

# Deansfield Primary School

Dairsie Road, Eltham, London, SE9 1XP

**Inspection dates** 14–15 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The executive headteacher, headteacher, governors and other leaders are passionate about the school. They work together extremely well. As a result, standards of teaching, behaviour and achievement are outstanding.
- Leaders and managers are successful in creating a friendly, welcoming school where learning is at the core of its business. This has a very positive impact on how well staff work and pupils learn.
- Pupils are great ambassadors for the school. They are friendly, courteous and polite.
- Pupils' excellent opportunities for spiritual, moral, social and cultural development underpin their outstanding learning. They are keen to celebrate each other's differences and successes.
- Outstanding teaching across the whole school inspires the pupils to want to learn and do well.
- Standards in reading are high but are exceptionally high in writing and mathematics.
- Achievement is outstanding. Their attainment is well above average in reading, writing and mathematics by the end of Year 2 and Year 6. Pupils of all abilities make sustained and substantial progress.
- The school uses additional government funding, such as the pupil premium, highly effectively. As a result, disadvantaged pupils make excellent progress in their academic, personal and social development.
- Sensitive support, matched closely to the needs of disabled pupils and those who have special educational needs, helps them to learn exceptionally quickly.
- Pupils have very positive attitudes. Many display a real desire and enjoyment in learning. Attendance is well above the average, reflecting the highly positive educational experience the school provides.
- Pupils feel extremely safe in school. Arrangements to keep them safe are very strong. Staff are well trained and very effective in minimising pupils' risk of being harmed.
- Children make an excellent start to school and their progress is very rapid. This is because work is purposeful, relevant and learning is interesting. They are very well prepared for Key Stage 1.
- Governors are highly effective in supporting and challenging leaders. They are extremely effective in setting the strategic direction for this outstanding school to improve even further.
- Parents are extremely positive about the school and are very pleased about the high level of care and support their children receive. Almost all would recommend the school to others.

## Information about this inspection

- Inspectors observed teaching and learning in 22 lessons, of which 10 were seen jointly with members of the school's leadership team.
- Inspectors visited an assembly and a number of tutorial sessions. The inspection team also made short visits to lessons during a number of walks through the school to look at pupils' attitudes to learning and behaviour.
- Inspectors held meetings with four groups of pupils and talked informally to others during breaks and at lunchtimes.
- Meetings were held with the executive headteacher, headteacher, staff, and subject leaders. Inspectors also spoke to members of the governing body and a representative of the local authority.
- Inspectors looked at a number of documents, including the school's evaluation of its own performance, plans for improvement, policies and records of pupils' behaviour and attendance. Inspectors also scrutinised safeguarding documents.
- The inspection team considered 80 responses to Ofsted's online survey, Parent View, and took into account the results of a survey completed by approximately 300 pupils from Year 2 to Year 6. Inspectors also noted the 27 responses to the staff survey.

## Inspection team

Robert Ridout, Lead inspector

Additional Inspector

Gill Walley

Additional Inspector

Noureddin Khassal

Additional Inspector

## Full report

### Information about this school

- Deansfield Primary School is much larger than the average-sized primary school.
- The majority of pupils at the school are of White heritage, with almost three quarters coming from White British backgrounds.
- The proportion of pupils from minority ethnic groups is above average. In the past, the remaining one quarter of the pupils have come from Asian and Black African backgrounds. Recently, the proportion of pupils coming from Eastern European backgrounds has increased.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The proportion of disadvantaged pupils supported by the pupil premium is broadly average. In this school, the pupil premium is additional funding for pupils who are known to be eligible for free school meals.
- There are a number of breakfast clubs and after-school activities on site managed by the governing body.
- There are two Nursery classes. Children attend Nursery part time and Reception full time.
- The school is a member of the Compass Partnership of Schools. In addition to the Deansfield Primary School this soft federation includes the Halstow, Willow Dene, South Rise and Horn Park Primary Schools. Alderwood and Wingfield Primary Schools plan to join the partnership this year.
- The school is a strategic partner in the Teaching Schools Alliance. It works closely with the local authority and leads the Greenwich Teaching and Learning Programme. It has strong links with King's College University and pilots the mathematics, science and English 'Let's Think' initiative.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Key Stage 2.

