



Deanesfield Primary School

Inspection Report

Unique Reference Number 102377
LEA Hillingdon LEA
Inspection number 276707
Inspection dates 4 May 2006 to 5 May 2006
Reporting inspector David Benstock AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Queen's Walk
School category	Community		South Ruislip
Age range of pupils	3 to 11		Ruislip HA4 0LR
Gender of pupils	Mixed	Telephone number	02088452715
Number on roll	526	Fax number	02088456833
Appropriate authority	The governing body	Chair of governors	Mrs R McNamara
Date of previous inspection	27 November 2000	Headteacher	Mrs S O'Brien

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Deanesfield is situated in the London Borough of Hillingdon and admits pupils from the immediate locality and also from neighbouring boroughs. It is bigger than most primary schools. The social and economic profile of the pupils is broadly average but there has been a recent increase in the number of families with difficult home circumstances and vulnerable children. Pupils come from a wide variety of minority ethnic backgrounds. The percentage of pupils whose first language is not English is above the national average. The percentage of pupils with learning difficulties and disabilities, including those with statements of special educational needs (SEN) is below average. There is a Special Resources Provision (SRP) on site for about 12 pupils with severe speech and language difficulty, who are integrated into the school for some of their work. This unit serves the whole of North Hillingdon.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection agrees with the school's own view that it is good and that it has some outstanding features. Pupils achieve well because of the stimulating and supportive work ethos that pervades every area of the school. Pupils start school with broadly average skills. In the Foundation Stage the provision is good and children achieve well although their communication skills and mathematics development are below average. Throughout the school, pupils make good progress so that standards in English and mathematics are significantly above average by the end of Year 6. Achievement in science is particularly good. The school's strong focus on writing has been successful in improving the achievement of lower and average attaining pupils, but has made insufficient impact on the progress and achievement of the more able.

Personal development is outstanding. Pupils respect others' views and reflect on their needs. They demonstrate exceptional attitudes to learning, willingly take responsibility and value the diversity of cultural background in society. Because of the high quality of care from teachers, pupils work hard and achieve well. Behaviour is excellent and learners enjoy their education very much.

The school provides well for its pupils. Teaching is good overall, especially for those with learning difficulties and disabilities. However, in some lessons activities are not sufficiently varied or interesting. The curriculum is good and enriched with many extra curricular activities. The SRP unit provides exceptionally high quality opportunities for pupils. The school works extremely well with other schools and agencies to promote learning.

Leadership and management are good. The school has improved well since the previous inspection and has good capacity to build on its strengths. The headteacher has been highly successful in raising standards and motivating staff at all levels. The school evaluates itself accurately and realises that results of this analysis are not applied well enough to long-term plans to improve some aspects of teaching and learning and the use of resources. The school gives good value for money.

What the school should do to improve further

- Improve standards in writing especially for more able pupils.
- Sharpen up the links between self-evaluation and the school's long-term plans to ensure that all lessons are interesting and make good use of resources.

Achievement and standards

Grade: 2

In most aspects, children start school with broadly average skills but their communication, language and literacy and mathematical development are below the levels expected for their age. They make good progress in the Foundation Stage and this prepares them well for the next stage of their education. By the end of Year 2

pupils attain standards in reading, writing and mathematics that are a little above the national average.

There is an upward trend in the results in national tests. Standards in English, mathematics and science are all significantly above average at the end of Year 6. The school exceeded its challenging targets in English and mathematics in 2005. The rate of progress in English, mathematics and science in Years 3 to 6 is good as teachers successfully build on the groundwork in Years 1 and 2. Pupils are particularly successful in science, reflecting a strong emphasis placed on the subject. Pupils with learning difficulties and disabilities achieve well. Those at an early stage of learning English make good progress. Because of the school's initiatives in improving the performance of boys, their achievement is rising. In its bid to raise standards still further the school has correctly targeted the improvement of pupils' writing skills. This has worked well for pupils of lower and average attainment but the more able should do better.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Behaviour is excellent and makes a significant contribution to both the good achievement and the calm and harmonious atmosphere of the school. Pupils enjoy school very much saying that lessons are interesting and often exciting. They particularly relish the rich variety of activities available to them during recreation periods and out of school hours. Attendance is good.

Pupils understand the benefits of healthy eating and lifestyle. Sporting activities are particularly popular and are frequently over-subscribed. Pupils are well-informed about what constitutes a healthy diet. This understanding is reflected in their choice of mid-day meals. Pupils enjoy explaining their views on the importance of looking after themselves.

