

Derwentwater Primary School

Shakespeare Road, Acton, London W3 6SA

Inspection dates

14–15 March 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders do not ensure that the quality of teaching, learning and assessment is of a consistently high quality across the school. Consequently, pupils make variable progress across subjects.
- Systems to track pupils' progress in reading, writing and mathematics are inconsistent. Therefore, although leaders undertake checks, it is difficult to demonstrate the rates of progress for different groups of pupils' learning over time.
- The governing body has been restructured recently. Governors are supportive of leaders. However, they do not hold leaders to account sufficiently well in relation to pupils' achievements.
- Some pupils are not sufficiently challenged in their learning because teachers' expectations are not high enough. There is insufficient support for pupils who are new to English. This slows down their rates of progress.
- Standards at the end of key stage 1 are not high enough. In 2016, disadvantaged pupils' attainment in reading, writing and mathematics was well below that of other pupils nationally.

The school has the following strengths

- Pupils are well behaved and are respectful of each other and adults. They conduct themselves well around the school.
- Phonics is taught well. Consequently, pupils are developing the knowledge and skills necessary to support them with their reading and writing.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- Children make good progress in the early years because teaching is consistently good. Children are well prepared for their learning in Year 1.
- Safeguarding is effective. Pupils say they feel safe at school.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - leaders check the quality of teaching and outcomes more rigorously so that all groups of pupils make the progress of which they are capable in a wide range of subjects
 - the school's assessment and tracking systems are improved so leaders can track pupils' progress over time consistently across reading, writing and mathematics.
- Improve the quality of teaching and learning by ensuring that:
 - teachers have high expectations of what pupils can do and achieve
 - teachers make better use of assessment information to analyse how well different groups of pupils achieve
 - all groups of pupils are challenged sufficiently so they make at least good or better progress
 - pupils who speak English as an additional language are well supported to make good progress in their learning from their starting points.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because the school's assessment systems are inconsistent and not fully effective to give an accurate view of different groups of pupils' progress over time. The quality of teaching and learning is inconsistent across year groups and a range of subjects. Consequently, pupils' progress is variable in reading, writing and mathematics and across subjects.
- Leaders are too generous in their evaluation of the school's effectiveness. Leaders do not evaluate pupils' progress sharply enough. As a result, their evaluations of pupils' outcomes are not sufficiently accurate to facilitate swift improvement.
- The pupil premium funding is accounted for and used to support disadvantaged pupils' learning and well-being. In 2016, disadvantaged pupils at the end of key stage 2 made better progress in mathematics than other pupils nationally and in line with pupils nationally in writing. However, their progress in reading was below average. The school's current pupil premium strategy is not in line with the latest legislation. Leaders have not identified the barriers to pupils' learning and the reasons for the approaches they have selected. They have not clearly identified how they will measure the success of their actions. As a result, disadvantaged pupils' learning needs have not been fully addressed. This slows down the progress of disadvantaged pupils.
- Leaders ensure that the additional special educational needs funding is spent appropriately. The school has put in place plans to meet the needs of pupils who have special educational needs and/or disabilities. It is too early to measure the impact of the new, targeted provision.
- Most parents say that the school responds well to any concerns they raise. However, a few parents expressed their concerns about the quality of communications they receive.
- The curriculum is relevant and balanced. It covers all the areas of the national curriculum. Links are made between subjects. For example, in science pupils in Year 5 learn about the planets through the topic of 'Space Odyssey'. In English, pupils learn poetry related to the topic of 'Space'. This makes learning meaningful for pupils. Pupils' learning is enriched beyond the classroom through educational visits linked to the class topics. Other examples include special events such World Book Day.
- Sports funding is used effectively. The funding has been used to recruit two specialist physical education (PE) teachers to teach pupils in all year groups. The school's own internal pupil survey indicates that the vast majority of pupils enjoy their PE lessons. Additionally, funds are spent on the membership of local football support partnerships to increase pupils' participation in a range of sporting competitions.
- Leaders promote equality of opportunity effectively through the curriculum. For example, pupils learn about different religious faiths and cultures within the school. Inspectors noted how well pupils were learning about different naming ceremonies. Consequently, they learn to respect cultural diversity.
- Pupils' spiritual, moral, social and cultural development is promoted well within the school. Older pupils are given opportunities to take on leadership roles and exercise

responsibility through, for example, the Year 6 leadership team.

Governance of the school

- The governing body has recently been restructured. Governors support the school well. However, the level of challenge to school leaders is not effective enough to improve pupils' outcomes, particularly for disadvantaged pupils.
- Governors use their regular visits well to ensure that safeguarding arrangements are robust and fit for purpose. Governors regularly check the single central record to make sure that all the necessary checks are carried out for all the adults who work with pupils in the school.
- Members of the governing body are committed to school improvement and play a strategic role in the direction of the school. They contribute to the school's plans for improvement. For example, leaders have planned a whole-school development day with governors to make strategic decisions on how to move the school forward.

