

Deansfield Primary School

Inspection report

Unique Reference Number	132837
Local Authority	Greenwich
Inspection number	341356
Inspection dates	9–10 February 2010
Reporting inspector	Joy Considine

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	454
Appropriate authority	The governing body
Chair	Mrs Siobhan Callanan
Headteacher	Mr John Camp
Date of previous school inspection	25 January 2007
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Introduction

This inspection was carried out by four additional inspectors. The proportion of time spent looking at learning was 60%; 23 lessons were observed and 16 teachers seen. Meetings were held with groups of pupils, governors, staff and the school improvement partner. Inspectors observed the school's work, and looked at pupils' books, the school development plan, school policies and other documentation relevant to the inspection. Although no formal meeting with parents were held the results of 100 parents' and carers' questionnaires were analysed.

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

- how well the school has responded to addressing the issues from the previous inspection
- how well pupils are achieving in English
- how well the curriculum is matched to the needs of the pupils
- the quality of care, guidance and support for pupils.

Information about the school

The school is much larger than most primary schools. Most pupils are of White British origin and there are few pupils who speak English as an additional language. The proportion of pupils who are entitled to free school meals is broadly average. The proportion of pupils who have special educational needs and/or disabilities is broadly average. The nature of their needs is mainly moderate learning difficulties. There is provision for the Early Years Foundation Stage in the Nursery and Reception classes. There is a breakfast club and after-school club to provide for pupils at each end of the school day. These are not managed by the governing body and will be subject to a separate inspection. The school has gained a number of awards including Activemark and the Basic Skills Quality Mark.

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?

2

The school's capacity for sustained improvement

2

Main findings

Deansfield is a fantastic school with a real caring atmosphere and a brilliant ethos' is how one parent described the school. It is led by a dynamic headteacher who is determined that all pupils will succeed, and develop their talents and abilities. He is supported by an effective leadership team and governing body who share this vision. The outstanding Early Years Foundation Stage provision means that children get off to an excellent start. Since the last inspection, the school has made good progress and this is reflected in improved pupils' attainment in English, mathematics and science, which is now high. This is because teachers now have higher expectations of what pupils can achieve. While the overall quality of teaching has improved since the last inspection, and is now good, there are still some variations in practice. This is particularly evident in the quality of teachers' marking which does not always give pupils sufficient guidance on how they can improve their work.

Pupils enjoy the rich curriculum and particularly value the extra-curricular activities. They respond well to the school's strong provision for their personal development. They have an excellent understanding of how to stay healthy and safe. They are very mature and thoughtful and behave well in lessons and in the playground. They are very aware of their role within the school and the wider community and have taken active steps to contribute. For example, the school council visited classrooms and took photographs of the features they would like to see, and this has resulted in stimulating displays and attractive reading areas in all classrooms. Pupils recently initiated a collection to support the appeal for funds for Haiti, having been moved by images of children shown on television. The school provides outstanding care and guidance, often going out of their way to secure support for pupils and their families during difficult times. This means that all pupils, including those who are more vulnerable, make good progress.

All stakeholders are involved in evaluating the quality of the work of the school and they consequently have an excellent understanding of their strengths and areas for improvement. Leaders are reflective and innovative and keen to learn from research and best practice to secure the highest quality of education for pupils. However, these rapid improvements are very recent and it is too early to be sure gains made will be sustained. Despite the strengths in leadership and management systems, this means that the school's capacity to improve further is good rather than outstanding.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - using the best teachers as role models to share good practice so that there is a

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consistent pattern of at least good teaching throughout the school

- marking pupils' work more constructively in writing, mathematics and science to show pupils what they have done well and what they need to learn next.

Outcomes for individuals and groups of pupils

1

Pupils are happy and they love school. They work hard and make good progress in English, mathematics and science so that by the end of Year 6, their overall attainment is high. Pupils now make good progress in English because the school has developed a new approach based on the use of quality texts to teach literacy. Art and music are also strengths. In most lessons, pupils make good progress because teachers use assessment information well to plan lessons that are well matched to their needs. There is little variation in the progress that different groups of pupils make, although in some lessons, those pupils who are more able could be challenged further. Generally, pupils concentrate well and work at a good pace. They are keen to contribute in lessons and work well with partners or in small groups, respecting others' points of view very well. Pupils feel very safe in school because there are excellent systems in place to care for them. They say there is very little bullying and that there is always an adult to help when minor incidents arise. Pupils thoroughly enjoy the wide range of physical activities provided by the school both in and out of the school day. The award of Activemark acknowledges the school's strengths in this area. Pupils' attendance and punctuality are good. They are very well prepared for their future economic well-being because they have high basic skills in literacy, numeracy, and information and communication technology (ICT), reflected in the award of the Basic Skills Quality Mark. Their spiritual, moral, social and cultural development is outstanding because the school provides a rich curriculum to develop these qualities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2

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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The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	1
	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The school prides itself on the outstanding care, guidance and support provided for pupils. It knows them well and has excellent arrangements that allow access to outside help for pupils and their families where needed. Teachers keep detailed records of pupils' progress so that they can identify those who are at risk of underachieving, and interventions are then very well targeted. Skilled teaching assistants make a good contribution to those pupils who need additional support. Staff have worked hard to create a rich and stimulating environment in which all pupils can thrive and flourish.

