

<b>Name of School:</b>	Deansfield Primary School
<b>Head teacher/Principal:</b>	Joanne Gordon
<b>Hub:</b>	Inspire Partnership Hub
<b>School type:</b>	Primary
<b>MAT (if applicable):</b>	The Compass Partnership of Schools

<b>Estimate at this QA Review:</b>	OUTSTANDING
<b>Date of this Review:</b>	04/03/19
<b>Estimate at last QA Review</b>	Not applicable
<b>Date of last QA Review</b>	Not applicable
<b>Grade at last Ofsted inspection:</b>	OUTSTANDING
<b>Date of last Ofsted inspection:</b>	14/07/15



QUALITY ASSURANCE REVIEW  
REVIEW REPORT FOR  
DEANSFIELD PRIMARY SCHOOL

## Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	<b>OUTSTANDING</b>
<b>Outcomes for Pupils</b>	<b>OUTSTANDING</b>
<b>Quality of Teaching, Learning and Assessment</b>	<b>OUTSTANDING</b>
<b>Area of Excellence</b>	<b>ACCREDITED</b>
<b>Previously accredited valid Areas of Excellence</b>	Not applicable
<b>Overall Estimate</b>	<b>OUTSTANDING</b>

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## 1. Context and character of the school

- Deansfield Primary School is part of the Compass Partnership of schools and is located near Eltham in south east London. The school is a larger than the average sized, two-form entry primary school.
- The executive headteacher is based at the school and leads another local school within the trust. The trust has seven schools in total.
- The proportion of disadvantaged pupils in the school is broadly in line with the national average. The proportion of pupils with English as an Additional Language (EAL) is well below the national average. The percentage of pupils receiving support for special educational needs and/or disabilities (SEND) is below the national average. The number of pupils with SEND and disadvantaged pupils is higher in the year groups with older pupils.
- This is the school's first Challenge Partners review.

## **2.1 School Improvement Strategies - Progress from previous EBIs**

- This is the school's first Challenge Partners review.

## **2.2 School Improvement Strategies - What went well**

- Leaders ensure that teachers receive bespoke and continuous professional development. This runs seamlessly alongside the well-planned performance management arrangements and thorough monitoring cycle. Teachers and leaders look ahead carefully at the beginning of the year to identify areas of improvement from the previous year that remain an area to keep under review. Support staff are provided with well-planned opportunities to sharpen their skills. Leaders plan this development programme carefully to match and support the priorities identified in the school's accurate self-evaluation.
- The school improvement plan is developed well by a wide range of leaders who provide deep insight into how weakness can be addressed effectively. The plan is shared and understood by the whole school community. For example, subject leaders are instrumental in writing the parts of the plan for the areas for which they are responsible. This ensures that all staff and colleagues across the trust have a clear view of the priorities and the strategies to improve specific aspects of the school's work. Parents are helped thoughtfully by leaders to understand the priorities. They receive a document explaining clearly the school's progress against the areas for development every term.
- The leadership team uses self-evaluation as an effective tool to select and plan for the improvement of the most important priorities. It enables leaders at all levels, including governors, to check that expected improvements occur and are sustained. There is very robust follow up to the areas identified for development. This is illustrated in the very telling and tangible information that leaders gather and interpret to judge the effectiveness of the strategies chosen to improve the school's provision.
- The trust supports the school's improvement effectively. Senior leaders from other schools within the trust, including the 'accountability teams', assess the impact of school improvement strategies robustly. As a result, teachers and the school's leadership team have a sharp and independent picture of progress against expected improvements. Leaders take swift and decisive action where it is needed in light of these assessments.
- Leaders' work towards improving provision and outcomes makes the most of the community. To this end, the school involves parents well. Parents have many opportunities to find out how the school teaches different subjects and how parents can help their child at home. For example, there are informative parent workshops where the school's policies and practice are shared fully. This ensures

that parents understand the school's approach to, for example, the teaching of early reading skills.

