

Deepdale Community Primary School

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

Inspection dates

29–30 November 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	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' progress at key stage 2 is not consistently strong enough to enable pupils to reach the standards of which they are capable.
- Teaching is not consistently good enough at key stage 2. This is because pupils, including the most able, are not always challenged and stimulated at the level needed to secure good progress.
- Teachers do not use well enough the information they have about pupils' achievement to plan work that challenges them at key stage 2.
- The good skills that teachers have are not shared sufficiently to improve the quality of teaching across the school.
- Pupils do not effectively develop their reading skills and knowledge at key stage 2.
- While the pupils enjoy the curriculum, it does not sufficiently provide for the needs of the most able pupils at key stage 2.
- Teachers do not consistently provide pupils with enough time to complete tasks.
- Leaders do not check on the quality of teaching with enough rigour. They do not focus closely enough in their lesson observations on the link between pupils' progress and the quality of teaching. They do not give teachers enough sharply focused guidance and support, to help them improve quickly.

The school has the following strengths

- Children get off to a good start in early years. The positive relationships that are such a strength of the school are quickly established. Consequently, children are happy and confident in their work.
- Pupils make good progress at key stage 1 in reading, writing and mathematics.
- The support for pupils who have special educational needs (SEN) and/or disabilities is well organised. These pupils make good progress from their different starting points.
- Support staff are skilled in supporting the learning of individuals and groups of pupils. They make a positive contribution to pupils' progress.
- Pupils are polite and caring. They behave well, and are proud of their school, and feel safe and cared for well.
- Governors have a strong commitment to the school. They understand that improvements are needed and hold leaders to account to improve pupils' performance.

Full report

What does the school need to do to improve further?

- Strengthen the quality of teaching, learning and assessment so that pupils make consistently rapid progress at key stage 2 by:
 - ensuring that teachers use the assessment information available to plan tasks for pupils which accurately match their abilities
 - teachers planning activities that challenge pupils, especially the most able, to make their best possible progress.
- Improve the effectiveness of leadership by monitoring teaching, with a closer focus on the progress made by different groups of pupils.
- Improve the quality of provision and pupils' outcomes in reading at key stage 2 by:
 - continuing to implement leaders' plans to expand the range of books that pupils read and to help them better interpret what they read
 - encouraging older pupils to enjoy and share high-quality books at home and in school.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The transition from an infant school to a primary school for children aged three to 11 has been a challenging time for the leadership team. While leaders have worked successfully to create an effective team at key stage 2, there is inconsistency in the quality of teaching and learning, which limits the progress that pupils in this key stage make.
- Evaluating the quality of education in the school is a whole-team process. The reports and documentation the headteacher provides for the governing body are detailed and informative. Leaders are aware of the range of improvements needed to ensure that the school offers a good quality of education for its pupils, and they have appropriate plans in place to achieve this.
- In September 2017, leaders introduced a new assessment system to check on pupils' attainment and progress in reading, writing and mathematics. This not only provides leaders with information year by year, but also for each term. At key stage 1, teachers use this information to identify any gaps in pupils' learning and plan their learning effectively. There is an inconsistency in the use of this information at key stage 2, which was evident during the inspection. In some classes, the work set for pupils was too easy, which limited their progress in lessons and over time.
- Leaders' monitoring of teaching does not sufficiently record the impact of teaching on the progress made by different groups of pupils. As a result, this limits the quality of feedback on teaching to further improve pupils' progress. The leadership team regularly checks on the quality of teaching and cross references these observations with scrutiny of pupils' work, to develop teachers' skills and improve teaching. However, these checks have not yet ensured that teaching is consistently good at key stage 2.
- Leaders have identified reading at key stage 2 as an area for improvement, to bring it in line with the stronger outcomes in writing and, most recently, improved outcomes in mathematics. There is now more focus on key reading skills at key stage 2.
- Leaders have a firm understanding of the impact of the school's use of the additional funding, the pupil premium, provided to help disadvantaged pupils. While these pupils are making good progress at key stage 1, it is not the case in key stage 2.
- Leaders have effective processes in place to identify, support and check on the achievement of pupils who have SEN and/or disabilities. The funding for these pupils is used effectively. They make good progress from their very different starting points.
- The leadership of subjects, including science, history and physical education (PE) is effective. Pupils are very appreciative of the opportunity to study a range of topics. The curriculum includes a good range of additional activities, for example trips and using the local environment, which helps pupils to build their teamwork skills. However, there is a need to ensure that the curriculum ensures improved outcomes at key stage 2, particularly in reading.
- The primary school PE and sport funding is used appropriately to ensure that all pupils become more physically active. It funds a specialist coach, who takes sports lessons in

conjunction with the teachers, which helps to develop their skills. After-school clubs, such as those for football, dance and multi-skills, increase pupils' participation. As a result, pupils are becoming more physically active and healthy.