The curriculum is broad and balanced and effectively designed to engage the interest of pupils; it meets their needs well in many subjects. They particularly enjoy the wide-ranging programme of visits to support the topics they are studying. For example, pupils in Year 4 visited the Globe Theatre to deepen their understanding of life in Tudor times. The quality of music provided by the choir, the orchestra and music lessons makes a considerable contribution to pupils' spiritual and cultural development. Teaching is often imaginative with high level questioning to challenge and develop pupils' understanding. There are very good relationships between adults and pupils. Most lessons are well planned and based on good assessments so that pupils make good progress. Most teachers mark pupils' work well showing them what they have done well and what they need to learn next so that pupils understand how well they are doing. However, this is not consistent across the school and this means that not all pupils are doing as well as they could in some subjects. There are some well-established links between different subjects so pupils have plenty of opportunities to apply their skills of literacy, numeracy and ICT in other areas. For example, pupils in Year 6 produced particularly high quality writing relating to Anne Frank when they were studying the Second World War. The curriculum for literacy and numeracy is very well planned so that pupils make good progress in these subjects. However, scrutiny of pupils' work indicates that there is not a clear enough progression of skills in plans for some other subjects such as geography and history. This limits progress, but the school has already identified the issue and has plans in place to develop this aspect of the curriculum.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school has made significant improvements since the last inspection due to a strong leadership team which engages staff in a relentless drive towards improving the quality of education for pupils at all levels. This has resulted in an improvement in the quality of teaching that has been fundamental to raising attainment throughout the school. Very perceptive lesson observations and targeted training have had a strong impact, although limited use has been made of using the skills of excellent practitioners to model and demonstrate their lessons. Under the guidance of the dedicated headteacher, the leadership team has carried out rigorous self-evaluation. As a result, the actions the school has identified to bring about further improvement are entirely focused on further raising attainment and achievement for pupils, while maintaining the caring, nurturing environment valued by parents and carers and pupils. The headteacher has introduced a systematic programme of monitoring which involves senior leaders and governors to ensure that actions that have been agreed are put into place and to evaluate their effectiveness. This means that early action can be taken if any areas of underperformance are identified. The school prides itself on being wholly inclusive and eliminating inequality and this is reflected in the high level of care and support provided for individual pupils.

Parents are pleased that communications have improved and they comment favourably on the school's stimulating website which provides detailed information on the work of the school. Leaders engage very effectively with partners to support their work, for example in promoting pupils' safety. A theatre group recently visited school to inform pupils of how to stay safe when working on the internet. Procedures for ensuring that all pupils are safe are outstanding; the school is rigorous in checking that adults in school are carefully vetted. The school actively promotes pupils' understanding of community cohesion. One parent wrote, 'My daughters often tell me about assemblies and have gained good knowledge of global events through them.' Community cohesion is also reflected in displays of pupils' work in classrooms and other areas of the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2

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The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Staff in the Early Years Foundation Stage have created a lively and stimulating environment in which children are extremely safe, happy and well cared for. Adults have an excellent understanding of the education of young children and have put into place a high quality curriculum which is very well matched to their learning needs. As a result, children make excellent progress in all areas of their learning. Children are helped to learn and develop by having access to a wide range of high quality resources both indoors and outdoors. There is a very good balance of adult- led activities and those which children choose themselves. All staff are highly skilled in assessing children's achievements and so are able to plan appropriate activities that enable them to make outstanding progress. Through the Forest School initiative, children have opportunities to explore the wider world and to find out about the natural world at first hand. As a result, they are learning how to take risks and to use the environment to develop their learning. The Early Years Foundation Stage leader has an excellent understanding of the needs of young children and has a clear action plan in place to bring about further development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are overwhelmingly supportive of the school and they have welcomed recent developments. They comment favourably on improved communications between the school and themselves but a very few expressed the need to have more information about the progress their child is making in school. The school

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has plans to address this and to ensure that the information provided to parents and carers is clearer about progress made by their children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Deansfield 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 454 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	65	33	33	2	2	0	0
The school keeps my child safe	59	59	39	39	2	2	0	0
The school informs me about my child's progress	35	35	59	59	5	5	1	1
My child is making enough progress at this school	44	44	51	51	2	2	1	1
The teaching is good at this school	52	52	47	47	1	1	0	0
The school helps me to support my child's learning	40	40	55	55	4	4	1	1
The school helps my child to have a healthy lifestyle	43	43	57	57	0	0	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)	39	39	49	49	1	1	1	1
The school meets my child's particular needs	44	44	53	53	2	2	1	1
The school deals effectively with unacceptable behaviour	41	41	55	55	0	0	2	2
The school takes account of my suggestions and concerns	38	38	59	59	1	1	1	1
The school is led and managed effectively	65	65	33	33	1	1	0	0
Overall, I am happy with my child's experience at this school	65	65	32	32	2	2	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.



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11 February 2010

Dear Pupils

Inspection of Deansfield Primary School, Eltham, SE9 1PX

Thank you for making me and my colleagues so welcome when we visited your school. We enjoyed meeting you and hearing what you had to say about your education. It was delightful to hear you sing so well during assemblies and see all your work on display in classrooms and the school halls. Deansfield is a good school because it helps you all to learn and to make good progress in your lessons. We found that you enjoy school, and you told us you particularly appreciate all the visits you make and the wide range of extra activities that are provided for you at the end of the school day. Teachers and classroom assistants work hard to make Deansfield a happy place where you reach high standards in English, mathematics and science. You also reach high standards in art, music and sports. There are some things that your teachers could do to make your school even better. We have asked them to do two things:

- Make sure that teachers learn from each other so that all of you get good teaching all of the time.
- When marking your work in English, mathematics and science, show you what you have done well and what you need to learn next. You can help by always checking carefully what teachers write.

I wish you every success in the future.

Yours sincerely

Joy Considine

Lead inspector

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