Safeguarding

- The arrangements for safeguarding are effective. There is a strong culture of vigilance to safeguard pupils. For example, there are displays and posters in prominent areas around the school to inform pupils and staff of who they could contact, should there be any cause for concern. Staff are well trained to notice any changes in pupils' behaviour that may put them at risk from the dangers associated with radicalisation and extremism. Equally, staff are well trained to spot any signs of abuse and know the school's internal procedures well, should they need to raise a concern about a pupil. Pupils told inspectors they feel safe at school.
- Most parents who responded to Ofsted's online questionnaire, Parent View, agree that their children are safe and well looked after at this school. Most parents say that the school will respond well to any concerns they raise.
- Leaders work closely with external agencies and the local authority to make sure that pupils whose circumstances make them vulnerable are safe and well cared for.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is inconsistent across year groups and within subjects.
- Teaching does not fully challenge pupils of different abilities, including those who are the most able and most-able disadvantaged pupils. Teachers' expectations are not consistently high enough. Sometimes, the learning activities do not provide pupils with work that demands more of them and so does not deepen their learning. This limits the progress pupils make.
- Pupils write at the standard expected for their age and are developing their basic writing skills well. However, the support that pupils who are new to English and pupils who have special educational needs and/or disabilities receive does not fully enable them to access their learning. Consequently, they make limited progress.
- Pupils learn a range of mathematical topics, such as number and fractions. They are given opportunities to develop their reasoning skills through problem-solving tasks. The

work in pupils' books shows that they are not routinely provided with work that is appropriate for their age. As a result, pupils' progress is limited.

- Phonics is taught well in key stage 1. Teachers and teaching assistants have received training to teach phonics and do so confidently and proficiently. During their visits to lessons, inspectors observed how well pupils were learning phonics.
- Leaders and teachers have raised the profile of reading across the school. For example, during 'Book Week' each class designed posters of their favourite text that were displayed on classroom doors. Inspectors listened to individual pupils read and heard them read during their visits to lessons. Younger pupils use their phonic skills well to sound out unfamiliar words. Older pupils read with fluency and accuracy.
- Pupils say they enjoy their learning. Pupils write and share their learning goals with each other. This helps them to gain a better understanding of their learning.
- There is a purposeful and stimulating learning environment. Bright learning walls in each of the classes support and extend pupils' learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are self-confident learners. Pupils told inspectors enthusiastically about their learning. Pupils settle to their learning quickly and support each other.
- Pupils understand the importance of being fit and healthy. They make good, healthy choices when selecting snacks during playtimes.
- Pupils say that bullying rarely happens at their school. They understand the different forms of bullying very well. Pupils say there is a 'letterbox' in the school for them to raise any concerns should they need to. Similarly, they have confidence in the adults they would speak to if they felt something was worrying them.
- Pupils told inspectors they are safe at school. For example, they talked confidently about how well they quickly evacuated the school building within minutes when there was a bomb scare. They learn how to stay safe through the curriculum and whole-school events such as assemblies. Pupils spoke enthusiastically about how they learn to keep safe online. They demonstrate good understanding of internet safety.

Behaviour

- The behaviour of pupils is good.
- Pupils told inspectors that the new behaviour system is working well. They understand and follow the school's rewards and sanctions. Pupils eagerly look forward to receiving rewards and secure a 'golden ticket' for demonstrating acts of kindness or helping to keep the school environment clean and tidy.
- Pupils are polite and respectful. During visits to lessons, inspectors observed how attentively pupils listen and respect each other's views during class discussions.

- Pupils from different backgrounds learn and play amicably together. They conduct themselves well around the school, during lessons and playtimes. No learning time is wasted. This contributes to an orderly school environment.
- Leaders check on the safety and progress of pupils who receive some of their education in other settings. For example, they regularly hold discussions with teachers from the settings about pupils' learning needs.
- Attendance is close to the national average. The school takes swift action to address persistent absences. As a result, learning time is maximised.

