

Desmond Anderson Primary School

Inspection report

Unique Reference Number	125966
Local Authority	West Sussex
Inspection number	340883
Inspection dates	26–27 November 2009
Reporting inspector	Bill James

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	306
Appropriate authority	The governing body
Chair	Kirti Patel
Headteacher	Terry Quinton
Date of previous school inspection	2 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons. Meetings were held with staff, governors and groups of pupils. Inspectors observed the school's work, checked arrangements for safeguarding and looked at a range of documentation, including planning for school improvement, the school's records of monitoring and evaluation and data on pupils' progress. Questionnaires from 159 parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress pupils are making across the school including the progress made by different groups of pupils
- the quality of assessment and record keeping in the school and what impact this is having on the outcomes for pupils
- the effectiveness of monitoring by senior leaders in raising achievement and standards
- how well provision for Early Years Foundation Stage children meets their needs.

Information about the school

Desmond Anderson School is larger than average and has been steadily growing over the past three years. Most pupils are from White British families and others come from a wide range of minority ethnic backgrounds. A small number of pupils are learning to speak English as an additional language.

The proportion of pupils with special educational needs and/or disabilities in the school is above average. The new school building has a Special Support Centre for Social and Communication Disorders. This Specialist Support Centre has provision for up to 18 primary-aged pupils with autism and Asperger's syndrome, and pupils attend from across the local authority. The school has been given national recognition for the significant developments made to its outside environment and school grounds. It also holds several awards, including Activemark and Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Desmond Anderson Primary is a satisfactory school. Parents are overwhelmingly clear that their children enjoy school and are safe and happy, reflecting the good quality of care, guidance and support provided. The strong support from parents is a reflection of the outstanding way that the school engages with parents and carers. Relationships with pupils are strong throughout the school and pupils trust the adults who work with them. As a result, their personal development is good, and their spiritual, moral, social and cultural development is outstanding. Pupils reflect deeply, have a well developed sense of right and wrong and show great sensitivity to their peers. Pupils speak confidently about how they can keep themselves safe both in and out of school. Behaviour is good and pupils want to learn: they appreciate the opportunities they are offered.

Satisfactory teaching ensures that most pupils in the school are making satisfactory progress. Although in some year groups pupils' progress is inconsistent, more rigorous tracking of progress is now in place and this is leading to improved academic outcomes for pupils. Children start in the Early Years Foundation Stage with below the expected level of skills for their age. They make satisfactory progress and most reach the expected standards by the time they join Year 1. Attainment at the end of Year 6 is average but the school recognises that it could be higher. The provision for pupils with special educational needs and/or disabilities is satisfactory and staff work hard to ensure that pupils in the Specialist Support Centre make satisfactory progress. In some lessons, not enough use is made of assessment information to ensure that work is adjusted for different ability groups. This is particularly the case in English and mathematics where the level of challenge is not always high enough.

The school has a key priority for the development of pupils' creativity in learning and this is strongly supported by governors, teachers and parents. At present, the curriculum is satisfactory because, as yet, this approach has not had sufficient impact on pupils' basic skills in English and mathematics. Pupils' learning opportunities are often set within topics, with a focus on writing to try and address areas of weaknesses. The effective development of outdoor learning is having a positive impact on practical and meaningful learning.

The school has a satisfactory capacity to improve because the headteacher and leadership team are focused and committed to their approach to learning and are working successfully to make improvements. The school's self-evaluation is satisfactory and the senior leaders have a clear understanding of what they need to do to make the pupils' academic outcomes better. The leadership recognise that the development of their monitoring role and increasing the challenge in the school's targets for achievement are essential to ensure the very best outcomes for pupils. Governors work

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hard to support the school and are becoming better able to challenge it. They know the importance of improving standards. The school has satisfactory procedures to ensure the safeguarding of children and good strategies in place to help all pupils work successfully in school and to tackle any form of discrimination.

What does the school need to do to improve further?

