



QUALITY ASSURANCE REVIEW
REVIEW REPORT FOR
DEANSFIELD PRIMARY SCHOOL

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| Name of School: | Deansfield Primary School |
| Headteacher/Principal: | Clara Daly |
| Hub: | The Rose Partnership Hub |
| School phase: | Primary |
| MAT (if applicable): | The Compass Partnership of Schools |

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| Overall Peer Evaluation Estimate at this QA Review: | N/A |
| Date of this Review: | 23/02/2022 |
| Overall Estimate at last QA Review | N/A |
| Date of last QA Review | 17/05/2021 |
| Grade at last Ofsted inspection: | N/A (Outstanding prior to academisation) |
| Date of last Ofsted inspection: | 14/07/2015 |



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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:

Leadership at all levels Not applicable

Quality of provision and outcomes Not applicable

AND

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

Area of excellence Not applicable

Previously accredited valid areas of excellence Music, 04/03/2019
Curriculum and Subject Development 20/02/2020

Overall peer evaluation estimate Not applicable

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

Deansfield is a primary school in the Borough of Greenwich. It is made up of a series of Victorian buildings with large airy halls with classrooms to the sides. Staff at the school have worked creatively to make these spaces fantastic examples for creative learning. In one hall visitors are greeted by huge African masks in each corner, Shakespeare topic displays and balconies decorated with roses and fairy lights to cleverly bring the magic of Juliette's balcony into the school environment.

The school has developed fabulous outdoor areas, making the most of the available space. Teachers take pupils to Oxleas Wood nearby for further outdoor activities. Currently the school has Challenge Partner Areas of Excellence for their curriculum and music.

Deansfield became an academy in July 2017 when it joined The Compass Partnership of Schools (Trust). The Trust has very recently expanded, taking on a further four schools in Essex. This has coincided with an expansion to the leadership team of the school, three Early Career Teachers (ECT), a new assessment system being brought in and a change to the provision for phonics. Leaders are driven to ensure pupils get the very best from their time at school.

2.1 Leadership at all levels - What went well

- Leaders at the school made the decision to use the methodology of Rosenshine's Principles and an understanding of meta-cognition to inform the pedagogy used throughout the curriculum from 2019. This means that in each subject and lesson there is an 'I do, we do, you do' approach to the pupils' learning. Over time this has created an exceptional learning environment where all pupils understand clear expectations. Pupils' background stress is reduced to an absolute minimum so they are free to apply themselves fully to their learning.
- The Trust and leaders at the school, including the executive headteacher, pride themselves on the high quality continuing professional development (CPD) that they provide for the staff. This has been engineered in a cycle from the judgements leaders make in their self-evaluation form (SEF). This feeds into the targeted areas within the school improvement plan (SDP) and then on into the professional learning conversations (PLCs) that all staff have to help drive school improvement. Teaching professionals are encouraged and trusted to link this CPD to the SDP and this means all staff have ownership for school improvement.
- The exceptional learning environment at the school is matched by the incredible care that is taken on displays of the pupils' work, from specialist topic displays through to classroom working walls. This is a school where leaders have traditionally backed the value of intrinsic rewards. Visitors to the school won't find

stickers, class reward charts or merits available to the pupils and the pupils don't expect to receive any. The reward for achievement is within the deep relationships that adults and pupils have where they discuss the quality of the pupils' work. This serves as a method to reward achievement with celebration and develop the pupils' expressive and receptive communication skills from the earliest age.

- Leaders have orchestrated the school's activities to ensure that the pupils are well prepared for the next stage of their education. This includes providing a consistent approach to learning and expectations across the key stages. Pupils have the opportunity to take on roles of responsibility on the school council, the eco council, as peer mentors and librarians. Pupils take these roles very seriously.
- While preparing for the move to secondary school, Year six pupils have introductory packs for their schools; practise the journey to the new school; if necessary, take part in the Greenwich Tiger Programme to practise safe travel in the community and have the opportunity once in Year 7 to come back to an after school 'returners club' to share their new high school experiences. As one Year 6 pupil put it, 'I really like it when we do the work that prepares us for secondary school'.

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

... there was a greater focus on ensuring that leaders are able to provide evidence for the articulation of their work at the school in the self-evaluation form.

