

Inspection of a good school: Deptford Park Primary School

Evelyn Street, London SE8 5RJ

Inspection dates:

6 and 7 December 2022

Outcome

Deptford Park Primary School continues to be a good school.

What is it like to attend this school?

Pupils are safe and well cared for. They enjoy the 'adventure' of learning something new every day. Pupils are encouraged to grow in confidence. They show a keen interest in sharing their ideas with their teachers and peers.

Leaders have high expectations of all pupils' learning and behaviour. This includes pupils with special educational needs and/or disabilities (SEND). Pupils behave well in and around the school. They know the school rules and routines. For example, children line up quickly and move calmly around the school.

Pupils confidently described different types of bullying, such as emotional and physical. They approach staff to share their concerns. Adults take appropriate actions with any problems that may arise.

Leaders support pupils in developing their talents and interests. For example, pupils in Year 4 worked with professional jazz musicians in developing improvisation, composition, and performance skills. Pupils enjoy taking part in a range of extra-curricular clubs, including chess and multi-sports. Pupils value the contribution they make through the school council. They take pride in fulfilling their responsibilities as digital leaders and diversity champions.

What does the school do well and what does it need to do better?

Leaders ensure that the curriculum is broad. They outline the essential knowledge pupils need to know and remember in most subjects. For example, in music, leaders sequence curriculum content so that pupils develop their musical skills and knowledge effectively. This begins from the start of Reception, and each year pupils build on what they have previously been taught. Pupils build up understanding of a range of concepts. For example, in mathematics pupils in Year 6 use a variety of different ways to find percentages. Teachers develop pupils' subject-specific vocabulary well.

However, the order in which essential knowledge should be learned is not as firmly in place in some other subjects. Teachers' subject-specific knowledge is not as well developed in these subjects. As a result, pupils' understanding of crucial concepts is not secured as successfully over time in all subjects. Subject leaders lead their subjects effectively, with strong oversight. Teachers adapt their teaching to address gaps in what pupils know and understand. Pupils with SEND are well supported in their learning because staff carefully break down information into manageable chunks. Teachers provide bespoke support, where necessary, for pupils with complex needs. They check pupils' understanding and clarify any misunderstandings effectively.

Leaders prioritise reading. They train staff to deliver the phonics programme in a consistent way. Children start to develop a love for reading from the time they join the Reception class. Pupils describe their favourite books and enjoy reading. Staff recap and rehearse the sounds that pupils learn. Teachers immerse pupils in developing their language and vocabulary, including through a range of high-quality texts. This focus on language development begins in the early years. It forms the foundation for learning across the school. Adults use resources effectively and ensure books that pupils read match their phonics knowledge. When required, teachers provide timely support to pupils who need to catch up with their reading and confidence.

Pupils show positive attitudes to learning. They respond quickly to the reminders that staff give them on how to conduct themselves. Staff deal with low-level disruptions effectively, allowing pupils to learn the curriculum. Leaders and staff manage pupils with complex behavioural needs sensitively.

Leaders and staff ensure that pupils gain an understanding of different cultures. Pupils talk with pride about their similarities and differences. Staff teach pupils to share their feelings confidently. For example, children in Reception used coloured sticks to show if they are feeling happy or sad.

There have been recent changes to the governing body. Typically, members of the governing body know the strengths and next steps for the school. They are in the process of further strengthening the oversight of leaders' work. Staff feel that leaders consider their well-being and are proactive in ensuring workload is manageable. Subject leaders receive strong support in carrying out their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured all staff have received training in keeping children safe from harm. Staff are vigilant in identifying potential risks. They understand the school's procedures for reporting any concerns. Leaders meet regularly to discuss pastoral support for pupils and families in need of help. They allocate resources carefully and access external agencies where necessary.

Pupils are encouraged to keep themselves safe, including online. Pupils act as digital leaders to inform their peers of the risks associated with different social media applications.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not clearly identified the sequence of subject-specific concepts that pupils learn over time. This means in some subjects leaders do not ensure that pupils build knowledge and skills logically over time. Leaders must ensure that the sequence of when pupils learn essential concepts is coherently defined in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100678
Local authority	Lewisham
Inspection number	10240748
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	389
Appropriate authority	The governing body
Chair of governing body	Derrick Douglas
Headteacher	Ken Johnson
Website	www.deptfordpark.lewisham.sch.uk
Date of previous inspection	4 July 2017, under section 8 of the Education Act 2005

Information about this school

- A new chair and two new members of the governing body were appointed in September 2022.
- The school uses no alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the chair of governors, members of the governing body, the headteacher, senior leaders, a range of staff and a local authority representative.
- The inspector carried out deep dives in reading, mathematics, and history. For each deep dive, the inspector met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector considered the curriculum in other subjects.

- The inspector considered information provided about safeguarding arrangements. This included a scrutiny of safeguarding records and the single central record. The inspector reviewed safeguarding procedures and processes by talking to leaders and staff, and through discussions with pupils.
- The inspector considered the views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector

His Majesty's Inspector

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