

Deptford Park Primary School

Inspection report

Unique Reference Number	100678
Local Authority	Lewisham
Inspection number	335576
Inspection dates	26–27 November 2009
Reporting inspector	Wendy Forbes

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	501
Appropriate authority	The Governing Body
Chair	Terry Scott
Headteacher	Kenneth Johnson
Date of previous school inspection	18–19 October 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspection team reviewed many aspects of the school's work. The inspectors visited 23 lessons, visited all classrooms on a learning walk to sample displays, behaviour and resources, and held meetings with governors, staff and a group of pupils. Inspectors observed the school's work and examined pupils' books and school documents, including the school development plan, safety records and assessment information. They analysed questionnaires returned by pupils and parents and carers. Inspectors looked in detail at the following:

- the work the school is doing to eliminate variations in attainment between cohorts, ethnic groups, pupils with English as an additional language or special educational needs, and between different key subjects
- how effectively teaching and the curriculum is meeting the needs of all learners, particularly the most able, specifically in English
- the effectiveness of assessment strategies, marking and pupil tracking systems in raising achievement across the whole school
- the effectiveness of the school's work in managing the improvement in teaching and raising achievement
- personal development, especially spiritual, moral, social and cultural education, and the provision of care, guidance and support.

Information about the school

This is a large primary school serving an ethnically diverse community. The majority of pupils are of Black African or Caribbean origin, with the remainder having Asian, White British or European roots. The Nursery takes children on a part-time basis. Few of the pupils speak English on entry. At about 33%, the percentage of pupils with special educational needs and/or disabilities is well above the national average. Most of these pupils have speech and language difficulties. Numbers on roll have risen considerably this year owing to the large number of pupils who have been admitted to the school as a result of the closure of a neighbouring maintained school. The school's breakfast club and after-school child care was part of the school's main inspection. The school holds the Healthy Schools' award.

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

The school's overall effectiveness is satisfactory. It is an improving school and has good features. Pupils enjoy learning and hold positive views about the school. Strong pastoral care, good relationships and a continuously developing personal, social and health education programme mean that learners do well in aspects of their personal development.

Children enter the school with skill levels that are well below those that would be expected of typical three- and four-year-olds. Good progress made in the Early Years Foundation Stage is built upon in Key Stage 1 so that, by the end of Year 2, pupils' attainment is broadly average. By the end of Year 6, pupils' standards in English, mathematics and science have been well below average in recent years but improving, particularly in mathematics and science. However, results in the 2009 National Curriculum tests for Year 6 were low. Attainment in reading was much higher than writing, consequently too few pupils reached the higher level 5 in English. Until recently, the progress of the significant numbers of pupils who joined the school in Key Stage 2 was too slow. However teachers' assessments and pupils' current work show that standards have risen appreciably and are now broadly average. There are inconsistencies in the quality of teaching and in the use of assessment. At times the work set for pupils does not match their capabilities well enough. Pupils' spiritual, moral, and social development is good. Pupils enjoy many opportunities to learn about life in other communities, cultures and faiths. They have a good understanding of how to stay fit and healthy and say they feel safe. Pupils are generally well behaved in class and, around the school, regularly demonstrate politeness and courtesy. Pupils have a strong sense of their own community.

Questionnaires analysed show that the vast majority of parents and carers are happy with the school. A typical comment was: 'It's a good place for our children to learn.' Parents have appreciated the school's inclusive approach and its efforts to ensure newly admitted children are 'made to feel at home in this new school'.

The good leadership and management skills of the headteacher and the school's deputy are driving forward improvements and raising standards. The school has a satisfactory capacity to improve further. Governors are regular visitors to the school and are passionate about its success. Although they are supportive of the school, their role as critical friends is not as developed as it could be, and they do not hold leaders sufficiently to account for the quality of the school's work.

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What does the school need to do to improve further?

- Strengthen leadership and management by ensuring that:
 - governors target their monitoring and evaluation activities more accurately on the impact of initiatives on pupils' performance.
- Raise standards in English, by ensuring that:
 - work is better matched to the needs of the more able pupils in English, particularly in writing, in order to accelerate progress still further.
- Improve teaching and assessment so that it is consistently good enough by:
 - ensuring that teachers make good use of assessment information to set work at the correct level to match the ability of all pupils
 - providing clear feedback to ensure that all pupils understand how well they are doing and how to improve.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Children's levels of attainment on entry to Year 1 are below average, especially in aspects of literacy. Pupils make good progress in reading, writing and mathematics, so that by the end of Year 2 they reach broadly average standards in national assessments. Although national data show that, in past years, pupils' progress in Years 3 to 6 has been slower, the school's tracking data and inspection evidence show that the current progress of pupils in these years is now satisfactory. However, the rate of progress varies between classes, subjects and different groups of learners. This is because of variability in the quality of teaching and inconsistent use of assessment information to plan activities. Leaders recognise that pupils, particularly the most able, were doing less well in English and have taken steps to improve teachers' methods and knowledge. This is bringing about improvement across the school.

