



# Downsview Primary

## Inspection Report

**Unique Reference Number** 134515  
**LEA** Kent  
**Inspection number** 282588  
**Inspection dates** 6 July 2006 to 7 July 2006  
**Reporting inspector** Kevin Hodge AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Beech Avenue
<b>School category</b>	Community		Swanley
<b>Age range of pupils</b>	4 to 11		Kent BR8 8AU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01322 662594
<b>Number on roll</b>	169	<b>Fax number</b>	01322 662594
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Ted Young
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Ms Sue Woodcock

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 6 July 2006 - 7 July 2006	<b>Inspection number</b> 282588
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average school which amalgamated in January 2004 from the former infant and junior schools. Three classes remain in the old junior building and four in the infant block. Work on building additional classrooms starts in September as the old junior building is to be demolished. It is planned for two junior classes to be in temporary classrooms until May 2007. The social and economic backgrounds of pupils are mixed and the vast majority of pupils are White British. About 10% of pupils are from minority ethnic backgrounds. When they start school, most children's attainment is below that which is typical for their age, particularly their language skills. The number of pupils with learning difficulties is above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Downsview is a satisfactory school. It has good features and is improving quickly. This broadly agrees with the school's own view. Provision is good in the Foundation Stage, where stimulating activities enable children to make good progress. By the time they enter Year 1, they broadly reach the standards expected.

Pupils, including those with learning difficulties, make satisfactory progress and reach satisfactory standards through the rest of the school. Pupils' learning and progress is increasing, although this is slower in some aspects of English such as writing. The school has focused its efforts on raising pupils' attainment which is beginning to have an effect and on improving pupils' behaviour, which is now good. Standards for the oldest pupils were low when the school opened just over two years ago. They improved significantly last year and have continued to rise this year, particularly in mathematics and science, although still below the national average. While teaching overall is satisfactory, some good teaching is helping to improve pupils' progress at a faster rate. However, this good teaching is not widespread and, while marking of pupils' work is regular, it is not carried out to the same standard in every class or subject. The school works well with a number of other schools and local community groups to support pupils' learning. As a result of good provision for their well-being, support, guidance and care, pupils enjoy school, feel safe and know that an adult will act upon their concerns.

The headteacher, supported by an effective governing body, leads the school well. She has handled the effects of the recent amalgamation effectively. The school makes regular checks on the quality of lessons, which has helped pupils make better progress, but does not make full use of the information gained to improve teaching still further. Clear plans for future development, increasingly good progress made by pupils and the committed support of staff and governors mean the school is well placed to keep moving forward. It provides satisfactory value for money.

### What the school should do to improve further

- Improve pupils' abilities further in English, particularly writing in Years 3 to 6, so they become more confident in using their skills.
- Provide effective support and guidance to teachers to ensure that teaching is consistently good throughout the school.
- Ensure that the quality of marking is always of a high standard and helpful to pupils in knowing what they need to do to improve.

## Achievement and standards

### Grade: 3

Achievement is satisfactory overall. Provision in the Foundation Stage is good and children make good progress from their below average starting point. They quickly gain social, language and number skills. By the time they begin Year 1, they broadly

reach expected national standards. In Years 1 and 2, pupils consolidate upon this progress and most reach the levels expected at the end of Year 2. In Years 3 to 6, pupils make satisfactory progress and their standard of work has improved. Writing standards are rising but weaknesses still remain and are taking more time to remedy. Though standards at the end of Year 6 are still below the national average, pupils now reach standards that are closer to these. The school sets challenging targets for the tests each year and is broadly successful in reaching these. For example, since the school opened two years ago, results have improved significantly and the most recent tests taken this year indicate they have improved again, particularly in mathematics and science. Vulnerable children and those with learning difficulties make satisfactory progress in line with other pupils.

Additionally, pupils show good skills in artistic, musical activities and reach appropriate standards in gaining information and communication technology (ICT) skills. The few pupils from minority ethnic groups make similar progress to others and there are no significant variations in attainment between pupils.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils have positive attitudes to school and like learning new and interesting things in lessons. They now behave well, due to the clearer expectations set by staff. Attendance is in line with national averages and effective action has been taken to encourage better attendance for a few pupils who had found it difficult to attend regularly. Pupils' spiritual, moral, social and cultural development is good. The school's values are clearly understood and pupils respond to them well. Children's confidence develops well from the Reception class and they appreciate the responsibilities they are given as they get older. For example, they enjoy being playground buddies and take their role seriously as members of the school council. They feel that they are able to influence decision making, such as proposing designs for the new playground. To extend their understanding of others, pupils celebrate a wide range of festivals linked to the cultures represented in the school.