- Leaders ensure that beliefs, tolerance, politeness and mutual respect are at the heart of the curriculum. Pupils have many opportunities to learn about democracy. For example, the school council is elected by all the pupils in the school. Pupils enjoy being given responsibilities, such as those of 'peer buddies'.
- Pupils are well prepared for life in modern Britain. Lessons in personal, social and health education and in other areas of the curriculum ensure that pupils have a good understanding of cultures other than their own. They have the opportunity to learn about all faiths and cultures during assemblies and visits to places of worship.
- Leaders work successfully to engage parents, providing regular workshops to help them support their children in their learning. The website provides high-quality information, which is appreciated by parents. During the inspection, parents were engaged in a high-quality workshop to help them support their children develop early writing skills.
- The school is involved in a range of partnerships with other schools. As part of the Preston Primary Cluster, a range of subject leaders engage in joint learning and the moderation of pupils' standards. The local authority provides support for the school and this is helping the school to improve. Leaders value this support.

Governance of the school

- There have been considerable changes to the make-up of the governing body over the past two years. Currently, there is an acting chair of the governing body. Governors think strategically and demonstrate a comprehensive understanding of the school's strengths and weaknesses. They support and hold the school to account to improve teaching and pupils' outcomes. For example, they know which groups of pupils have lower attainment, the reasons for this, and what leaders are doing to make improvements. They are determined to see more rapid, sustained improvements and greater consistency in teaching and learning across the school.
- Governors are keen volunteers who are proud of the school. They have a good knowledge of the positive impact of the school's work to develop pupils' strong spiritual, moral, social and cultural understanding. They know how additional funding, such as that used to support disadvantaged pupils and those who have SEN and/or disabilities, is used effectively to help these pupils make good progress.

Safeguarding

- The arrangements for safeguarding are effective. There is a culture of safeguarding in the school because staff know that it is their first priority to keep pupils safe. Staff know the pupils well and take great care to make sure that all welfare needs are met.
- The school's record of recruitment checks is compliant with requirements. Key staff have undertaken training to support them in safer recruitment.
- The designated safeguarding leader ensures that referrals are reported, recorded and followed up appropriately. The school makes effective links with a number of other

agencies.

- Adults recognise potential risks in the environment, and adjust their work accordingly to ensure that everyone is safe.
- The school provides excellent guidance for parents on safety issues and parents believe that their children are safe when at school. Pupils know how to stay safe, including when they are online.

Quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement. Recent changes made by school leaders have resulted in improvements to teaching and pupils' progress. However, teaching is not yet consistently well matched to pupils' abilities, and this results in variations in pupils' progress at key stage 2, particularly in reading.
- Expectations are not consistently high enough for all groups of pupils at key stage 2, particularly the most able pupils. In some lessons, the work set is not at the right level. Some tasks are too easy and do not challenge pupils. This prevents pupils from further developing their skills and knowledge, thus limiting their progress.
- Sometimes, pupils do not have enough time to complete their activities. On some occasions, pupils are hesitant to engage in tasks, needing reassurance from their teachers. This slows the pace of their learning and progress.
- The effective teaching of phonics has ensured that pupils can build words effectively, read unfamiliar words and understand what they are reading well. Key stage 1 pupils took pride in demonstrating their reading skills to the inspectors and showed that they understood the text effectively. In Year 2, pupils were guided in their development of reading, and all made good progress because the tasks the teacher set were challenging and expectations for all were high. In contrast to this, at key stage 2, the quality of reading sessions is variable and pupils are not challenged to develop the necessary comprehension skills and knowledge.
- The teaching of writing is effective. Pupils engage in a series of drafting exercises to build to a final piece of writing. Pupils are confident and enjoy writing and are provided with good support and feedback from their teachers.
- The teaching and learning of mathematics have improved this term. There is a consistency of expectations and pupils, at both key stages 1 and 2, are benefiting from more sharply focused lessons. Pupils were keen to apply their mathematical skills to solve practical problems and are increasingly confident to explain their reasoning in mathematics.
- The teaching for pupils who have SEN and/or disabilities is well planned and organised. A mixture of whole-class, small-group and individual sessions is used effectively to help these pupils make good progress. They are well supported by a small team of teaching assistants who help them to take a full part in the lesson and generally give them enough time to try and resolve difficulties themselves. This enables them to learn well and not be over reliant on adult help.
- Pupils study a range of subjects, and the quality of PE teaching is at least good. During the inspection, Year 4 pupils made consistently good progress in developing rolling and