The spiritual, moral, social and cultural development of pupils is outstanding. Pupils of all abilities respond maturely to the good opportunities to reflect on some of the significant values and issues of life. They have a very clear understanding of what is right and wrong. Many have become responsible members of their school community and wider society, taking responsibilities in the very active school council, extremely seriously. Pupils show sensitivity for the values and beliefs of others and gain a very good understanding of cultures and lifestyles other than their own through the many opportunities for personal development provided by the school. The good achievement of the majority in numeracy and literacy, and the well-developed competence in information and communication technology (ICT) equips pupils well for the future.

Quality of provision

Teaching and learning

Grade: 2

The school rightly identifies teaching and learning as good. They are good in the Foundation Stage but some aspects of learning are hampered by limited outside resources in reception. Teachers provide the right level of challenge through careful planning which builds upon previous learning. Teachers and learning assistants offer very good support and a wide range of activities to match pupils' needs and abilities so that pupils, including those with learning difficulties and disabilities, and those for whom English is an additional language, achieve well. Teachers' caring approach and infectious enthusiasm stimulate pupils' interest and encourage them to fully participate in lessons. Pupils enjoy learning; they concentrate well and work with confidence because they know what is expected. In some lessons teaching is not as well focused and is uninteresting because activities are not varied enough, or insufficient use is made of resources.

The use of assessment for measuring pupils' progress is good. Through positive comments from the teachers in lessons and very good marking of books, pupils know how well they are doing and what they need to do to improve.

Curriculum and other activities

Grade: 2

The school's curriculum is good. It is varied and interesting, meeting the needs of all pupils effectively through an extensive programme of enrichment opportunities. The school's special events, visits, visitors and after school clubs are very popular and sometimes oversubscribed. These activities have a very positive impact on pupils' enjoyment and achievement.

Good medium and long term planning helps to promote consistency between classes. The Foundation Stage curriculum is well planned. There is a strong emphasis on developing basic skills in literacy, numeracy and ICT. Pupils' skills and understanding are enhanced through work in other subjects and they demonstrate good expertise in historical enquiry and creativity. Displays include many examples of attractive artwork. The school has worked hard to develop writing skills but more remains to be done to extend the more able by using writing more widely in other subjects.

The school's programme of personal and social education is comprehensive and this is reflected in pupils' good behaviour towards each other and their level of involvement within the school community.

Care, guidance and support

Grade: 1

The quality of care, guidance and support for pupils, including those in the SRP, is outstanding. The school keeps children safe and ensures that they feel valued. Staff

provide special care for children whose circumstances make them more vulnerable, through before and after school support. Robust procedures for child protection are in place. Pupils feel very safe in school, knowing that any concerns are taken seriously by staff and will be dealt with promptly and effectively.

Pupils' progress is monitored regularly. Target setting and very informative marking ensures that pupils have a clear understanding of how well they are doing and how they might improve.

Support for pupils with a very wide range of learning difficulties and disabilities, is well-organised and effective. The provision for the growing number of pupils for whom English is an additional language is effectively organised.

Leadership and management

Grade: 2

The overall quality of leadership and management is good, confirming the view of the school in its own self-evaluation. The headteacher has demonstrated excellent leadership. She has a very clear vision and high aspirations for the future of the school. The senior leadership team has been restructured recently to give a broader and more effective distribution of responsibility. Monitoring of teaching and learning has improved and is now consistent in identifying teachers' strengths and training needs. Increasingly good use is being made by subject leaders of performance data to monitor the progress of pupils. The SRP is very well managed.

Governance is good. Governors are supportive, challenging and contribute well to strategic planning. They have a good understanding of the school and many visit on a regular basis. Finances are well managed. The partnership with parents is very good, for example, through the highly successful 'parent council' initiative chaired by a parent governor. Parents are extremely pleased with the standard of education at the school and their views are taken into account.

The school has identified clearly its strengths and areas for improvement in its self-evaluation. It recognises the need to extend the process to link more closely with long-term planning especially in further improving teaching and learning. The school has addressed the issues of the last inspection well and standards have improved considerably. The capacity to improve is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you and meeting your teachers. We think Deanesfield is a good school and it has some excellent features.

This is what we liked most about your school: * You behave extremely well and are very kind and thoughtful to other people. * You are polite and friendly to visitors. * You work hard in lessons and do well in most tests and examinations * The teachers are very caring and give excellent support to you when you need it. * The school council is enthusiastically working hard on everyone's behalf to draw attention to things that need improving. * The headteacher, staff and governors work well together, and with people outside to find ways of improving your achievement. * Your parents are very pleased with the education provided.

For your school to get even better we have asked your teachers to help you to work hard to improve your writing skills so that more of you will achieve higher levels in your examinations. Also we agree with the teachers that they need to link their knowledge of how good the school is to their future plans to make teaching and learning even better.

We hope you do well in your time at the school.

David Benstock

Lead Inspector