### **2.3 School Improvement Strategies - Even better if...**

... leaders used bespoke targets for pupils' outcomes in the school improvement plan.

### **3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs**

- This is the school's first Challenge Partners review.

### **3.2 Quality of Teaching, Learning and Assessment - What went well**

- Staff plan learning very well. In literacy, staff make excellent use of year group specific and whole school texts to provide a firm context for tasks and ensure that learning is rapid. For example, 'The Fighting Temeraire' has been used across the whole school to stretch pupils' thinking in writing. One pupil from Year 4, representative of many examples, showed very good control of the work. The pupil wrote, 'The breathtaking city was buzzing. In contrast, the countess's house was dull and dim'.
- Pupils benefit significantly from the highly effective 'learning walls' that teachers use very capably to extend pupils' understanding. This is because the displays are focused on supporting pupils' understanding of how to write with cohesion and read with precision. In mathematics, the 'walls' help pupils to be confident with calculation strategies and accurate in problem solving tasks.
- The teaching of reading skills is a strength of the school. Younger pupils use 'sound buttons' well to use their secure phonics knowledge to read unfamiliar words accurately. For example, children in the Early Years Foundation Stage (EYFS), when making a soup, could read words including 'stock' with very good articulation. In Year 2, the teacher unpicked the sounds in 'demolition' expertly so that pupils could independently and accurately read the word.
- Teachers throughout the school place a strong and successful emphasis on vocabulary. This means that pupils are learning new words and how to use them at a rapid pace. Staff develop pupils' vocabulary throughout the wider curriculum well. For example, pupils in Year 4 were supported effectively to identify and use accurately scientific language such as 'particles' and 'colloid'.
- Staff ask questions that challenge and test pupils' thinking. The 'VIPERS' approach focuses pupils' thinking very clearly on vocabulary, inference, prediction, explanation, retrieval and summarising. This also supports teachers in asking a

range of searching questions and helps develop pupils' knowledge of how to respond to different types of questions.

- Teachers track learning closely during lessons and are adept in spotting when and why pupils make mistakes. This means that errors are seized upon and used exceptionally well to improve and develop pupils' understanding in all subjects. For example, in modern foreign languages, the teacher picked up when pupils did not include an important word. She ensured that pupils used 'fait' when it was necessary for the sentence 'Il fait beau'.
- Pupils are very positive about the teaching and their learning. They spoke highly of the 'creativity' in lessons and how teachers are 'fun' and 'supportive'. One pupil said, 'If you're stuck, you get to know where you've gone wrong'.

### **3.3 Quality of Teaching, Learning and Assessment - Even better if...**

... some staff improved individual and very minor weaknesses in their teaching.

## **4. Outcomes for Pupils**

- Pupils in the school currently reach levels of attainment that are above those seen nationally in reading, writing and mathematics. Pupils have a strong understanding of effective writing devices that add much to the depth of their writing. This enables them to write high quality pieces of work. In mathematics, pupils use their very comprehensive knowledge of multiplication, division, subtraction and addition to tackle complex problems well.
- Pupils' attainment in all curriculum areas is strong in relation to age-related expectations. This is because learning in foundation subjects builds pupils' skills and knowledge sequentially. As a result, pupils understand complex aspects of these subjects because they have a firm grip on the key and basic aspects of each curriculum area.
- Pupils across all year groups currently make very rapid progress in core and foundation subjects. This is because the curriculum is linked very carefully to extend pupils' learning fully. For example, writing tasks in history provide excellent opportunities to blend their understanding of periods in history in order to write extended pieces of work that are structured outstandingly well.
- Disadvantaged pupils in the school make rapid progress in their learning. This ensures that any gap in knowledge and understanding is addressed quickly and effectively.
- Pupils' attainment in 2018 was strong. By the end of Year 2 the percentage of pupils reaching the expected standard and the number of pupils attaining at greater depth were above the national average in reading, writing and

mathematics. In Year 6, 89% of pupils reached the expected standard in reading, 93% in writing and 91% in mathematics. The proportion of pupils who reached the expected standard in reading, writing and mathematics combined was 82%.