jumping skills. They were encouraged by their specialist teacher to describe their movements, which they did in a detailed manner.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils feel safe in school, and parents agree that the school keeps their children safe.
- Pupils feel well cared for and listened to by adults. They explain with certainty that adults are fair and calm, and help them to resolve problems successfully. Pupils of all ages treat others with kindness and respect. They do the same with visitors to the school. They are polite, opening doors and confidently thanking others for doing the same.
- Pupils are proud of their school and keenly take on responsibilities, for example, as school councillors, buddies and monitors. Relationships between pupils and adults are good and contribute to the positive values and sense of belonging in the school.
- Pupils know how to avoid dangers when using the internet and social media. Safeguarding topics, such as 'stranger awareness', are discussed in class. As a result, pupils know what to do to keep themselves safe in different contexts. Pupils know about the importance of exercising regularly and are keen to join in sporting activities.
- Pupils are aware of different kinds of bullying and the impact that name-calling can have on them and their friends. Parents and pupils know whom to speak to if they are worried, and are confident that their concerns will be dealt with quickly and thoroughly.

Behaviour

- The behaviour of pupils is good. Pupils report that behaviour has improved throughout the school and this is supported by the views of parents and by the school's behaviour records. There are fewer incidents of low-level disruption in classrooms and no disruption to learning was seen during the inspection.
- Pupils show a very caring attitude to one another and the older pupils show great maturity in carrying out jobs, including taking care of the younger children at playtime.
- Attitudes to learning are generally good and, on most occasions, pupils work hard in lessons. However, some pupils do not take enough care with their work. This is particularly the case in reading comprehension activities, when sometimes, pupils do not take pride in their presentation.
- The school's leaders are working hard to ensure pupils' attendance is good. Attendance is improving and is now close to the national average.

Outcomes for pupils

Requires improvement

- Pupils' achievement is variable across the school. From their starting in early years, children make good progress. This is built upon at key stage 1, but does not continue at key stage 2.

- At key stage 1, pupils are consistently performing in line with the national average in reading, writing and mathematics. This is because of the consistently high-quality teaching and learning.
- In 2016, key stage 2 outcomes were well below the national average in reading and mathematics. Similarly, outcomes in the grammar, punctuation and spelling assessment were well below the national average. Pupils made less progress from their starting points than was seen nationally in English and mathematics. In 2017, the progress made by key stage 2 pupils improved in writing, with progress in line with that made by other pupils nationally. However, the progress they made in reading and mathematics was significantly below the national average. Scrutiny of these pupils' current work suggests that they continue to make good progress in writing. Pupils are making better progress in mathematics. However, their progress in reading remains a weakness.
- Reading requires improvement because at key stage 2, pupils are not making consistently good progress. Pupils achieve well in the national phonics screening check at the end of Year 1 and in their key stage 1 reading test. Most pupils have a good knowledge of the sounds that letters represent and know how to break words down when they are unsure about new vocabulary. However, too many pupils, including the most able, are not achieving their potential in key comprehension skills at key stage 2. By the time they leave Year 6, these pupils are achieving below the expected standard.
- The most able pupils in key stage 2 have not been challenged to reach the higher levels of which they are capable. As a result, in 2016 and 2017, a lower proportion of key stage 2 pupils achieved higher levels in reading, writing and mathematics than was seen nationally.
- Pupils who have SEN and/or disabilities are now making better progress than in the past. This is because the learning mentors who are responsible for them liaise closely with teachers to ensure that learning is well planned for these pupils and they receive effective support from adults. As a result, they make good progress from their starting points.
- Last year, disadvantaged pupils made less progress than other pupils with the same starting points. Their progress this year is improving, and differences between their attainment and that of other pupils are diminishing in most year groups.
- Pupils enjoy different subjects across the curriculum. In pupils' current work across a range of subjects, there was evidence of pupils making good progress, particularly in science and PE.
- Pupils have opportunities to prepare for the next stage in their education through strong links with their future schools. However, their readiness for secondary education is hindered by their lack of ability in reading.