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

- Ensure teachers support all pupils to reach the same exceptional standards in reading as they do in writing and mathematics to secure the highest levels of attainment they can in all aspects of their learning.

## Inspection judgements

### The leadership and management are outstanding

- The executive headteacher, headteacher and subject leaders share an uncompromising drive to make the school the best it can be. They have high expectations and aspirations. Learning is at the heart of all they do. The school is at the centre of its community in Greenwich. Together, leaders, including the governing body, have secured the highest quality of teaching, leading to the exceptional achievement, behaviour and safety of all pupils.
- Leaders at all levels in the school are very effective. They check on the quality of teaching and its impact regularly so that there is a continuous focus on improving learning. As a result, leaders have a thorough understanding of how good the school is and what their next steps should be to raise standards further.
- The leadership of teaching is outstanding. Leaders provide excellent opportunities for the professional development of staff so that they can improve their performance. All are given very clear guidance. The very positive impact of training has led to teaching moving from good to outstanding since the previous inspection.
- There are comprehensive plans to show what needs to be taught in various subjects over the year. These provide a rich and varied diet of valuable and meaningful experiences for the pupils. The school makes full use of its location in the capital, near to attractions such as the National Maritime Museum, to inform its pupils and enrich their lives further. British values are developed as pupils explore peoples' different faiths and cultures as part of their work. The pupils' understanding of British values is further developed through elections to the school and eco councils. As a result, the school prepares them well for life in modern Britain.
- Pupils enjoy an impressive range of extra-curricular activities and clubs. These help build their confidence and self-esteem. For example, the choir has recently taken part in performances at the Welsh Eisteddfod and the Royal Festival Hall. Year 6 pupils presented a rich array of musical activities and celebratory performances in their farewell and thanks to their classmates at the school.
- Spiritual, moral, social and cultural development is a real strength of the school. Clear messages about good values are taught in assemblies. In one assembly, the importance of supporting others was explored through the work of the school council, which had raised monies for the Red Cross. The idea that working hard and doing things well are reward enough was reinforced.
- The school has already introduced new ways to teach the skills, knowledge and understanding expected of pupils in the new National Curriculum. Leaders are working with other schools and with the local authority to make sure that they are judging pupils' attainment and progress accurately and fairly. They are now working with other primary and secondary schools in the area to build consistent ways to check on how well all pupils are doing.
- Staff foster excellent relationships with the pupils. All pupils have the same opportunities to succeed. Discrimination is successfully discouraged. Excellent attendance is encouraged and promoted and consequently is well above the national average.
- The pupil premium funding is used exceptionally well to provide extra support and resources to individuals and small groups, especially in class. Leaders are particularly effective in using funds to promote learning and to support pupils in making rapid progress.
- The primary physical education and sport premium has been used extremely effectively. Pupils engage in a huge range of activities during their social time at break and lunchtime. They value the climbing wall, appreciate the new ropes in the activity areas and enjoy playing tennis, football and table tennis in the designated areas. The school has extended the range of sports available to pupils and developed good links with local clubs including football, cricket and tennis. Additional training and the employment of external coaches ensure the teaching of physical education is of a high quality. Participation in sporting and competitive sports is high.
- The local authority provides only limited support for this outstanding school. It considers the school to be an example of outstanding practice in Greenwich and uses Deansfield as a showcase school. The school works in collaboration with the local authority to lead the 'Greenwich teaching for learning programme'.
- Parents are extremely positive about the school and appreciate the work it does. Typical comments of parents are: 'From the very first moment we visited Deansfield we knew it was the right school for both our children' or 'My child has made excellent progress' and 'I wouldn't hesitate to recommend this school to friends and family!'
- Safeguarding arrangements meet requirements. Staff are fully trained in child safety and are rigorously checked for suitability for working in school. Visitors to the site are extremely well managed. Procedures are very effective.

