

Inspection of Deansbrook Infant School

Hale Drive, Mill Hill, London NW7 3ED

Inspection dates: 11 and 12 June 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils arrive each morning happy, looking forward to the day ahead. They are greeted by friendly staff who know them and their families well. Pupils are safe here. Expectations for all pupils are extremely high. These are understood by all staff. Pupils get stuck into their learning straight away. The school has clear routines and expectations. This includes for children in the early years.

Pupils are proud of their school. They value the warm working relationships they have with staff and the friendships they have formed. They appreciate that they are listened to and that their voice matters. Staff expect the best behaviour of all pupils. As a result, behaviour is positive both inside and outside the classroom.

Families highly value the school. They appreciate the work the school does to help develop their child holistically and academically. The school encourages pupils to contribute to the community. Pupils help to raise money for charities. They enjoy the many school visits such as their trips to castles and the coast. Staff make sure that the broad range of clubs are well attended. These include drama, sewing and gardening club among many others.

What does the school do well and what does it need to do better?

Leaders have worked exceptionally hard since the previous inspection to make significant improvements to the school. They have worked closely with parents and carers on the school's journey since the previous inspection. Leaders have thoroughly enhanced the school's curriculum, making very effective changes. Leaders and those responsible for governance are highly reflective on the school's work. They have an accurate understanding of the school's strengths and areas for development. The school has worked very diligently in improving subject leadership so that it has a clear oversight of curriculum implementation. Training for staff is very well thought through. This means that staff have an in-depth understanding of what they teach and do so skilfully.

Leaders have broken down the curriculum into small steps so that pupils can gradually build their knowledge and understanding in subjects. It has also enabled staff to identify any gaps and misconceptions quickly. This informs their next steps. Staff expertly make adaptations to the curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). This enables all pupils to access the full curriculum. In some subjects, the school does not identify the subject specificity explicitly for pupils. This means that in these subjects, pupils are unable to articulate important subject-specific content.

Staff identify the needs of pupils with SEND quickly. They work closely with the families and external professionals to best meet pupils' needs. This was highly valued by parents and carers.

Leaders have prioritised the teaching of early reading, which is a strength of the school. All staff receive regular training and deliver phonics teaching with confidence. Pupils who have fallen behind catch up quickly. Books that pupils read match their phonics level. Pupils routinely use their phonics strategies to decode unknown words. The assessment processes in place are extremely thorough. This enables staff to identify gaps in individual pupils' knowledge. All staff promote the love of reading. A range of exciting and challenging books are shared with pupils daily. Staff encourage pupils to take home books regularly.

Staff take great pride in developing confident and independent pupils. This begins in the early years where children follow instructions well. The school provides pupils with a wide range of opportunities to develop their interests and talents. Staff encourage pupils to take on responsibilities. For instance, the school council is voted in by their peers each year. They regularly collect feedback from their classmates and discuss them in meetings. A recent example is when the school council met with the catering staff to improve the school meals. They also frequently report to governors.

Pupils behave well across the school. Staff have a consistent approach to promoting positive behaviour. Leaders have worked rigorously with families to improve attendance across the school. They have introduced incentives which have motivated pupils. Consequently, attendance has greatly improved since last year. Leaders continue to work with families to improve some pupils' attendance.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the identification of subject specificity is not precise. This means that in these subjects, pupils are unable to articulate important subject content. The school must ensure that subject knowledge and skills are clearly identified so that pupils are able to recall key subject content confidently.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101274
Local authority	Barnet
Inspection number	10336881
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair of governing body	Julia Hutton-Squire
Headteacher	Carole Catley
Website	www.deansbrookinfants.co.uk
Dates of previous inspection	28 February and 1 March 2023, under section 5 of the Education Act 2005

Information about this school

- This is an average-size infant school.
- This school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with representatives of the governing body, including the chair of the governing body. The inspectors spoke to a representative from the local authority. The inspectors met with the headteacher and other members of the leadership team.
- Inspectors carried out deep dives in these subjects: early reading, mathematics,

science, history and art. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also looked at samples of other subjects.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to surveys completed by parents and staff. They also spoke to some parents and most staff.

Inspection team

Aliki Constantopoulou, lead inspector	His Majesty's Inspector
Janice Howkins	Ofsted Inspector
Karyn Ray	Ofsted Inspector

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