

# Deanesfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	102377
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	323633
<b>Inspection date</b>	14 July 2009
<b>Reporting inspector</b>	Rob Crompton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	526
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bob Alley
<b>Headteacher</b>	Ms Kristina O'Sullivan
<b>Date of previous school inspection</b>	4 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Queen's Walk South Ruislip Ruislip HA4 0LR
<b>Telephone number</b>	020 8845 2715
<b>Fax number</b>	020 8845 6833

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## Introduction

The inspection was carried out by two Additional Inspectors. The school was visited for one day. The inspectors investigated the following issues in detail:

- provision in the Early Years Foundation Stage
- pupils' achievement in writing
- self-evaluation and development planning.

Evidence was gathered from the school's self-evaluation, nationally published assessment data and the school's own assessment records, together with curriculum and planning documents. In addition, observations were made of the school at work, including some visits to lessons. Interviews were held with staff, pupils and governors. Parents' responses to the questionnaires were analysed. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments were not justified, and these have been included where appropriate in this report.

## Description of the school

Deanesfield Primary School is larger than average. Two thirds of pupils are of White British heritage. Other pupils are from a wide range of minority ethnic backgrounds, including Asian, African, Caribbean and Mixed Race. A few pupils are from families that have sought refuge in the United Kingdom. The number of pupils with English as an additional language is above average, although a relatively small proportion of these pupils are at an early stage of learning English. An average proportion of pupils have learning difficulties and/or disabilities. Most of these have moderate learning difficulties, while others have behavioural or emotional problems. There is a Special Resources Provision (SRP) on site for about 12 pupils with severe speech and language difficulties, who are integrated with the school for some of their work. This unit serves the whole of North Hillingdon. The school provides for the Early Years Foundation Stage. There are currently 71 children in the Nursery, most of whom attend part time, and 65 children in Reception.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Deanesfield Primary School provides a good quality of education for its pupils. It welcomes pupils from many different backgrounds, offering a warm, purposeful learning environment. The first-class care pupils receive reflects the school's aim to ensure they all do as well as they can. Pupils' personal development is outstanding. They have extremely positive attitudes to work. Excellent self-evaluation and highly effective development strategies mean that the school is moving forward rapidly. Improvements in the quality of teaching and the curriculum are strong factors in the good and accelerating progress pupils make through the school.

By the end of Year 6, standards are above average in English, mathematics and science. In recent years, although an above-average proportion of pupils reached the higher levels in reading, the number of those doing so in writing was much lower and was below the national average. Much progress has been made in narrowing this gap but writing standards are still weaker than reading, particularly for the more able pupils. The school has a commendable determination to reduce the gap further. Meticulous tracking of the progress of different groups enables staff to identify any trends in their performance quickly. As the school is a pilot school for the national Assessing Pupil Progress project, staff have gained considerable expertise in using assessment data to monitor pupils' progress and, consequently, in personalising learning to meet the needs of individuals. Tracking systems have been refined to provide each class teacher with insights into their pupils' progress and to help them evaluate their own effectiveness. This process revealed that boys were not doing as well as girls in writing. Highly effective strategies have proved successful in addressing this issue and the boys in the current Year 5 are well on their way to achieving similar standards to those achieved by the girls.

A strong focus on helping pupils to understand their own learning needs is contributing much to driving up standards. Classrooms abound with prompts for learning. These include visual support for writing for different purposes. Year 5 pupils, for example, made very good progress in creating persuasive advertisements for the model fairground rides they had made. Because they were clear about the success criteria, pupils included alliteration, exaggeration and rhetorical questions. This link between design and technology and writing illustrates the success of setting work in meaningful contexts. It is particularly effective in motivating boys, three of whom were eager to explain how their battery-driven ferris wheel worked and to write accounts of how they had made it.

Most teachers are skilled in matching work to pupils' individual needs and are increasingly confident in interpreting the curriculum in imaginative ways. Rather than basing their planning on specific content to be learned, teachers frequently determine what pupils already know about a subject and ask them what they would like to find out. This gives learning real meaning and relevance and, at the same time, ensures the requirements of the National Curriculum are met. This approach was used very effectively in Year 4, where pupils were studying animal habitats. After they identified what interested them, the teacher provided a sequence of 'learning steps' to guide their work, successfully encouraging independent and cooperative work. However, some work lacks such flexibility when teachers stick rather rigidly to a weekly timetable, which limits the extent to which pupils' interests can be followed up. Teachers provide excellent feedback through marking and encourage pupils to reflect on one another's work. The use of highlighting pens to identify strengths and areas for improvement is well understood by pupils and provides clear guidance for the next steps in their learning. The school's most recent monitoring of teaching showed that, although it was good overall, with some outstanding

teaching, these successful methods were not consistent across the school. Senior staff are addressing this issue very well by providing more training and sharing good practice across the school.

Pupils' outstanding personal development is evident from their extremely good awareness of how to keep safe, for example when using Underground trains during school visits. They have an excellent understanding of the importance of a healthy lifestyle and participation rates in physical activities are high. Pupils thoroughly enjoy school. This is evident during lessons and from the many extra-curricular activities in which they take part.

Pupils make a valuable contribution to the life of the school as members of the school council, as house or class captains and as prefects. These responsibilities contribute to their outstanding moral and social development. The many creative activities on offer successfully promote spiritual development. Working and playing alongside children from various backgrounds, together with studies of how different communities live in the United Kingdom and abroad, lead to excellent cultural development. Pupils develop high levels of independence and self-confidence and gain excellent skills in working cooperatively. These attributes, together with their good literacy, numeracy and computer skills, provide an excellent grounding for their subsequent education and beyond.

