



# Deptford Park Primary School

## Inspection Report

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**Unique Reference Number** 100678  
**Local Authority** Lewisham  
**Inspection number** 285842  
**Inspection dates** 18–19 October 2006  
**Reporting inspector** Anne Berger HMI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Evelyn Street
<b>School category</b>	Community		London
<b>Age range of pupils</b>	3–11		SE8 5RJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8692 4351
<b>Number on roll (school)</b>	449	<b>Fax number</b>	020 8694 0116
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Terry Scott
		<b>Headteacher</b>	Mr Craig Voller
<b>Date of previous school inspection</b>	26 February 2001		

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## Introduction

The inspection was carried out by one HMI and two Additional Inspectors.

## Description of the school

This school has been federated with another local school since 2004 and one headteacher runs both schools. Deptford Park School had been identified by the local authority at that time as in need of intensive help as standards were exceptionally low. Staff from both schools work at Deptford Park.

The school serves a culturally diverse area where about 35 different languages are spoken. Nearly all pupils arrive in the nursery with very limited language, communication and social skills. Most families live in high-rise flats and have limited access to outdoor space. A high proportion of pupils do not live with their parents and many of these are asylum seekers and refugees from war-torn zones. Mobility is exceptionally high.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Deptford Park provides a satisfactory quality of education with many good features. The federation has been the key to the major improvements which have been made over the last two years. The headteacher has made an outstanding contribution to turning the school around. He has tackled the legacy of underachievement and poor performance on all fronts and the whole leadership team has followed suit. As a result, 2006 test results have improved rapidly from those of 2004 and the pupils now attain satisfactory standards. Though most pupils make rapid progress from a very low base, there is still further to go to ensure all pupils achieve what they are capable of. Test results show that more of the most able pupils could attain the higher levels at the end of Year 6. Currently the pupils' achievements are satisfactory.

The pupils settle quickly in to the nursery where they develop good personal and social skills. These continue to improve as the pupils move through the school. The diversity of the local community is embraced and the pupils are given many opportunities to inform others of their own culture, thus contributing to the overall sense of harmony and tolerance in the school. The pupils work and play in a healthy, safe and secure environment.

The learning environment has been transformed. The new dance and art studios, as well as the attractive outdoor play areas are particularly impressive and highly valued by the pupils.

The shift to a more engaging and enriching curriculum has been an important force in raising standards. There are better opportunities for pupils to develop a positive view of themselves and focus on their improving language and communication skills. The pupils use their literacy, numeracy and ICT skills in most subjects. This is good preparation for the future.

The school has evaluated the quality of teaching and learning as satisfactory and the inspectors agree. About half the teaching is good or better, but there are some inadequacies in a few classes, mainly, but not solely, where teachers are recently qualified. The activities are not sufficiently well-matched to pupils' next steps in learning. The senior leadership team is aware of these issues and the outstanding coaching and mentoring from the sister school, as well as the thoughtful induction programme, is having a positive impact.

There have been many major improvements over the last eighteen months successfully setting the stage for further important initiatives. Governors and the leadership team are significantly improving the life chances of the most vulnerable young people within the community. Their evaluation of the strengths and weaknesses of the school is insightful and accurate. They act swiftly on their analysis to ensure the improvements to standards are sustained.

### What the school should do to improve further

- ensure the weaker teaching reaches the standard of the best

- provide greater levels of challenge for the more able pupils
- ensure lessons have a clearer focus on what the pupils need to learn next to achieve higher standards

These areas match those identified by the school in their excellent evaluation.

## **Achievement and standards**

### **Grade: 3**

Pupils start school in the nursery from a very low base in nearly all areas, particularly in language and communication skills. During the Foundation Stage they make satisfactory progress overall, though they make good progress in their physical development because of the well-structured teaching during the outdoor play sessions. Through the focused efforts of all staff most pupils achieve the expected levels by the end of Year 2. Standards for the older pupils have risen considerably but some do not yet achieve all that they are capable of because of weaknesses in some of the teaching. The legacy of previous poor performance also contributes to this problem. The school has just reached the minimum standard set for all schools (65% Level 4) and their evaluation shows that further improvements are possible. Even so the school sets ambitious targets and to date these have been met.

