hard work of the pastoral and office staff has successfully reduced the proportion of pupils absent from school. All groups of pupils, in particular those whose circumstances make them disadvantaged, have increased attendance. This is because the amount of holidays in term time has reduced and the rewards and sanctions for attendance have been successful.

### **The quality of leadership in and management of the school**

The leadership has turned a corner and started to improve the school quickly. Key to the change is the relatively newly formed permanent leadership team led by the headteacher who has created a much improved team spirit, clear direction and shared ethos and responsibility. The impact of greater capacity to improve has been increased attendance, improving behaviour, better use and quality of teaching assistants and on quicker progress made by pupils with special educational needs. The headteacher has been successful in starting to bring the infant and junior schools together, before they become one school, with joint training sessions and joint working between key staff.

Frequent and more detailed reviews of pupils' work and teaching by senior leaders have led to clearer help and advice to individual teachers. Consequently, the quality of pupils' work has improved. There are far fewer low-level worksheets in English and mathematics and there is improved presentation of work. The senior leaders have worked effectively to improve the quality of activities in English and mathematics lessons in order to speed up pupils' progress. Leaders have, also, in team meetings, worked successfully to improve the impact of teachers' marking. Pupils, particularly in Years 5 and 6, knew their targets and said they have clear advice on what they need to do to improve and have set times in which they can make their corrections and improve their work.

Governance has improved. The governing body is now full and has recruited some new, highly qualified governors who have already had an impact, for example, on a much improved website. The review into the school's use of pupil premium funding (additional government money) has taken place and has revealed some weaknesses, which the governing body has started to tackle. Governors have questioned and debated in detail the use of funding and deployment of staff to make sure it has an impact on pupils' learning and behaviour. They have a better knowledge of teaching and of pupils' progress because of more frequent meetings with subject leaders and key staff.

### **External support**

The local authority has provided highly effective support to the school. As a result the leadership of subjects has improved, teaching by the newly qualified teachers is improving and the school's systems to improve pupils' behaviour have become more effective.