Early years provision

Good

- The early years are well led by an effective leader who has a good understanding of the strengths of the setting and where improvements are needed.
- When they join the school in the Nursery or Reception class, many children have weaker skills than those typical for their age. Their speaking, listening and

mathematical skills are particularly underdeveloped. By the end of Reception Year, children have made good progress from their starting points across all areas of learning, and the majority reach a good level of development. Children are ready to start Year 1 as confident learners.

- Teaching is good and staff work well together. 'Learning journeys' provide a useful description of each child's progress and are used by staff to plan next steps in learning. Well-planned activities which are relevant to children's ages and interest capture their curiosity.
- The early years team provides numerous opportunities for children to explore and develop their early literacy and mathematical skills. The environment is rich with letters, language and number. The areas of learning all connect to a central theme. During the inspection, a group of children read 'The Gruffalo' with their teacher, and through repetition and looking for words in the text, developed some effective vocabulary, such as 'grass', 'green' and 'bridge'.
- The children benefit from effective phonic sessions in the Reception classes. Working in small groups, they were enthusiastic and had great fun in physically moving to explore the initial letter sounds of the letters n, h, t and o.
- Children behave well in early years. Very clear routines and boundaries mean that children know exactly what is expected of them, in their work and their behaviour. For example, during the inspection, a group of boys and girls were exploring water and ice in the outdoor area. While very excited, they learned how to wait patiently for their friends to finish before taking their turn.
- Adults have created a warm and welcoming environment for learning in the early years classrooms. Staff are careful about children's safety and are alert to their needs. The children are safe, well supervised and treated with kindness.
- Additional funding is used well to provide resources and support for disadvantaged children. Leaders have a very good understanding of the impact that this has on children's learning. Disadvantaged children make similarly good progress to that made by other children and they achieve equally well.
- The early years leader has established effective links with parents. Parents spoken with during the inspection were very pleased that their children were well cared for and making good progress.

School details

Unique reference number	119228
Local authority	Lancashire
Inspection number	10036758

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	658
Appropriate authority	The governing body
Chair	Shaheeda Batan
Headteacher	Nawal Mirza
Telephone number	01772 795586
Website	www.deepdalecommunityprimaryschool.lan.cs.sch.uk
Email address	head@deepdale.lancs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Deepdale Community Primary School is larger than the average-sized primary school.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who have SEN and/or disabilities is broadly in line with the national average.
- The proportion of pupils from minority ethnic groups is above the national average.
- In 2015, the school became a primary school. Since the expansion, a number of teaching staff have left the school and a number of new staff joined the school in September.
- The school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics

by the end of Year 6.

- The school runs a breakfast club and an after-school club.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. They observed learning in lessons. These included joint observations with the headteacher. In addition, inspectors listened to pupils read.
- Inspectors looked at examples of pupils' work and talked to them about their learning.
- Meetings were held with a group of pupils, the chair of the governing body, a representative from the local authority and school leaders.
- Inspectors looked at a wide range of school documents, including the school's own information on pupils' current and recent progress, planning of work in different subjects, leaders' monitoring of the quality of teaching and learning, and records relating to behaviour, attendance and the safeguarding of pupils.
- Inspectors spoke with parents at the school gate. In addition, they took account of 20 responses to Parent View, the Ofsted online questionnaire, including free-text responses. There were no responses to the pupil and staff questionnaires.

Inspection team

Andrew Morley, lead inspector	Ofsted Inspector
Lesley Curtis	Ofsted Inspector
John Donald	Her Majesty's Inspector
Maureen Hints	Ofsted Inspector

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