### ■ The governance of the school:

- The governing body is extremely effective because governors ensure that they keep themselves up to date with current best practices. As a result, they thoroughly understand the school's strengths and the next steps needed to secure even better outcomes. Governors provide excellent challenge and support in equal measures.
- Governors place no ceiling on pupils' success but put outstanding learning at the heart of the school's work. They know that achievement in the school compares extremely favourably with other schools nationally.
- Governors are aware that teaching is outstanding and ensure good practice which results in at least good achievement is rewarded as part of their overview of the management of teachers' performance. There is no weak teaching in the school, but governors keep a close eye on the impact of measures to support and challenge teachers in their work.
- Governors ensure resources, including the pupil premium and sport funding, are used very effectively to narrow gaps in attainment and to improve pupils' physical health and well-being.

## The behaviour and safety of pupils are outstanding

### Behaviour

- The behaviour of pupils is outstanding. There is a tangible ethos across the school centred on the 'Deansfield values'. Staff and pupils share a keen sense of responsibility to ensure there is a positive climate in which everyone can learn, develop and celebrate their successes.
- Pupils really enjoy their learning. Many display a strong desire to learn more and demonstrate a genuine thirst for knowledge and new skills. Their attitudes to learning are very positive and all are keen to participate actively in lessons.
- Impressive displays of pupils' work adorn walls in classrooms and corridors alike. Outstanding pieces of artistic and written work promote the high expectations of the school, celebrate pupils' excellent achievements and show the high standards to which all aspire.
- Pupils' behaviour in lessons is exemplary. Pupils arrive promptly, settle instantly to their tasks, listen intently, ask questions when they do not understand. They strive to fulfil the high expectations their teachers have of them and they have of themselves. Their excellent attitudes to learning enable them to make outstanding progress.
- Inspectors saw no disruptive behaviour in class or at social times in the school; pupils and staff say that this is typical. Around the school, in the corridors and in the playground, pupils show consistently high standards of behaviour. They move about the building quietly and sensibly. They eat sociably together in the hall or outside when good weather permits. There is no litter, graffiti or bad language because the pupils take a genuine pride in their school.
- Pupils of all ages enjoy taking responsibility. They contribute positively to the school as school councillors, play leaders or leaders of the forest school and eco-school. Parents point to the family atmosphere in the school. Teachers place great importance on supporting pupils to contribute positively to their community.
- Attendance is well above national levels. This reflects how much the pupils enjoy being at the school and the excellent way in which the school works with parents.
- Pupils are very proud of their school and are great ambassadors. They are smart, show great courtesy to others and are polite. Parents, staff and pupils are unreservedly positive about the high standards of behaviour at the school.

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Systems and procedures for ensuring the safety of pupils go beyond the normal expectations. The site is extremely secure. Strenuous efforts ensure pupils are always safe when out of school on visits, or taking part in the many sporting, musical or outdoor activities. These activities have a positive impact on broadening pupils' horizons and ensuring they are well informed about keeping safe outside the school.
- The school's breakfast clubs and after-school activities provide a safe start and finish to each school day.
- Pupils know what bullying is. They say that bullying in any of its different forms is extremely rare. School records confirm this. Pupils know what to look for and who to turn to for help if they encounter any bullying. They are extremely confident that the teachers would deal with it well through the process of restorative justice that exists in the school. In this process, pupils are required to sit down together to discuss the impact of their actions and agree a solution to stop any repeat of the actions that have caused

hurt. It has proved very effective.

- Pupils are very clear that everyone is unique and deserves respect. There are no incidents of homophobia or racism.
- Pupils develop an excellent understanding of how to keep safe online when using the internet or mobile devices. They are very aware of stranger danger and know how to minimise the risks to themselves.
- One parent felt compelled to write a note to 'express my appreciation of the staff and their good work'. Another wrote of how 'happy, confident and comfortable my daughter is at the school'. This reflects the confidence families have in the staff and why the vast majority who responded to Parent View would recommend the school to others.