Pupils work hard and generally behave well in lessons, enjoying opportunities to collaborate, for example as 'talk partners' in lessons. Behaviour around the school and in the playground is livelier but generally good. Pupils say that they enjoy school and are positive that adults provide good care for them and have their best interests at heart. As a result, they feel very safe at school. Pupils' good spiritual, moral, social and cultural development is seen in their good relationships and their respect for other pupils' backgrounds. Pupils enjoy opportunities to help others at break-times as play leaders or to represent their peers as members of the school council.

Pupils have a good understanding of a healthy lifestyle through the curriculum and

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school activities. They benefit from a good range of fixed play equipment available as a physical learning resource. A wide range of activities, including sports clubs, swimming, physical education, walking and cycling to school, all help to promote pupils’ physical fitness.

Attendance is broadly average and continues to improve because of the school’s rigorous procedures and prized weekly incentives for classes. The school works hard to support pupils’ transition from Year 6 to secondary schools. Positive attitudes and broadly average standards in basic skills ensure that pupils are adequately prepared for their future education.

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	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Leaders’ support is ensuring that teachers develop their skills, and school monitoring records show clear improvement. Some good lessons were observed, for example in Year 2, where teaching seen in a literacy lesson moved at a fast pace, explanations were clear, the teacher’s subject knowledge was good, and there were high expectations. However, the quality of teaching and the use of assessment data to inform planning and support learning are not consistent across the school. As a result, not all pupils make the progress they are capable of, particularly the most able. Most pupils have individual learning targets for improvement and are involved in the assessment of their learning. Work is regularly marked; however, there 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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inconsistency in the quality of feedback so that not all pupils understand how to improve their work further.

The school offers a broad and varied curriculum based on the core skills of literacy, numeracy, science, and information and communication technology. Although this has led to improving standards in mathematics and science, provision for English, particularly writing, does not yet result in sufficiently high standards. Specialist provision in music and a residential trip to France for older pupils offer good enhancement. The introduction of French has helped pupils to develop an international dimension to their learning. Pupils with special educational needs and/or disabilities and those at the early stages of learning English are carefully tracked and are given good well targeted support that helps to ensure that most make at least satisfactory, and some good, progress in their learning. A programme of visits and visitors enriches pupils’ experience. The especially good range of extra-curricular clubs is well attended.

School staff are committed to the ethos of support and care for all pupils. Pastoral care is a considerable strength. Pupils are especially enthusiastic about the exemplary care and support provided by learning mentors and say that staff help them deal with any worries or problems. Adults do much to reinforce pupils’ self-confidence and to promote positive attitudes to learning. Good arrangements are made for pupils joining the school or transferring to secondary education. The breakfast club provides a good start to the day for those who attend, complemented by the good after-school childcare facilities.

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 headteacher is the driving force behind this improving school. Effective systems are in place to monitor and evaluate the work of the school and there is a well-conceived plan for further development, to which all staff contribute. However, this has not yet ensured that standards are high enough in writing, or that all pupils, particularly the most able, reach their full potential. Self-evaluation is generally accurate and honest and has already led to improvements. The classroom monitoring programme is beginning to make some impact on evening out inconsistencies in the quality of teaching and use of assessment. This can already be seen in the

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consistently good teaching in Year 2.

The school tracks the performance of different groups of pupils closely, has a good awareness of the issues relating to equality of opportunity and is now focusing on improving the progress of more able pupils.