3.1 Quality of provision and outcomes - What went well

- At Deansfield leaders have chosen historically to use Letters and Sounds as their synthetic phonics package (SPP). This has led to consistently higher outcomes than national levels on the phonics screening check year in, year out. With the newly accredited Little Wandles Letters and Sounds, leaders continue in this rich vein and build on the skills and experience developed within the school. This includes a commitment to further staff training and a new range of early readers books.
- The quality of work presented in books across the subjects of the curriculum is of the highest quality. It is evidence of the rich dialogue between teachers and pupils to edit and re-edit work so it is of the highest standard that the pupils can achieve. Pupils are justifiably proud of this work and keen to share it. As a Year 3 pupil explained about a high quality piece of writing, full of rich language, 'I was really proud of this piece of work because I wrote this independently'.
- The creative curriculum at Deansfield is exceptional. The mix of enthusiasm and subject knowledge, wedded to the chosen pedagogy, means that pupils are able to take on complex concepts and use the skills and knowledge they have developed to succeed at more complex tasks than is usual. For example, in a

music lesson in Year 6 the teacher introduced the pupils to the song 'Let It Be' by Paul McCartney. He explained the rationale for the song's creation (the death of the artist's mother), and the three-chord approach to writing the song. Pupils then used the same three chords in groups with a range of instruments to construct their own pop song with lyrics linking to a meaningful event for them.

- In the Early Years Foundation Stage (EYFS) leaders have hit the ground running this academic year embracing the changes to the EYFS curriculum. Far less time is spent recording the children's development. More time has been created for adults to join in the free-flow of activities on offer to keep the children engaged and active in their choice of activity. For example, one teaching assistant had set up an activity to support the Relationships Health Education (RHE) goals looking at oral hygiene. Children sat rolling pink playdough into gum shapes on a picture symbolising a mouth. They were then encouraged to place dried haricot bean 'teeth' into the playdough and count the teeth to practise their early mathematics skills. Throughout the activity the adult chatted and encouraged the children to think about their own teeth and reinforced the need to look after them in an encouraging and caring way. As one pupil put it 'They're just like mine!' As the activity finished the teacher seamlessly tidied the activity away and took up a new role further down the classroom joining in with the children in their exploration of a dressing up activity.

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

... leaders were fully reassured that the new SPP for the school is fully in place and fully supports pupils to the aspirational level leaders want.

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

- For pupils with special educational needs and/or disabilities (SEND) the methodology used in class means the amount of time spent out of class on interventions is reduced to a minimum. This only works because the rehearsal style of teaching makes the lesson environment uniformly structured. A communication rich environment enables everyone to know the structures and expectations for each aspect of the school day.
- Support in class is discreet but can be found within the pupils' scaffolded work in books and the class seating plans. Teachers and leaders are fully aware of each pupil's distinct needs. The pedagogy used addresses the main issues found on the school's SEND register, speech, language and communication, and means that receptive and expressive communication are targeted from day one. The approach used is consistent. It is highlighted to all staff and links to the Education Endowment's Foundation's principles of practice for 'SEND Teaching in Mainstream Schools'. Consequently, the school is bucking the national trend for

pupils needing help with their social, emotional and mental health (SEMH) with stable numbers on the SEND register.

- The focus on developing pupils' communication and vocabulary supports disadvantaged pupils to share their experiences and understanding on a par with other pupils. This includes partner talk, recall of previous learning and quizzing for misconceptions. Resources are well planned and carefully prepared. Teachers are ready for each lesson and deliver them as leading professionals. They model best practice including how pupils explain their reasoning in detail. In one partner talk session the teacher feedback to pupils was, 'I love the way you turned and looked at each other when discussing this'. Pupils are used to this constant feedback and it supports the positive learning culture. As one colleague put it, 'I have not seen one child not actively involved in their learning'.
- Following the pandemic, the school has worked exceptionally hard to support transitions of new pupils into the school and with pupils whose attendance has been affected by their heightened SEMH needs. While attendance at Deansfield is above national average, there was a spike in persistent absence in the autumn term 2021. To reverse this the inclusion leader has worked with the learning support mentor to link the school with other agencies and specialist staff at the school to improve this situation. This has led to a reduction in persistent absence by a third in the spring term.

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

...No EBIs identified.

5. Area of Excellence

The school has not submitted an Area of Excellence.

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

For leaders at Deansfield to have the opportunity to visit other schools to compare and contrast the progress their pupils are making within their chosen pedagogy.

For leaders at Deansfield to have the opportunity to share their pedagogical practice with others at Challenge Partners (specifically Rosenshine's Principles and meta-cognition).



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Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.