



**QUALITY ASSURANCE REVIEW**  
**REVIEW REPORT FOR**  
**DEANSFIELD PRIMARY SCHOOL**

<b>Name of School:</b>	Deansfield Primary School
<b>Headteacher/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>Overall Peer Evaluation Estimate at this QA Review:</b>	Leading
<b>Date of this Review:</b>	24/02/20
<b>Overall Estimate at last QA Review (if applicable)</b>	Outstanding
<b>Date of last QA Review (if applicable)</b>	04/03/19
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	14/07/15



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**Quality Assurance Review**

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

<b>Leadership at all levels</b>	Leading
<b>Quality of provision and outcomes</b>	Leading

**AND**

**Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs**

<b>Area of Excellence (if applicable)</b>	Accredited
<b>Previously accredited valid Areas of Excellence (if applicable)</b>	Music, 04/03/2019
<b>Overall Peer Evaluation Estimate</b>	Leading

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

## **1. Context and character of the school**

Deansfield Primary School is a larger than average size primary in south London with 440 pupils currently on roll. Staffing is typically stable with several staff having been in post for a number of years. Pupils come from a wide range of backgrounds but there is no one major group. There is some pupil mobility during the year.

The proportions of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are below the national average. Pupils enter the school with attainment that is broadly average.

The school has used research extensively and this has been an important factor in the work it has undertaken in relation to the curriculum and subject leader development. The curriculum is the cornerstone of the provision for pupils. The pupils and their needs and interests are at the centre of the school's decision making about how the curriculum has been developed from the previous model and currently designed.

### **2.1 Leadership at all levels - What went well**

- Leaders have made sure that reading has a high profile in the school day, developing pupils' learning more widely. The 'Drop Everything And Read' times demonstrate clearly the importance and value of reading to pupils. These sessions enable pupils to read a wide range of books that extend their knowledge.
- Subject leaders have an exceptional grasp of how well pupils develop their knowledge and understanding in the subjects for which they are responsible. For example, in mathematics the leader is very knowledgeable about where learning is strong and where it can be improved. She has identified that to support pupils' mathematical development the school needs to develop pupils' mental mathematical recall. Leaders accurately identify that this will speed up pupils' problem-solving and reasoning.
- Leaders use the 'Compass Learning Profile' to instil a very strong culture of learning for pupils and staff alike. It makes clear the expectations for pupils and where and what they should aim for in their learning. The impact is seen in the high calibre of work that pupils complete in a wide variety of subjects.
- Senior leaders consider planning for improvement very clearly. They use specific targets to pinpoint where aspects identified in the self-evaluation need more work. Leaders check that planned improvements are taking place at the pace and quality that is anticipated at the start of the improvement cycle.
- The leadership team plans the support and training for teachers and support staff carefully to ensure that their subject knowledge and expertise is strong. This is particularly the case in subjects such as computing where learning requirements may change or be needing specialist knowledge. Alongside this staff, in a

collegiate approach, are held to account for the performance of the pupils in their class and as a year group and broader key stage.

- The school leaders reach out across the trust, local authority and further afield to source the best support for the school and the staff. There is a good blend and balance between the time spent on whole school aspects needing to be improved and areas that need focus from a class or year group perspective.

## **2.2 Leadership at all levels - Even better if...**

...there were more opportunities to moderate work across some of the foundation subjects.

## **3.1 Quality of provision and outcomes - What went well**

- Leaders have planned the curriculum provision across the different year groups extremely well. Every subject, its strengths and areas for further development, are known by a variety of leaders including key stage and subject leaders. This ensures that knowledge about the curriculum areas is shared, widely known and understood.
- Pupils' skills in foundation subjects are developed very effectively by encouraging pupils to simultaneously use skills related to different aspects of the curriculum. Reading opportunities are extensively used in foundation subjects. For example, 'Katy in London' provided a meaningful text for pupils to hone their geographical skills. The school plans a range of trips to bring learning in the classroom alive and these add much to learning in the foundation subjects. Pupils say that they 'love the trips' that they go on.
- Reading is taught very well and threaded very effectively across learning throughout the school. Staff are skilled in helping pupils to read with confidence and accuracy. The texts that pupils read are chosen carefully and excite pupils. They also develop an understanding of how to make writing exciting and know complex vocabulary. For example, in Year 3 the story of the 'Stone Age Boy' gripped pupils. It was used effectively to develop pupils' understanding of features such as a simile.
- In writing, texts such as 'The Seven Chairs' are used exceptionally well. They illustrate writing devices to show pupils how to engage the reader and how to place these in their own work. Pupils also learn through these sorts of texts how to build suspense and make an impact on their audience.
- Pupils' attitudes to learning are very strong. This is because expectations of pupils are very high and consistently required. Pupils respond very well to these aspirations. They energetically approach their work whether working individually

or together in small groups. Pupils of different ages listen attentively to make sure that they understand exactly what is being asked of them and what they are learning about.

