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Ms Kris O'Sullivan
Headteacher
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Dear Ms O'Sullivan

Short inspection of Deanesfield Primary School

Following my visit to the school on 7 November 2017 with Meena Walia, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. However, there are still improvements to be made in mathematics, particularly for disadvantaged pupils at key stage 2.

You, your senior team, staff and governors have high ambitions for the school and its pupils. The senior leadership team (SLT) is accurate and honest in its evaluation of the school and has clear and strategically sound plans to secure further improvements. They are also highly committed to the progress of pupils. Leaders at every level have ownership of the initiatives in place to deepen progress. Your school trains and supports new teachers effectively, allowing them to evolve and thrive in the profession. Professional development opportunities are available for all staff, and these simultaneously drive forward school priorities.

A culture of positive challenge is provided by the governing body, which supports and holds the senior team to account. They have a clear understanding of areas of focus for the school and assist the senior team in their relentless drive for improvement.

All stakeholders are happy with and in the school. Pupils are proud of their learning community and genuinely enjoy the experience of learning. There is an engaging and positive learning environment, and the school celebrates the success of all of its pupils. Pupils are keen and enthusiastic readers who can articulate their opinions in a creative manner.

Safeguarding is effective.

Leaders and governors understand their statutory responsibilities regarding keeping children safe and see this as a high priority. All the required staff employment checks have been completed and records show that referrals to external agencies are appropriate, timely and followed up. Training for staff is regular and up to date. Specific training on the 'Prevent' duty means all staff know of the steps to take if there are concerns around extremism. All staff understand the guidance given in 'Keeping children safe in education, part 1'. A particular focus has been on protecting pupils from domestic violence. As part of this work, the school encourages an open culture and pupils feel safe talking with staff about any concerns they have at home or at school.

Online safety is a high priority and school leaders work with pupils and parents on this issue. Parents are regularly updated with the latest trends online among young people, and are advised on any appropriate action to keep their children safe. The school uses tools such as anti-bullying week, in addition to regular curriculum time, to ensure that pupils know how to keep themselves safe.

Inspection findings

- We investigated the action the school is taking to ensure that all pupils, including those who are disadvantaged, those with an education, health and care (EHC) plan and those who speak English as a first language make the progress they are capable of in mathematics. We did this because test results in key stage 2 mathematics have been inconsistent for these pupils. Additionally, the previous inspection report identified working to improve the outcomes of disadvantaged pupils as a school priority. We visited mathematics lessons, spoke to pupils, looked at books and met with members of the SLT to discuss the effectiveness of the pupil premium funding and support for individual pupils. We found that the senior team and governors had a good grasp of the issues and have implemented a clear strategy to address them. The school has used the pupil premium funding appropriately, for example training teachers to use 'precision teaching' in the lessons to help all pupils achieve, alongside targeted interventions to strengthen the progress of individuals. The inclusion manager provides a bespoke package of support for all pupils with an EHC plan or statement. Therefore, I am satisfied that the leaders and governors are taking appropriate and effective action in mathematics.
- We did find that not enough opportunities are given for the mastery of mathematics through application or problem-solving. Furthermore, a lack of attention to detail in lessons has led to pupil misconceptions. For example, some pupils use mathematical symbols, units and terminology incorrectly. Therefore, school leaders need to ensure that this area is addressed in order to deepen progress for disadvantaged pupils in mathematics across key stage 2.
- We investigated whether the school is effective in improving the attendance of pupils who have special educational needs (SEN) and/or disabilities. We did this because the overall attendance of these pupils is much lower than national

averages and the number of them who are persistently absent is significantly higher. To investigate this we looked at the current attendance figures for the school and met with the inclusion manager to discuss school strategies. We found that attendance is systematically tracked and a variety of strategies are used to support the attendance of all pupils. For example, the inclusion manager works closely with some families to give them extra support and advice. School leaders know which pupils attend school less regularly, and have effectively identified ways to encourage better attendance. These strategies are all having an impact and, consequently, attendance is improving. I am satisfied, therefore, that the senior leadership team is addressing the issue of attendance of those who have SEN and/or disabilities.

- We investigated what the school is doing to support writing at key stage 1, especially for the boys. The 2016 teacher assessment data for boys at the end of key stage 1 showed that they did not perform as well as girls in their writing. To investigate this we visited lessons, spoke to pupils and listened to them read. We looked at examples of boys' writing and met with senior leaders. We found that a wide variety of writing genres are explored and all pupils, including boys, produce rich, high-quality writing, with opportunities to use a range of vocabulary. There is a culture of reading at the school and pupils explained how improving their reading has helped them to develop their writing skills further. Consequently, I am satisfied that the school is supporting all pupils, including boys, effectively in their writing, and attainment for boys is improving.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- an increased level of challenge is provided in mathematics, and pupils are given opportunities to solve real-life problems
- pupils are using the correct terminology, symbols and units in mathematics
- they continue with the good progress already made with disadvantaged pupils so that the differences between their attainment and that of their peers is diminished.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Hillingdon. This letter will be published on the Ofsted website.

Yours sincerely

Amy Jackson
Ofsted Inspector

Information about the inspection

Inspectors met with you, other senior leaders and teachers. They met with the chair of the governing body and two other governors. They also spoke with the interim head of school improvement at the local authority. Inspectors scrutinised a range of documentation, including the school's evaluation of its own performance, information on the progress and attendance of current pupils and the register of checks made on staff. Inspectors spoke to pupils and listened to them read. They visited lessons across the school and looked at pupils' work in those lessons and over time. Inspectors also spoke to parents.