



North Tyneside Council

Early Years and School Improvement Service

Assisted School Review

School: Denbigh Community Primary School

Headteacher: Dr. Louise Guthrie

Dates: 30 April – 1 May 2013

Introduction

The assisted school review was carried out by four local authority officers at the request of the head teacher. It was carried out in partnership with school staff and governors. Its purpose was to support the head teacher and senior leaders in verifying the school's self-evaluation and the improvements made since the previous Ofsted inspection in September 2011 and local authority assisted review in March 2012.

A total of 24 lessons or parts of lessons were observed during the review, taught by 15 different teachers and teaching assistants. Time was also spent observing focussed sessions that teach pupils to read using letters and the sounds that they make. Sessions were also observed that focus on helping pupils catch up with their friends. Officers held discussions with the head teacher and senior leaders, a group of pupils, the Special Educational Needs Coordinator (SENCo) and a group of governors including the chair. Pupils' work was reviewed and school documentation relating to school improvement and pupil progress was evaluated.

Information about the school

Denbigh is a larger than average primary school situated in an area of significant deprivation and is one of the 20% most deprived schools in the country. 85% of pupils come from homes within Index of Multiple Deprivation deciles 8-10 with 13% pupils from decile 10. The proportion of pupils known to be eligible for pupil premium funding (those pupils who are known to be eligible for free school meals, looked after by the local authority or children of service families) is well above that found nationally at 49.5%. The percentage of pupils from minority ethnic groups is below national and very few children have English as a second language. Most pupils are of White, British heritage. The proportion of disabled pupils or those with special educational needs (DSEN) is above that found nationally at 19%.

A new head teacher took up post in September 2012 (with a proven record of outstanding leadership) following a period of rapid improvement under the direction of a national leader acting as executive head teacher. The school was last inspected in September 2011 and was judged to be satisfactory and rapidly improving, 'Everything has changed for the better'.

Areas for Improvement identified at the previous inspection

- Raise pupils' attainment and accelerate progress, particularly in mathematics, by:
 - ensuring that teaching is consistently good or better, especially by checking that tasks are sufficiently challenging and meet the needs of all pupils
 - making full use of assessment information to hold teachers to account for the progress of all groups of pupils.

- Improve the consistency of practice in the Early Years Foundation Stage, by ensuring a balance between activities that are adult-led and those which children choose for themselves, and checking that there are always enough activities to increase their confidence and independence.

What does the school need to do to improve further?

1. Continue to raise the attainment of pupils in English and Mathematics by:
 - further increasing the proportion of outstanding lessons;
 - providing increased opportunities for higher order questioning and thinking skills both in lessons and in pupils' books;
 - developing the use of ICT to enhance learning.
2. Further improve outcomes for children at the Early Years Foundation Stage in teacher-led literacy and numeracy sessions by:
 - planning more precisely to accurately focus the learning and ensure progression for all groups of children;
 - providing appropriate pace and challenge that engages pupils actively in their own learning;
 - adults modelling key skills effectively in order to scaffold the next steps in learning for children.

Assisted Review Judgements

Overall Effectiveness:	2
Achievement of Pupils:	2
Quality of teaching:	2
Behaviour and safety of pupils:	1
Leadership and management:	1

Key findings

Denbigh is a **GOOD** school that continues to rapidly progress towards being **OUTSTANDING**.

The Achievement is GOOD and improving rapidly towards outstanding.

- Pupils achieve well at this school. They enjoy their learning, take pride in the work that they produce, and appreciate the efforts that the school makes to secure a broad and balanced education. Parents overwhelmingly agree that their children make good progress.
- Most children start the nursery with skills and abilities that are well below those expected for their age. Through good quality teaching and high levels of support and nurture, they make good progress throughout the early years foundation stage and enter year one with standards that are closer to children nationally. A continued focus on further improving teacher-led literacy and numeracy lessons will ensure that children's progress continues its three year trend of improvement.
- Progress across key stage one is good and is improving rapidly as a result of the actions and interventions that the school is making. At the end of key stage one in 2012, pupils' attainment improved from the previous year. School data, and the current quality of teaching indicates that pupils are on track to reach standards

similar to children nationally in 2013.