- Leaders and staff maintain a relentless evaluation of the standards that pupils reach throughout the academic year. When pupils' attainment is not high enough or is not where it is expected to be, this is identified quickly. Staff are supported and challenged to ensure any such pupil catches up very quickly. This is followed up rigorously by leaders to check that the impact of the school's work has been positive.
- The progress made by pupils in previous published test information indicated that progress in reading and mathematics was below the expected rate of progress nationally and that seen in the school's writing progress results. Leaders are highly aware of this information and have used it very effectively to plan for improvements, particularly improving the progress for specific groups of pupils.

## 5. Area of Excellence

Provision and outcomes in music.

Accredited

### 5.1 Why has this area been identified as a strength?

Pupils have numerous and well-planned opportunities to develop their musical skills. The specialist music teacher plans the music curriculum with precision and, consequently, pupils' skills are shaped very effectively. Class teaching and instrumental lessons combine very well to sharpen pupils' skills of composition and performing rapidly. Every child plays at least one melodic instrument. There is a wide range of instruments for pupils to choose to learn, including the cello, violin, guitar and drums. The school has three choirs with over 100 pupils attending. This ensures that pupils have regular and challenging opportunities to rehearse, perform and sing every week. The number and level of competitions both locally and nationally is very broad and strongly encourages pupils to achieve well. This is complemented by excellent opportunities to work with professional musicians, including the London Philharmonic Orchestra. The school's music provision impacts very positively on pupils' wider personal skills. As a result, pupils' resilience and their courage to tackle new opportunities confidently are developed excellently. The lead teacher for music has a very clear knowledge of each pupil's musical 'journey' from EYFS to Year 6. The school also provides individual guidance and support for pupils and their parents. This helps to identify pupils with a particular talent and furnishes parents with information to help them choose the next step for their child's musical development.

## **5.2 What actions has the school taken to establish expertise in this area?**

Leaders have provided and planned for significant investment in specialist teaching in music. The lead teacher delivers excellent lessons across the school that focus on six strands of music. These include rhythm, pitch, performing and listening and responding to live and recorded music. Pupils' skills and knowledge are understood in great detail because assessment is very strong. This supports the knowledge of pupils' musical skills against age-related expectations and checks robustly the progress made by pupils over short and longer time scales.

## **5.3 What evidence is there of the impact on pupils' outcomes?**

The school is highly committed to pupils' musical development. This is illustrated in the employment of a very competent music specialist who has delivered music lessons over many years. This ensures that the learning for pupils is consistently strong. Additionally, this enables the lead teacher to have a very comprehensive picture of every pupil's musical understanding.

Pupils have a very secure understanding of pitch. They know that pitch is the quality that allows us to classify a sound as relatively high or low. Pupils also have a good grasp of how pitch is determined by the frequency of sound wave vibrations. Together with amplitude, duration, and tone colour, pupils know that pitch is one of the four basic elements of all musical sounds.

Pupils have good opportunities to share their musical talents widely, further enhancing their performing skills. Pupils have benefitted from the support from the Trinity Laban Conservatoire and the Greenwich Music Hub. The involvement of these groups complements and enhances the significant impact of music lessons, both whole class and instrumental. As a result, music outcomes are high. Pupils have a keen understanding that rhythm is the heartbeat of all music. They fully understand that rhythm ensures that a group of musicians remains constantly together, and that it is one of the most important aspects of any piece they might play or sing.

Leaders demonstrate a total commitment to inclusivity and involvement for all. This is at the centre of the approach to music and makes it a high-profile strength.



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**5.4 What is the name, job title and email address of the staff lead in this area?**

Name: David Moore

Title: Music lead teacher

**6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

The leadership team will advise of any additional support required after further consideration.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**