Governors provide satisfactory support. Since the last inspection, governors have not regularly monitored standards or evaluated the impact of the school’s initiatives or policies, particularly those relating to health and safety. However, the curriculum committee has made a good start in developing its strategic role and is increasingly ready to challenge the school and hold it to account. The school has sound systems and procedures for safeguarding and child protection. Attendance and lateness are carefully monitored, so that any pupils, especially those who are vulnerable, are checked on swiftly. The school supports a number of very vulnerable pupils well. It is inclusive. The school’s relationship with parents is good. They speak highly of the school and the way it cares for their children. Links with other schools and businesses are strong. Well-developed support systems within the school are complemented by a good range of partnerships with outside specialists to support the needs of vulnerable pupils, including those with special educational needs and/or disabilities or those at the early stages of learning English. The school promotes community cohesion well and benefits from the work and support of many parents from a wide range of culturally diverse backgrounds. As a result, pupils have a good understanding of life in other communities, cultures and faiths beyond the school front door.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Good care, teaching, and leadership and management all help to ensure that children make good progress towards their early learning goals in all areas, except in reading and writing which remain relative weaknesses. However, effective systems are in place to raise pupils’ attainment in reading and writing, which are well supported by a good curriculum. Staff in the Nursery and Reception classes work hard to develop children’s early language skills, building their vocabulary. Children are happy in the Early Years Foundation Stage, and quickly settle into their routines. The strong partnership between parents and staff ensures that individual children’s needs are quickly identified and appropriate support provided to help them achieve their potential. Staff keep detailed records of pupils’ progress in their learning which help teachers to plan an appropriate range of activities. However, the analysis of this information in Nursery classes is not yet fully developed. Consequently, activities for a few children, particularly the most able, are less well matched to their needs. Because of the welcoming and purposeful learning environment provided by staff, children are happy and confident learners. Children are safe and secure, and adults promote children’s welfare well. There is a successful balance between activities that are directed by adults and those that the children choose for themselves, and there is a wealth of interesting activities to stimulate children’s curiosity. Children could be seen enjoying making ‘snail books’ in the Reception class while children in the Nursery could be heard laughing and giggling as they worked creatively with play dough. However, planning for independent activities is less well developed and children are not always clear what they might be learning while playing, particularly in the outdoor area.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all parents and carers are supportive of the school, particularly in their praise of the headteacher and staff and the strong pastoral care and support provided for pupils new to the school. A very small number of parents and carers expressed individual concerns about aspects of the school, but there was no pattern or trend to these. Inspectors found no evidence to substantiate any individual concerns, although these were summarised and reported to the school without identifying any individual.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Deptford Park 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 460 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	76	9	24	0	0	0	0
The school keeps my child safe	17	46	18	49	0	0	0	0
The school informs me about my child’s progress	20	54	16	43	1	3	0	0
My child is making enough progress at this school	17	46	19	51	0	0	0	0
The teaching is good at this school	18	49	17	46	0	0	0	0
The school helps me to support my child’s learning	15	41	21	57	1	3	0	0
The school helps my child to have a healthy lifestyle	13	35	23	62	1	3	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)	13	35	16	43	0	0	0	0
The school meets my child’s particular needs	10	27	26	70	0	0	0	0
The school deals effectively with unacceptable behaviour	13	35	20	54	3	8	0	0
The school takes account of my suggestions and concerns	11	30	23	62	0	0	0	0
The school is led and managed effectively	12	32	22	60	0	0	0	0
Overall, I am happy with my child’s experience at this school	18	49	19	51	0	0	0	0

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 all 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 pupils' 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.

30 November 2009

Dear Pupils



Inspection of Deptford Park Primary School, Deptford, SE8 5RJ

You may remember that four inspectors recently visited your school and talked to some of you. We very much enjoyed our visit and were pleased that you are happy in your school. You behave well in class and in the playground. Your school keeps you safe. You told us that you enjoy the activities your teachers plan for you, the many clubs your school provides and the very good help your learning mentors and other staff give you if you have any worries or problems.

Your school gives you a satisfactory education, which means it does some things well but some things need to be improved. All the adults care a great deal about you and support you well. The children in Nursery and Reception make good progress in their learning. Those of you in the rest of the school make satisfactory progress overall.

We have asked the school to do the following things to help it improve further:

- find ways to make sure that those of you who sometimes find parts of writing lessons a bit too easy are challenged to reach even higher standards
- use information on how well each of you is doing to make sure that you each receive work that is accurately matched your particular needs
- make sure, when your teachers mark your work, that their comments offer you examples of how you could do better
- help the governors to get a really good idea of how well you are doing – and where things could be better still.

One of you told us that 'Deptford Park is a happy place ... where everyone looks out for you.' We agree with you that your school is a happy one. We know you will want to share in making it as good as possible. You can play your part by working hard. We wish you the very best for the future.

Yours sincerely

Wendy Forbes
Lead inspector

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