Pupils with learning difficulties and disabilities and those who do not speak English as their first language make good progress in reading and language acquisition. This is because of the timely interventions and good support of the inclusion and special needs teams.

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

### **Grade: 2**

The pupils socialise well together and resolve any disagreements sensitively. They show great understanding of other cultures and contribute to the harmony and tolerance within the school community which is outstanding. The pupils make good progress in understanding the difference between right and wrong, although they admit they could try harder to apply this when adults are not watching.

The pupils' attendance is outstanding. Considerable attention is given to improving their diet and physical fitness. This is very successful and the pupils require less time off due to ill health than is the case in most schools despite the overall high levels of illness in the area. Particularly good work is done to monitor and provide additional support for pupils and carers who are particularly vulnerable to under-achievement.

The pupils' spiritual development is satisfactory. There are many activities which focus on this aspect of the pupils' life but also missed opportunities in some lessons to understand and marvel at the wonders of the world.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching has improved considerably since the start of the federation and is now satisfactory with many good features. The focus last year on making lessons more active has worked and most are engaging and motivating.

This year, due to the turn over of staff, the quality of teaching, though satisfactory, is not as good as it could be. The leadership is aware of this and has put into place suitable strategies to address the issues. The specialist subject teaching makes a significant impact on the quality of teaching and learning. These teachers model outstanding practice and provide excellent development opportunities for the class teachers.

### Curriculum and other activities

#### Grade: 2

The curriculum has been adapted and developed well to meet the needs of the pupils. It covers the requirements of the National Curriculum thoroughly but it has been tailored so that it provides opportunities which many pupils would otherwise not have. With the grassy play areas, free musical tuition, a well- stocked library, extensive range of after-school clubs and activities as well as the wide range of visits, the federation has done much to provide a stimulating context for learning. They have ensured the pupils have access to the best resources possible. Attendance at clubs and after school activities is high.

### Care, guidance and support

#### Grade: 2

Pupils have confidence in the staff and the school; they feel safe from bullying and know that any worries are quickly dealt with. Learning mentors are available for pupils to talk to if needed and the 'post box' is used well by pupils to express concerns.

The school tracks the pupils' achievement very closely and analyses the data both by individual and by group, such as ethnicity and gender. Work is carefully marked although some teachers are better than others at making sure the pupils know what they have to do to improve. The pupils know that they will get help when they need it, but have not yet developed sufficient responsibility for their own learning.

## Leadership and management

#### Grade: 1

The governing body are committed to achieving higher standards and have taken swift action to address weaknesses which have resulted in major improvements. They support and challenge all leaders to meet their targets as they strive for excellence. The

federation's headteacher and his senior team have transformed the ethos and learning environment over the last two years and provide outstanding leadership and direction. Their passion, pace and expectations have permeated school life. Development plans focus on fulfilling each child's potential. The senior team has provided a clear model for middle leaders who are developing the required skills quickly and enthusiastically.

Everyone goes the extra mile to ensure communication is good and parents are welcomed and respected as a vital part of the school. Parents are overwhelmingly supportive of the school and feel that their children are doing well, as shown by the positive responses to the parental survey.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### 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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

We really enjoyed our visit to your school. Thank you for talking to us. Mr Voller has done a great job and your school has improved a lot recently. Everyone is working very hard to make sure you all do as well as you can.

Some of the things we liked about you school are:

- you enjoy learning and work hard
- many of you have made a lot of progress
- the displays of your work are superb
- the staff try to make lessons interesting

We were very pleased, to see how well you all get on together and sort out problems by talking with your friends and the staff.

You told us how much you enjoy the play areas and the new art and dance rooms. We thought your school was a very nice place to learn.

We agree with your teachers that some of you could still do better. You were very honest with us, when we met with a few of you, and told us that you did not always do your best if your teachers were not checking up on you. The teachers are trying to find more ways to help you learn. Perhaps you could help them by doing your best even if no-one is watching?

Thank you for being so polite during the visit. I hope that you continue to enjoy your learning. Please thank your parents for the many very helpful comments they made on the questionnaires.

With all best wishes for the future

Ann Berger HMI