- Teachers use the 'think aloud' strategy well. This helps staff to provide precise support to a wide range of pupils because there is a clear understanding not only of what any misunderstandings are, but importantly why they occurred. Pupils act quickly and effectively on subsequent advice about how to improve their work.
- Staff assess pupils' achievement carefully both formally and informally. Teachers build in assessments seamlessly within lessons. This means that they get very useful information about pupils' current skill levels and knowledge. Pupils view the assessment of their work very positively. One pupil said, 'I love the quizzes!'
- Staff use 'title topic pages' to provide pupils with a platform for the learning in the different themes to be covered across the wider subject areas. This is particularly effective in promoting more complex vocabulary. Staff check what pupils can remember or refer back to learning from earlier in the term. This also helps teachers to plan future learning opportunities.
- In the 2019 published test and teacher assessment information pupils attained highly. In the Early Years Foundation Stage 90% of children reached a good level of development. At the end of Year 2 78% of pupils attained the expected standard in reading, writing and mathematics combined and 22% reached greater depth in all three areas. In Year 6 80% of pupils attained the expected standard in reading, writing and mathematics and 16% reached the higher standard.

### **3.2 Quality of provision and outcomes - Even better if...**

...pupils were always clear about where a lesson fits within the wider context of their learning.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- Staff, including leaders have a very good knowledge of the pupils who find learning more challenging or need to catch up with their peers. Teachers use this to adapt learning and the curriculum for pupils with additional needs and those who are attaining lower standards. This is combined well with bespoke support that is very well planned to make sure that pupils achieve well. Staff ensure that pupils know what they need to do to be successful in their learning. For example, when reading class texts to see how a story builds, pupils with additional needs are helped to understand the specific vocabulary related to the plot and characters.

- Disadvantaged pupils are known well both, academically and personally, by leaders and staff more widely. This means that pupils receive effective help to do as well as they can and make the most of their time and the rich experiences on offer during the school day. Disadvantaged pupils have a wide range of opportunities to join a club and learn and develop skills beyond the academic.
- Parents are fully involved in the life of the school and in their child's education. This includes the parents of pupils who have SEND. As a result, the pupil's needs are known from the parents' perspective. Parents also understand the work the school is undertaking to support their children and remove any barriers to learning. Leaders plan an extensive range of parent workshops. These are based on feedback from parents themselves as to what would be most helpful. For example, the next workshop will focus on wellbeing.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

...pupils were always clear about where a lesson fits within the wider context of their learning.

### **5. Area of Excellence**

Curriculum and subject leadership

Accredited

Category: Curriculum

Sub Category: Curriculum coverage/breadth

**Accredited**

#### **5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?**

The school evaluated and reflected on the previous curriculum in a very clear and honest way, leaving no stone unturned. Leaders asked themselves searching questions. For example, 'What is it that is still missing and why are some pupils not remembering some

information'. The leaders make much use of research to ensure that the curriculum builds pupils' knowledge so that pupils have something to build on when they initially begin a teaching sequence. As part of this highly effective evaluation the pedagogical strengths of the school were also evaluated.

A key action in the development of the curriculum was the pooling of the knowledge of the subject leaders from across the trust. The rationale for choosing areas of study within different subjects was shared, critically evaluated and reshaped by leaders. This means that the leaders of subjects understand the key knowledge and concepts being driven through the sequence of learning. It also means that leaders understand the placing of specific content in each series of lessons.

The 'big blue' questions for each subject are used to help teachers focus on making learning coherent in different strands of the curriculum. This enables leaders and staff to pull together the knowledge of pupils and to then use this resource to exemplify the standards within most areas of the curriculum.

The planning of teaching sequences across the curriculum have been developed through full consultation with staff and making excellent use of their expertise. As a result, staff own and fully grasp the thinking behind the curriculum content choices.

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

Leaders demonstrate and evidence well the impact on pupils' outcomes across the curriculum. This includes academic as well as personal development. Consequently, the pupils thrive in their learning and growth as young people. Pupils' learning helps them to understand current events. For example, the geography curriculum enables pupils to understand weather such as Storm Dennis.

Pupils' knowledge is strong across the full range of subjects. Leaders have plotted what should be learnt and by when. Teachers understand these and implement teaching sequences to ensure that these are met. For example, Year 2 pupils have a detailed knowledge of the oceans and the seven continents.

Pupils point to the school's values as important parts that focus the curriculum for them. The staff plan the use of the values to illustrate areas of the curriculum in strong contexts. These links develop pupils' understanding of aspects of the world such as the development of different civilisations.

## **5.3 What is the name, job title and email address of the staff lead in**



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**this area?**

Name: Jo Gordon

Title: Executive headteacher

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

To continue to use the 'Growing the Top' initiative and opportunities to work alongside other outstanding schools.

**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.**