The school's unremitting commitment to inclusion is evident in the high-quality care, guidance and support that pupils receive. The inclusion manager provides excellent guidance for colleagues on meeting the needs of pupils with learning difficulties and/or disabilities. Teachers adapt their methods accordingly and teaching assistants make a valuable contribution. This means that these pupils progress at the same good rates as their peers. Similarly, pupils at an early stage of learning English achieve well. Staff draw on a wide range of expertise from outside the school. This contributes very effectively to the achievement and personal development of vulnerable pupils, for example, those who are looked after rather than living with their parents or those whose families have sought refuge in this country. Pupils in the SRP are fully integrated socially with the rest of the school. Skilful teaching assistants provide individual help, as well as supporting pupils as they work alongside their classmates.

Leadership and management are outstanding. Governors take seriously their responsibilities in holding the school to account, asking probing questions and seeking further information where necessary. The school promotes community cohesion well. There are numerous links with the immediate community. In addition to providing support for families, for example by establishing a toy library, the school is a hub for many support groups. Pupils' global awareness is promoted through studying contrasting localities within the United Kingdom and learning about other countries.

The school's continuing success owes much to the excellent leadership of the headteacher. Her experience as a school improvement adviser for the local authority is extremely valuable in sustaining and further improving the school's overall effectiveness. Much of the teaching is now outstanding and the curriculum has many excellent features, owing to a concerted effort by senior staff to ensure the highest possible standards in every aspect of the school's work. One parent reflected the views of the overwhelming majority in writing, 'Deanesfield parents are lucky to have such a dedicated group of staff who are visibly passionate about the school and the welfare of students.' The school's track record of development, together with the considerable expertise of senior staff and governors, indicates an excellent capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children get off to a good start in the Early Years Foundation Stage. They join the Nursery with skills and knowledge broadly typical for their age. They make good progress because the teaching and quality of care in the Nursery and Reception classes are consistently effective.

The coordinator has successfully created a vibrant learning environment and a common sense of purpose and teamwork among the staff. Classrooms are attractive and inviting, and children have good access to any resources they might need. The outdoor space has been thoughtfully developed to provide a high-quality place of learning and fun. Teachers' planning incorporates interesting tasks and activities which engage children's interest and enthusiasm, and have a positive impact on developing their knowledge and skills in all areas of the curriculum. Children gain confidence quickly because staff encourage them to be actively involved in their learning, for example through suggesting their own topics. They thrive in engaging in the range of activities on offer. For example, several children were enthusiastically making hats to wear at their end-of-year picnic. Others were proud to show the posters, based on the work of Kandinsky, which they were preparing for an art show for their parents. Because staff have positive relationships with them and have clear expectations of their behaviour, children behave well, following instructions carefully. While making biscuits with an adult, for example, children took turns to mix ingredients and follow the recipe, then all joined in washing up the utensils.

Children's welfare is given the highest priority. Accurate assessments of their progress and performance are carefully recorded, which helps staff to identify the next steps in the children's learning and to inform parents on how well their children are doing. Parents are very positive about the provision and are becoming increasingly involved in the assessments of what their children know and can do. The school's aim to increase independence and choice further, particularly for Nursery children, is appropriate. Staff are benefiting from working alongside a specialist teacher from another school in order to ensure that children, particularly those that are already socially confident, have sufficient opportunities to develop their independence.

### **What the school should do to improve further**

- Improve standards in writing, particularly those reached by the more able pupils.
- Extend opportunities for pupils to pursue their own interests in order to enhance their learning and independent study skills further.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

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<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.

## Personal development and well-being

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

## The quality of provision

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

## 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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

03 September 2009

Dear Pupils

Inspection of Deanesfield Primary School, Ruislip, HA4 0LR

Thank you for welcoming my colleague and me to your school. We only spent a day with you but this was enough for us to see how much you enjoy school. We agree with you that Deanesfield Primary is a good school. You make good progress and reach above-average standards. Although most of you are very good at reading by the end of Year 6, many confident readers do not make the same headway in writing. We agree with your teachers that this should be the top priority.

Teachers make learning fun and this means that most lessons are interesting. It is clear that you enjoy lessons most when you are actively involved, for example, when making models, creating posters and making music. It was good to see that teachers often ask you what you already know before starting a topic. This means that you do not cover old ground but learn new things. We have suggested that teachers could introduce work in this way more often in order to keep you on your toes and help you develop skills in finding things out for yourselves.

It was great to see how children from so many different backgrounds get on so well together. The atmosphere is warm and friendly, and adults look after you extremely well. This means that children who may be shy or find it difficult to keep up with their classmates feel just as welcome and important as everyone else. You play a large part in this, of course. You help the school run smoothly by serving as school councillors, prefects and house captains. Your work for charities shows that you think about people who live in difficult circumstances. Working in groups and doing independent research, you gain important skills for later life and we found that you have an excellent foundation for secondary education and beyond. Although Year 6 are obviously sad to be leaving Deanesfield, it was great to see that they are looking forward to the challenges ahead. They have set a high standard for younger children to follow, but we are sure that everyone will continue to work hard, enjoy learning and get the most out of all the school has to offer.

We hope you enjoyed the summer holidays and wish you all the best for the future.

Yours faithfully

Rob Crompton

Lead Inspector