- Improve the progress of all pupils by:
 - closely monitoring teaching to ensure that all teaching mirrors the best practice that currently exists in the school
 - ensuring that pupils achieve above average National Curriculum levels within three years.
- Strengthen the effectiveness of the use of assessment by:
 - more effectively monitoring how well all teachers are using assessment to plan future learning for different ability groups
 - undertaking more frequent checking of pupils' work in English and mathematics to ensure that pupils are making the expected progress
 - setting more challenging targets for all pupils.

Outcomes for individuals and groups of pupils**3**

Lesson observations carried out during the inspection and the analysis of assessment data confirmed that pupils' learning and progress are uneven across different age groups, although they are satisfactory overall. Attainment by the end of Year 6 is broadly average from a below average base on entry to the school. However, during the last three years, the standards reached by pupils in Year 6 have been inconsistent. The school recognises that attainment by the end of Year 6 should be higher, particularly in writing and mathematics. As a result, higher targets have been set for pupils' attainment this year. Targets are now reviewed regularly and, together with improved tracking of progress, the school now has a more secure procedure to help pupils achieve their potential.

Progress in reading throughout the school is better than other aspects of English as a result of a whole-school focus on the development of reading skills, particularly in phonics. Parents are given valuable help to promote the importance of reading with their children. The school acknowledges that this will take some time to have an impact on progress and standards overall. The progress made by pupils with special educational needs and/or disabilities is satisfactory. In some cases, targets for these pupils are too broad. The progress made by the small number of pupils learning English as an additional language is satisfactory. These pupils are supported satisfactorily and are able to participate successfully in lessons.

Pupils are very clear about expectations of behaviour and readily identify why good behaviour is important for learning. They behave well. Pupils' feel that they are involved

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in the promotion of health and encouraged to be active and stay healthy. Pupils raise money for charities in their locality and for the school's link project in Sierra Leone. Attendance is above average, and this is a reflection of how much pupils and parents like the school. When asked, pupils said that they enjoy school and value the opportunities they are given to learn.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers have good relationships with pupils and the majority of lessons are well planned to promote creativity in learning. In some lessons, learning objectives are not sufficiently precise and work is not matched closely enough to the different ability groups in the class. As a result, the pupils make satisfactory rather than good progress. Teachers display good subject knowledge and, while lessons are generally brisk, some lessons seen lacked sufficient pace which lead to slower than expected learning.

The procedures for assessment are clear but the use of assessment information to plan future work is not yet consistent. As a result, assessment is not yet having a full impact on the overall progress and attainment of pupils. The use of individual pupils' targets is

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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relatively new and as yet pupils do not have full understanding of how they can make their own learning better. Since the beginning of this academic year, the headteacher has held regular meetings with staff, focusing on pupils' progress, especially for boys. There is good evidence to show that this is already having positive effects on rates of progress.

The school has an appropriate long-term plan for learning. Curriculum topics offer pupils a satisfactory range of opportunities to write. As seen in their books, the pupils are already responding with some good examples. The curriculum places a strong emphasis on supporting pupils' personal and social development. It has an appropriate focus on creativity and provides pupils with a wide range of learning opportunities. The pupils appreciate and enjoy the range of these learning activities. The curriculum is suitably supported by good opportunities to enrich learning and increasing opportunities for participation in extra-curricular clubs. The display in the school is excellent and pupils' work in art, in particular, is of a high standard. This reflects the school's commitment to celebrating creativity and pupils' success.

Pupils who are vulnerable or have specific needs are identified quickly and they are supported appropriately. Good links are maintained with parents and carers, particularly through the efforts of the Special Support Centre team and there is close collaboration with other outside specialists to provide further support for pupils and their families. The wide range of emotional needs, especially of pupils in the Specialist Support Centre, are sensitively met by staff. Provision for these pupils is satisfactory. The partnership between the Specialist Support Centre and parents is something that they appreciate. One parent said, 'The SSC team are very supportive and always find time to help.'

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership team has adopted appropriate strategies for improvement. Given the inconsistencies of past practice, school leaders have identified, as a key priority, the improvement of the tracking of pupils' progress. They are working positively to bring about more effective use of personalised targets that enable the pupils to help themselves improve. There are early signs that this approach is successful. Subject leaders are taking a greater lead in monitoring learning and achievement rather than provision in their subjects. There is also noticeable improvement in teachers' planning which is more suitably matched to the learning needs of different groups of pupils,

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although some inconsistencies in practice remain.