## The quality of teaching

**is outstanding**

- Outstanding teaching sustains the pupils' exemplary attitudes and readiness to learn and their rapid progress over time.
- Teachers use their excellent subject knowledge to provide thought-provoking and stimulating work across the subjects studied. Pupils clearly enjoy the variety of activities provided for them and work hard to satisfy their own need to succeed and to please their teachers. For example, in a music lesson pupils responded very positively to the teacher and enthusiastically engaged in their singing as they prepared their next piece for the forthcoming concert.
- Teachers' strong subject knowledge means they teach basic literacy and numeracy skills well. Teaching is highly effective in all year groups, especially in reading, writing and mathematics. All adults motivate the pupils to work hard, want to learn and achieve the best they can. Together, teachers and teaching assistants plan exciting work that moves learning forward very quickly across a range of interesting topics.
- The teaching of phonics and reading is a significant strength. It is boosted by providing pupils with many opportunities to read regularly and explore their favourite stories with adults both at home and at school. As a result, pupils develop a real interest in books and make excellent progress in their reading skills.
- Writing is taught very well. In a writing lesson on using alliteration, pupils of all abilities made very good progress by talking through their ideas before beginning to write. Within a short time of checking their learning, pupils were more confident and capable of answering questions and reflecting on the answers of others correctly.
- Mathematics teaching is also excellent. The comprehensive assessment procedures ensure teachers are able to support learning very well, match work to pupils' different abilities and provide challenging work for all.
- Teachers and teaching assistants have very high expectations and present excellent role models. They promote very encouraging and supportive relationships between their pupils. Pupils appreciate and value the respect they are shown by adults and respond very positively. As a result, they behave impeccably and support each other very well in their learning.
- All staff take real care in checking pupils' developing skills and, in particular, their resilience and ability to persist at their work so that they learn effectively.
- Adults use the information they gather about pupils' attainment very effectively to assess pupils' knowledge, understanding and skills. They adjust and re-focus their questioning and the activities they give pupils. In this way, staff provide support and ensure work is challenging, interesting and sufficiently stimulating to sustain the pupils' high levels of progress. For example, Year 3 pupils were challenged to explore, investigate and research the preferred work and art they would expect to see in a Pompeii gallery. Adults used questioning skilfully about the art work as pupils completed tasks to foster deeper thinking and better understanding.
- Marking is consistently of a very high standard. Teachers' timely comments help pupils extend and develop their understanding. Comments are precise and describe the next steps needed to secure even greater success. Work is often marked by other pupils. Pupils are encouraged to reflect upon their own and the work of others and suggest improvements. All work is regularly checked by teachers. This contributes to the very rapid progress of pupils in all year groups.
- Pupils' work in books and on displays shows they learn extremely well and complete their tasks very carefully. Pupils' full engagement in learning in classes also shows that all groups work and achieve extremely well.
- The rich variety of the pupils' work and supportive guidance on display in all classrooms show how their reading, writing and mathematical skills are used and extended in all subjects. This includes, for example, posters that encourage pupils to think about their learning and examples of outstanding written work on the Celts, Romans and Saxons to provide a stimulus and model best practice.

**The achievement of pupils****is outstanding**

- Children make outstanding progress in their early years. When pupils start Year 1, the majority are working beyond the levels of attainment expected for their age.
- Phonics (the sounds that letters represent) is systematically and consistently taught correctly to a very high standard. This is supporting pupils' reading and writing well. Pupils read with ever increasing confidence, fluency and expression because of the strong emphasis placed upon learning to read and enjoying books.
- Since 2012, each year a significantly higher proportion of pupils have reached the standard required in the Year 1 phonics screening check than is seen nationally. They use their knowledge of phonics, along with a love of books, to help them excel in reading.
- There is some variation on entry to the school between year groups, although in Key Stage 1 pupils achieve exceptionally well from their differing starting points. As a result, attainment is consistently well above average in reading, writing and mathematics by the end of Year 2.
- Since the last inspection, standards in Year 6 have been improving and have been consistently well above average in reading, writing and mathematics. Attainment in all subjects reached their highest levels last year and remain well above average.
- In 2014, from each different starting point, the proportions of pupils making expected progress and the proportions making more than expected progress in reading, writing and mathematics were very high compared with national figures. While this year's results have risen, the reading skills of pupils are still not quite so well developed as their mathematical and writing skills.
- School information shows attainment rising in all year groups as pupils continue to improve on the standards achieved by their predecessors.
- Evidence in pupils' books and school records show that the most-able pupils are challenged effectively in lessons, enabling them to extend their learning. They reach levels well above those expected nationally in reading, writing and mathematics.
- Pupils supported by the pupil premium make outstanding progress. This is more rapid than for other pupils nationally and, at Key Stage 2, even more rapid than their classmates in school. Gaps in attainment are narrowing and the overall improvement shows that the school is using its resources very effectively to provide additional support in order to ensure equality of opportunity for these pupils.
- In 2014, disadvantaged pupils in Year 6 matched the performance of their peers in the school in reading, writing and mathematics, so that there were no gaps in attainment. In relation to other pupils nationally, their attainment was almost one year ahead in mathematics, reading and writing.
- Across the school, disadvantaged pupils currently demonstrate higher levels of skills for their age than other pupils nationally in all three subjects and are continuing to achieve as well as their classmates in school.
- Disabled pupils and those who have special educational needs are given exceptional support enabling them to achieve very well. Highly trained staff check up on the gaps in their learning. Through excellent teaching in class and timely one-to-one help, they ensure that the education pupils receive meets their needs precisely and moves their learning forward very quickly.
- Pupils participate wholeheartedly in learning and appreciate the help, support and guidance they receive to develop their literacy and numeracy skills confidently and effectively. This includes pupils from minority ethnic backgrounds and pupils who speak English as an additional language. All make excellent progress.