- Changes to the organisation of the teaching of reading and the introduction of specific initiatives across the school are rapidly accelerating pupils' progress. As a result, the achievement gap between reading writing and mathematics continues to narrow. These highly effective initiatives are ensuring pupils not only secure basic concepts but have renewed confidence in their abilities, motivating them to continue learning once the intervention has ended
- Pupils' attitudes to reading are positive and the work that school has undertaken to improve reading is having a marked impact. Pupil progress in reading is accelerating across the school and as a result they can effectively access other areas of the curriculum and read broadly for pleasure. The impact of the daily phonics programme is apparent and pupils are able to confidently apply these decoding skills to their reading. There is a consistent focus on phonics as a key strategy across the EYFS, key stage one and into key stage two.
- Current data suggests that by the end of key stage two, children are expected to reach standards of attainment that are broadly similar to those nationally and in doing so will have made at least good progress from their very low starting points. The school has correctly focussed significant resources in overcoming the legacy of underachievement faced by these pupils, particularly in helping them with their reading and writing. Pupils in year six have demonstrated exceptional progress in the current year as a result of the consistently outstanding teaching and provision that the school provides.
- Pupils who are disabled or have special educational needs now make similar progress to their classmates in the school, particularly in their reading. This enables them to effectively access other aspects of the curriculum and enhance their learning. The attainment gap between SEND pupils and all pupils is narrowing because the school more quickly and accurately focuses high quality interventions that secure good progress.
- Pupils from minority ethnic groups account for 10% of pupils in the school. These pupils make similar progress to their classmates because the school carefully targets support to ensure they have equal access to the curriculum.
- The school uses additional government funding very well to target interventions and initiatives to the large number of pupils eligible for free school meals. These interventions are effectively managed and are having a marked impact on the rapid progress that these pupils make. Therefore, the attainment gap between pupils who receive additional funding and their classmates is narrowing and is smaller than that found nationally.

Teaching over time is **GOOD** and much is **OUTSTANDING**

- Overall, teaching appears to be at least good over time. 100% of lessons observed were good or better including 50% outstanding. No teaching observed required improvement. As a result, pupils achieve well and make at least good progress. They develop highly positive attitudes to learning. Responses to a recent survey undertaken by the school show that parents agree that their children are well-taught.
- Across the school, classrooms are well resourced and lessons are delivered in vibrant and exciting learning environments. Recent improvements to the outdoor areas are beginning to enhance the rich learning opportunities that are provided across the curriculum. Such opportunities were particularly evident during the review when the 'nurture' group were provided with additional opportunities for personal and social development whilst caring for animals outdoors.
- Teachers and other adults promote a highly positive climate for learning through their consistent approaches to managing behaviour and the value they place on the contribution that pupils make to lessons. This leads to a highly positive classroom atmosphere that demonstrates mutual respect and care.
- Support staff are highly skilled, motivated and effectively contribute to the positive culture of learning in the school. They have exceptionally good relationships with pupils that enable them to support lessons and lead intervention activities extremely well.
- The school sets very high expectations of its whole community and therefore pupils feel empowered. During the review, pupils commented that they felt 'motivated by people at school to achieve even more'.
- Teachers and other adults assess pupils learning regularly and accurately. Through marking and feedback (including the effective use of 'COW' - check our work time) there is a positive learning dialogue that ensures pupils know how well they have done and what they need to do to improve. Marking and feedback systems are consistent across the school. Further opportunities should be explored to provide higher order comments and questions that challenge pupils to think more deeply about their work.
- Through the use of carefully planned learning targets, the school has a clear emphasis on the teaching of basic skills. This is highly effective and as a result pupils demonstrate their rapid progress in all areas of the curriculum.
- Where pupils make good progress and achieve well, teaching is typically characterised by:
 - setting high expectations of what pupils can achieve. In a Y1 writing lesson, through challenge, a child replaced the word 'scared' with the word 'petrified'.
 - having strong subject knowledge that enables them to adapt and reshape tasks to ensure pupils' outstanding progress
 - skilfully using questioning techniques that enables learning to move forward at an appropriate pace

- ensuring a positive climate for learning that leads to high levels of engagement through the rich variety of stimulating tasks provided
 - continuous assessment being used throughout the lesson to give focussed feedback to effectively move learning forward.
 - differentiated learning objectives to ensure that work is appropriately matched to the learning needs of pupils
- To secure a greater proportion of outstanding teaching the school should:
 - ensure that an appropriate level of challenge should be offered to all groups of pupils in lessons including the most able.
 - further develop the imaginative use of resources, including ICT, which will make a marked contribution to the quality of learning
 - ensure that planning is consistently effective and that the next steps to learning are precise.
 - review the balance of teacher talk and pupils' active involvement in some lessons