The governing body has undergone several changes over the past two years and does not, as yet, have a full complement of governors. However, in close consultation with the headteacher, governors ensure that all safeguarding procedures are in place and the environment is kept safe. They have a secure understanding of the school's performance and are increasingly influential in improvement work.

The school promotes community cohesion satisfactorily. It builds pupils' understanding of the school and local community successfully and is working positively to improve their understanding of communities outside Crawley. The promotion of community cohesion is reviewed appropriately and policy is updated regularly. The school promotes equality of opportunity and tackles discrimination well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Early Years Foundation Stage with knowledge, skills and abilities that are below the levels expected for their age, especially in reading, writing and calculating. They make satisfactory progress in both the Nursery and the Reception classes. Children's personal and social development is satisfactory because the activities build on children's individual social skills and promote their emotional well-being appropriately. Teachers and nursery staff work well with the support staff to create a warm atmosphere where children feel secure. Relationships are good throughout the Early Years Foundation Stage and this is reflected by the good behaviour shown by children.

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Children's progress is satisfactory rather than good, because teachers and nursery staff are not yet fully using their assessments to plan future activities that match the needs of different children. There are many appropriate opportunities for parents to get involved and support their children's learning. The Nursery Manager recognises that provision in the Nursery is insufficiently monitored to ensure consistency in meeting the needs of the children and to share best practice.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers expressed a very high level of satisfaction with the school overall and in particular the quality of the learning environment. Written comments were extremely positive and almost all recognised how much their child enjoyed school. A very small minority questioned the amount of progress their children were making. Inspectors judged that progress is satisfactory. Many parents and carers commented favourably on how happy they were with the school. The overwhelming majority thought the school provided well for their child's next step in education. A very small minority questioned the quality of behaviour management. Inspectors found that behaviour is good. Most thought that their views were effectively taken into account and this is a reflection of the outstanding way the school engages with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Desmond Anderson Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 159 completed questionnaires by the end of the on-site inspection. In total, there are 306 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	114	72	40	25	2	1	1	1
The school keeps my child safe	121	76	34	21	3	2	0	0
The school informs me about my child's progress	98	62	52	33	8	5	0	0
My child is making enough progress at this school	89	56	58	36	9	6	2	1
The teaching is good at this school	113	71	41	26	1	1	0	0
The school helps me to support my child's learning	112	70	40	25	3	2	2	1
The school helps my child to have a healthy lifestyle	86	54	66	42	6	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	67	42	71	45	2	1	0	0
The school meets my child's particular needs	88	55	59	37	5	3	1	1
The school deals effectively with unacceptable behaviour	81	51	64	40	9	6	2	1
The school takes account of my suggestions and concerns	72	45	75	47	6	4	2	1
The school is led and managed effectively	94	59	62	39	1	1	0	0
Overall, I am happy with my child's experience at this school	103	65	51	32	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 December 2009

Dear Children

Inspection of Desmond Anderson Primary School, Crawley, RH10 5EZ

Thank you for making us welcome in your school and for talking to us so openly when we visited recently. We really enjoyed joining you in lessons and seeing your work. We think your school gives you a satisfactory education, which means that it does some things well but that other things could be improved. Here are some of the things we liked most.

- Your behaviour is good and you and your parents told us how much you like coming to school.
- You have a good understanding of the importance of healthy eating and exercise in order to stay healthy.
- Children in Nursery and Reception enjoy their work and make satisfactory progress.
- While teaching is satisfactory, we saw some good lessons and were pleased to see that you work hard in lessons.
- All the adults, including the governors, are trying hard to improve your school.

We have asked your school to do some things so that it gets even better.

- Improve the way teachers use their information about your progress to make sure your work is hard enough so you can reach higher standards.
- Check that all of you have challenging targets in English and mathematics, and make sure that you know what they are and how you are going to reach them.

We hope that you will continue to work hard and enjoy your time at school. Your school council works well, so if you have a good idea on how to make Desmond Anderson Primary School even better, why not tell them so they can bring it to the attention of the headteacher?

Yours sincerely

Bill James

Lead inspector

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