The school's designation as a 'Healthy School' helps pupils understand about healthy eating such as drinking water and the 'fruit club' liked by pupils. Regular physical education activities help provide exercise. Parents see the school as an important part of the community and pupils contribute well to it through activities such as collecting and distributing foodstuffs at harvest festival. Pupils are prepared satisfactorily for their future economic well-being although weaknesses in pupils gaining basic skills in literacy and numeracy are slowing the process. They develop useful life skills through collaborating with others and older pupils in particular develop skills in working together in teams to plan special events.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is satisfactory overall. Teachers generally 'set the scene' well at the start of lessons and pupils readily respond to the teachers' directions. In the Reception class, good teaching using a stimulating range of activities results in pupils quickly gaining basic social and academic skills. Effective teaching in Year 6 is helping pupils make quicker progress. For example, stimulating teaching made the best use of pupils' enthusiasm by examining relationships between characters prior to staging a mini opera. In other classes, teaching does not always make the best use of opportunities to extend or develop pupils' skills such as writing, as some teachers do not allow enough time for pupils to get on with activities after introductions. Teachers are aided by effective teaching assistants who support pupils well, including those with learning difficulties. Teachers' marking of work is regular, but is often done differently between classes. Some is too brief to be helpful, but the best gives pupils clear guidance on how to improve.

### Curriculum and other activities

#### Grade: 3

The curriculum satisfactorily meets the needs of all pupils and there are some good features. Links are made between subjects so that literacy, number and ICT skills are used for a purpose, but these are not fully developed and effective. Children in the Reception class have a good start because they learn and play within a stimulating environment. Activities are based on a good understanding of what they need to learn next. In other classes, activities have a suitable emphasis on basic skills. A sharper focus on improving them in older classes is beginning to work. Activities in art and music are particularly well planned through the school, helping pupils to achieve well in these areas. Learning is made more interesting for pupils through visits linked to topics being studied and special events within school, such as representatives from the traveller community and theatre group workshops. Other activities to help Year 6 transfer to secondary school are exciting and relevant.

Many pupils attend the extra-curricular clubs, several provided through additional community funding. These meet pupils' interests well because they are planned in responses to their views and requests.

### Care, guidance and support

#### Grade: 2

Care, guidance and support for pupils are good. Procedures to ensure they are safe are good. Pupils say they feel secure and that there is no bullying. They are confident in reporting difficulties to any adult and know they will receive help. Child protection procedures are effective and health and safety procedures reviewed regularly. Younger children are introduced to whole-school routines gradually so that they too feel

confident about their new surroundings. Pupils in Year 6 are prepared well for their move to secondary schools. The school works with a wide range of external agencies to ensure that pupils identified as being vulnerable are given the support they need.

Teachers provide regular opportunities for parents to review their child's progress and these meetings benefit from pupils attending. This is effective in helping both pupils and their parents to know what needs improving. The inconsistencies in marking, however, mean that sometimes pupils are not given clear enough day-to-day guidance on what to do to improve their work.

## **Leadership and management**

### **Grade: 2**

The leadership and management are good. The challenges of dealing with the amalgamation have been handled by the headteacher with commitment and skill. She has rightly concentrated on maintaining morale of staff and pupils, but recognised the need to improve the pupils' rates of progress. Against the background of having to reduce staff, manage two buildings and planning new roles and responsibilities, pupils' progress is improving and standards rising. The headteacher monitors lessons regularly and analyses teaching and learning systematically. This has helped improve the weakest teaching, but does not always pinpoint how satisfactory or good teaching can be improved still further. The school's process of evaluating its performance is largely effective and accurate. It involves all staff and governors and includes the views of parents. For example, parents wanted changes to homework routines and help with family learning, which the school agreed to provide. The chair of governors, together with the headteacher, has a clear vision for the school's future. This helps governors provide increasingly good support during the setting up and coming together of the new school.

Governors contribute well to school improvement planning, which is helping the school to target the next stages of improvement, reduce its agreed deficit budget and deploy its resources effectively.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

We really liked visiting your school and enjoyed meeting you and the staff. Here are some of the things we found out while we were with you.

What we liked most about your school:

- You are getting better at your English and maths work and do particularly well in your art and music activities.
- The children in Reception class do really well and enjoy their learning a lot.
- You behave well in class and around the school.
- The headteacher and staff work well together and help you to develop confidence and feel safe in school.
- You do interesting activities in lessons, such as Year 6 doing a mini opera.
- You understand about the best things to eat and why it is good to take exercise.
- You like taking responsibility for things like fund raising to help others.
- Most of your parents or carers think it is a good school that helps you feel safe and learn.

What we have asked the school to do now:

- Help you get even better at your writing and mathematics.
- Make sure the teachers in different classes mark your work in similar ways so that you are always stretched to do your very best.
- Just as we have asked you to do better, your teachers, too, should also be helped to spot more ways they can improve on their teaching.

Best wishes for your future.