**The early years provision****is outstanding**

- The outstanding provision in the early years prepares children very well for Year 1. Activities ensure that children achieve extremely well in relation to their starting points. In particular, the children show significant enthusiasm and an ability to sustain effective learning.
- Children start Reception with knowledge and skills broadly typical for their age. They make exceptional progress because of outstanding provision. By the end of the Reception Year, the proportion of children reaching a good level of development is well above the national average.
- The leadership of the early years is outstanding. Leaders ensure that staff work very effectively together to present consistently caring role models to the children.
- Staff are diligent and thorough in safeguarding the children. An extremely safe, secure, caring and warm welcome awaits both children and parents. Staff work very supportively with parents to develop children's

personal and emotional needs as effectively as their academic learning.

- Staff are highly successful in securing the children's confidence so they are at ease in their learning. As a result, children derive great pleasure and satisfaction from learning on their own or with others. This underpins the excellent progress they develop in their communication, language, literacy and numeracy skills.
- Well-established routines mean children are comfortable in their surroundings and benefit considerably from the excellent role models offered by adults and older pupils. Children make significant gains in their development and readiness to learn. Children greatly enjoy their learning in all their classes and behave extremely well. This is because they are equally included in a range of stimulating indoor and outdoor activities. For example, adults encourage children to choose the task they work on and support them to develop good learning approaches while playing. As a result, they show good levels of development.
- Teachers and teaching assistants know children's interests and learning needs exceptionally well because procedures for checking how well they are doing are very effective. Information is used to plan the next steps in their learning. This makes a significant contribution to children's outstanding achievements.
- Teaching is outstanding. Very carefully planned activities provide stimulating, exciting and appropriate learning across all areas of learning. Staff are highly effective in keeping the children fully engaged in learning. All learn because they want to learn well. For example, the teacher thoroughly prepared the visit to the forest school activity. Adults took every opportunity for children to gain the greatest benefit from all the experiences that presented themselves.
- Children learn successfully when choosing their own work and ideas they wish to explore further. They show little signs of disengaging from an activity because staff act quickly to support and extend their learning further. The ability of adults to move children swiftly into a different activity or line of enquiry ensures their sustained interest and excellent progress. For example, in a phonics lesson the class teacher quickly assessed children's work and reshaped the activity to enable pupils successfully to read or write words beginning with 'dr' and use punctuation and grammar correctly.
- During a writing time, using *Hamlet* as a source of inspiration for their writing, the most-able children showed their outstanding achievement. They used their very good knowledge of sounds to spell common words and used capital letters and full stops as they constructed their sentences.



## 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>	132837
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	448860

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	478
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Siobhan Callanan
<b>Headteacher</b>	John Camp (Executive Headteacher) Joanne Gordon (Headteacher)
<b>Date of previous school inspection</b>	9 February 2010
<b>Telephone number</b>	020 8850 1218
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