Outcomes for pupils

Requires improvement

- Pupils' progress in reading, writing and mathematics is variable across the school. This is because of the inconsistent teaching over time. The work in current pupils' books shows that the progress they make across subjects is inconsistent. Leaders have just begun to check pupils' progress in science in Years 2 and 6.
- In 2016, the progress of pupils who have special educational needs and/or disabilities and receive support at the end of Year 6 was below average in reading and writing. Currently, this group of pupils' progress is slow in reading, writing and especially in mathematics. This is because the new, targeted provision is yet to have an impact.
- Current disadvantaged pupils' progress in reading, writing and mathematics is slow. Leaders have put into place extra support to improve this group of pupils' progress. Both disadvantaged pupils and those who are new to learning English receive insufficient support. As a result, they make limited progress.
- The proportion of disadvantaged pupils who reached the expected standard in phonics in Year 1 was below the national average in 2016. The school's information shows that more pupils are on track to reach the expected standard in the phonics screening check in 2017. Disadvantaged pupils catch up quickly by the end of Year 2. During visits to lessons, inspectors noted that pupils were making good gains in their phonic knowledge and skills.
- Leaders have taken some action to improve standards. In 2016, the proportion of pupils who met the expected standard in reading and writing at the end of key stage 1 was well below the national average. Disadvantaged pupils did not achieve as well as other pupils nationally in reading, writing and mathematics in terms of meeting the expected as well as the greater depth standards. The majority of pupils who are in Year 2 are making better progress in mathematics.
- In 2016, the most able pupils' progress and attainment at the end of key stage 2 in reading, writing and mathematics was above the national average. Currently, the work in pupils' mathematics books shows that most of them are challenged appropriately.

Early years provision

Good

- The leadership of the early years is effective. The school has an accurate picture of the strengths and areas for improvement within the early years provision. Children enjoy activities that make learning fun and exciting. As a result, they make good progress.

- In 2016, the proportion of children who reached a good level of development at the end of Reception was above the national average. The proportion of children who are likely to reach a good level of development in 2017 is likely to be at least in line with the national average. Leaders are aware that they need to speed up the progress of disadvantaged children.
- Teaching is good in the early years. Adults use their assessment information well to plan and deliver learning activities that inspire and motivate children.
- Phonics is taught effectively. Children gain a good knowledge of phonics to support them with their reading and writing. They use their phonics well to read unfamiliar words.
- The early years curriculum includes attractive activities which capture children's imagination and talents. It covers all areas of learning. For example, with help from adults children described the features of a Maasai village, related to the story of 'Handa's surprise'.
- Children behave well in the early years. Children work well within the calm and stimulating learning environment. They are at ease when working with their peers, regardless of their diverse backgrounds.
- There are positive relationships between parents and early years staff. Parents benefit from a range of workshops that will help them support their children's learning and development. For example, parents benefit from 'father reading every day' and 'play and stay' sessions.
- All the safeguarding and statutory welfare requirements are met.

School details

Unique reference number	101895
Local authority	Ealing
Inspection number	10000820

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	667
Appropriate authority	The governing body
Chair	Eddy Leviten
Headteacher	Venessa Nicholas
Telephone number	020 8992 5710
Website	www.derwentwaterschool.com
Email address	admin@derwentwater.ealing.sch.uk
Date of previous inspection	18–19 January 2017

Information about this school

- The school does not meet requirements on the publication of information about the pupil premium strategy on its website.
- This school is larger than the average-sized primary school.
- The proportion of pupils who are supported by the pupil premium funding is above average.
- The proportion of pupils from different minority ethnic groups and who speak English as an additional language is well above average.
- The proportion of pupils who have special educational needs and/or disabilities and are receiving support is above average. Similarly, the proportion of pupils who have education, health and care (EHC) plans is well above average.
- The proportion of pupils who join or leave the school during the academic year is high.

- The school meets the government's current floor standards for 2016. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of key stage 2.
- The school occasionally uses other educational settings, Ealing Primary Behaviour Support Service and Lindamood-Bell Learning Centre.
- The school runs a breakfast club.

Information about this inspection

- Inspectors observed pupils learning in 25 lessons or parts of lessons, some of which were jointly observed with senior leaders. Inspectors scrutinised pupils' books during visits to lessons.
- Meetings were held with the chair of the governing body and five other governors, teaching and support staff.
- Inspectors listened to pupils read during their visits to lessons and individual pupils in Years 2 and 6.
- Meetings were held with the headteacher, two deputy headteachers, the special educational needs coordinator and other senior leaders.
- Inspectors held telephone conversations with one parent, a representative from the local authority, the assistant director and the local authority's designated officer.
- Inspectors took into account 89 responses to Parent View, Ofsted's online questionnaire, including 41 free-text responses. Additionally, inspectors met with parents informally at the beginning of the school day.
- Inspectors analysed 16 staff responses and 27 pupil responses to Ofsted's online surveys.
- Inspectors scrutinised a range of documentation including: the school's assessment information on current pupils' progress; plans for improvement; the school's self-evaluation; information related to managing teachers' performance; records relating to behaviour and attendance; safeguarding documentation and checks that leaders make on the quality of teaching and learning.

Inspection team

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Carmen Rodney	Her Majesty's Inspector
Christopher Crouch	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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