Behaviour and Safety is OUTSTANDING

- Pupils enjoy school and can articulate their appreciation for the extended learning opportunities on offer. They attend regularly and are eager to arrive on time each day. The school's arrangements for monitoring and rewarding good attendance are highly effective and as a result rates of attendance are now above the national average and are improving.
- Pupils are confident and this reflects the school's successful emphasis on respect, care and helping others. Parents are overwhelmingly positive about the quality of education and support their children receive and know that they are happy and safe at a well-led school. During the review, parents shared their appreciation for the school's approachability, communication, care and support for pupils' wellbeing and learning.
- Pupils can articulate that incidences of bullying are extremely rare and that, should they ever occur, they would be dealt with quickly. Pupils understand the nature of bullying, including that related to different forms of prejudice, and are very knowledgeable about the dangers and risks they may encounter, including understanding of how to keep safe when using the internet, social media and mobile phones.
- The school is a safe and calm environment where adults and children relate well to one another and where mutual respect is common place. Older pupils often act as role models for their younger friends and take this responsibility seriously (for example, older children support the reading development of pupils in key stage one). This responsibility is highly valued by the children and contributes to their enjoyment of school.
- In the majority of lessons, behaviour for learning is at least good, particularly in KS2. The excellent relationships that pupils and teachers have with one another and the way that the school consistently applies its behaviour management strategies, contributes significantly to the friendly, hard-working and respectful atmosphere created within the school.

- Pupils behave impeccably at all times, whether in lessons, around the school or at play. This is because all adults have high expectations of how pupils should conduct themselves and lead by example. Behaviour is well managed and pupils are motivated by rewards. Pupils commented that adults always manage behaviour 'by turning a negative into a positive'.
- Recent improvements to the outdoor environment have had a marked impact on behaviour at break and lunchtimes. Accidents or incidents of poor behaviour are now rare.

The leadership and management of the school are OUTSTANDING

- The inspirational head teacher, and her dedicated senior leadership team, have ensured that improvement has continued to be rapid and highly effective. The whole staff are committed to the school's vision of 'being the best you can be' and readily embrace training and initiatives that improve their practice. This, combined with pupils' excellent attitudes to learning provides a firm foundation on which to develop an even greater range of independent and thought-provoking learning approaches that will enrich learning and further support improvements to pupils attainment.
- The leadership of teaching is outstanding. As a result, the quality of teaching and pupil achievement has risen steadily since 2011. Teachers' performance is very well managed and is closely linked to the current Teacher's Standards so that those on different pay scales have different expectations upon them. The head teacher and other leaders regularly monitor the quality of provision within the school and makes very accurate judgements, linking teaching quality and pupil achievement with the work seen in books. During the review, the accuracy of teaching judgements matched those of school leaders exactly, further confirming the team's forensic understanding of performance.
- The school's self evaluation of its strengths and weaknesses is highly accurate. The priorities for improvement are shared by governors and senior leaders. School improvement planning is detailed and well-targeted. School leaders are currently refining their plans to ensure that all outcomes are specifically measurable within defined timescales.
- Recent changes to the management structure that supports pupils with disabilities and special educational needs appear to have been effective. As a result, school leaders and teachers now have clearer and more accurate understanding of the progress these pupils make. Current school tracking data suggests that this group of pupils will make additional progress to narrow their attainment gap further.
- The school's curriculum is highly effective in broadening pupils' limited experiences. A wide range of visits and visitors are planned, to engage pupils and strengthen their learning. The essential skills of reading, writing, communication and mathematics are very well-taught from entry to the school and continue throughout each key stage. Plans to introduce a thematic, creative curriculum are well developed for the next academic year. The staff team are eagerly awaiting the outcome of a pilot to help them further refine their ideas.

- The school enjoys significantly improved relationships with parents, carers and families who are overwhelmingly supportive of the school. Building on the good practice at EYFS, the school should continue to develop the 'parents as partners' scheme that supports parents to develop home-based learning.
- The school's promotion of pupils' spiritual, moral, social and cultural development is outstanding because it is included in all aspects of the school's work. This creates a supportive environment where all pupils develop into confident, well-rounded individuals who enjoy and respect the shared ownership of school's ethos. Pupils are proud ambassadors for Denbigh and confidently discuss their aspirations.
- Governors are committed, highly experienced in their role and bring a wide range of relevant professional expertise to the school. They regularly and rigorously challenge the head teacher and senior leaders to improve further through a strong knowledge of pupil progress data and by asking exceptionally pertinent questions about the use of school funds, including the pupil premium, and the effectiveness of intervention strategies or resources. They regularly experience the quality of teaching within school through planned visits and attendance at whole school events.
- Capacity to improve is outstanding because rapid improvements in achievement and teaching and learning have been secured.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

