

Desmond Anderson Primary School

Canterbury Road, Tilgate, Crawley, RH10 5EZ

Inspection dates 29–30 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress from starting points that are generally low to reach broadly average standards by the end of Year 6.
- Pupils in the special support centre make outstanding progress because staff take great care in meeting their individual needs.
- Teaching is good overall and some teaching is outstanding. Teachers assess pupils carefully in order to match tasks to their specific learning needs.
- Pupils enjoy coming to school, attend regularly and behave well and are extremely considerate towards each other. They are thoughtful and have strong views about important issues such as fairness and conserving the planet.
- Pupils have very positive attitudes towards learning and talk clearly about the targets they have been set. They say this really helps them know what to do to improve their learning.
- Pupils learn about a wide range of subjects and this, together with teachers' close attention to the learning environment, supports achievement well. The outdoor space has been thoughtfully developed to create further opportunities.
- Senior leaders and governors have managed the performance of teachers well since the previous inspection, effectively raising the quality so that no teaching is less than good.

It is not yet an outstanding school because

- When groups are working independently during guided reading sessions, they do not always produce work that teachers can use to assess reading skills.
- Pupils' progress in the understanding of letter patterns and the sounds they represent slows as they move from Reception to Year 1 because assessment data are not kept in a format that is compatible to both phases and supports fully effective teaching.

Information about this inspection

- Inspectors observed 26 lessons or parts of lessons, including the teaching of phonics (letter patterns and the sounds they represent) and guided reading. Lessons featured nearly all the teaching staff. Inspectors attended assemblies and listened to pupils read.
- Meetings were held with pupils, staff, parents and carers and representatives from the governing body and the local authority.
- Inspectors took account of the 30 responses to the online Parent View survey, other communications from parents and carers during the inspection, and the questionnaires completed by staff.
- Inspectors looked closely at the work pupils were doing in lessons as well as the work they have completed over time in their books.
- They also looked at a range of documentation, including that related to safeguarding and child protection procedures, minutes of meetings of the governing body, logs relating to behaviour, attendance figures, the school's self-evaluation and development planning, and data relating to pupils' performance.

Inspection team

Jeanie Jovanova, Lead inspector	Additional inspector
John Viner	Additional inspector
Helen Powell	Additional inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is slightly higher than the national average. The proportion supported through school action plus or with a statement of special educational needs is higher than the national average.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for looked after children and pupils eligible for free school meals, is below the national average, but rising year on year.
- Most pupils are of White British heritage. A range of minority ethnic groups is represented in smaller numbers.
- The school has a special support centre for pupils with social and communication disorders. There are currently 17 primary-aged pupils on roll with autism or Asperger's syndrome.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that the assessment of reading is equally effective as that of mathematics and writing, and ensures that reading is well taught by:
 - ensuring all independent activities during guided reading group sessions create opportunities to assess pupils' reading skills
 - using the same approach to assessing phonics in both Reception and Year 1 so that no time is lost in adapting to different methods, and that Year 1 teachers can begin to meet pupils' needs from the earliest possible opportunity.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are generally below the levels expected for their age, especially in communication and mathematical development. By the time they leave Year 6, they have made good progress to reach standards that are broadly in line with national averages.
- Attainment in English and mathematics has risen since the previous inspection. Taking into account the progress currently being made by pupils in the school, this trend looks set to continue.
- Children make appropriate gains in their phonic development across the Early Years Foundation Stage. However, the proportion of pupils reaching the expected standard in the phonics screening check in Year 1 was below the national average. Recent assessments show that those pupils have now caught up again. Staff investigated the possible cause of this dip and found that pupils' phonic abilities are assessed in different ways in Reception and Year 1. Inspectors agree these differences in approach have, in the past, hindered teachers' ability to meet pupils' specific needs in phonics immediately on transition.
- Staff and senior leaders meet regularly to check pupils' progress. This means that any pupils whose progress has slowed can be given support to get back on track.
- Disabled pupils and those who have special educational needs achieve well because support is carefully planned for them both in lessons and in small groups. For example, a specialist reading teacher has helped some pupils to make a year's progress in less than a term.
- Parents and carers of pupils in the special support centre say their children have made exceptional progress both socially and academically because staff meet their needs really well. Data from the school and observations made during the inspection support this view.
- Pupils who are known to be eligible for support under the pupil premium initiative achieve well because the funding is being used to provide specific programmes that accelerate their progress. For example, the learning mentor helps pupils manage any personal difficulties they may be having so they are ready to learn. Pupils she supports make accelerated progress. One pupil in Year 5 has made so much progress that he is now a year ahead of age-related expectations.
- The school is committed to ensuring pupils from all backgrounds have an equal chance of success. Consequently pupils from different ethnic groups achieve well.

The quality of teaching is good

- Many aspects of teaching have improved significantly since the previous inspection so that no teaching is less than good and some is outstanding. Teachers regularly check understanding as lessons progress so that they can match their explanations to pupils' needs.
- Writing is taught well across different subjects. For example, teachers asked pupils to write instructions in a design and technology lesson, and to produce a new chapter for a series of familiar books set in ancient Egypt. These strong links gave pupils a reason to write and fire their enthusiasm. Teachers focus both on teaching the writing skills needed as well as design skills or historical understanding.
- Pupils know their targets and use them to assess how well they have done in lessons. They know what their current level is and what they need to do to improve because targets are clear. Pupils say they like the way targets are displayed on a ladder because they can see the link between climbing up and reaching higher levels.
- Teachers use praise accurately so that pupils understand exactly what it is in their work that is good. This extends to the explanations on merit certificates given out in assembly. For example, one girl was praised for using scientific language in a specific lesson.
- The same approach is taken in marking. Pupils are very clear what they have done well and how this helps them to meet their targets and they write their own comments in their work

accordingly. Teachers add a focused comment on what to do to improve, bearing in mind pupils' individual targets.

- All teachers have a good understanding of phonics and use that knowledge to support pupils in developing key skills in reading and spelling. The impact of this is restricted by the transfer of assessment information between Reception and Year 1 where recording systems are incompatible. This has the effect of slowing some pupils' progress. Nevertheless, pupils enjoy reading. They know their targets and what they need to do to improve because teachers carefully evaluate their skills and provide useful feedback.
- When teachers work with a guided reading group, they ask carefully targeted questions that help to develop pupils' reading abilities really well. However, some of the tasks that are set for groups working independently during these sessions do not always produce work that teachers can evaluate as clearly.

The behaviour and safety of pupils are good

- Pupils are unanimous in their praise of the school. They say they feel safe and they know how to keep themselves safe. The very large majority of parents and carers who responded to the online survey agree that the school keeps their children safe and that behaviour is good.
- Pupils move around the school safely and lunchtime is a calm and happy affair. No time is lost lining up after playtime because pupils understand and follow routines well.
- Pupils enjoy playtime because the outdoor environment is stimulating, supervision and care are attentive and there are systems for ensuring everyone has a chance to join in.
- Pupils say that bullying is very rare and that if it ever happens it is dealt with quickly and effectively by teachers. Pupils understand what constitutes bullying, for example that it is possible to be bullied on the internet or on a mobile phone.
- Pupils behave well in lessons and, on the rare occasions where one or two pupils lose concentration, this is quickly remedied by staff. Pupils have very positive attitudes to learning because they are involved in their own learning in many ways, from discussing lesson objectives in depth to assessing their own work against clear targets.
- Attendance is above average because pupils enjoy coming to school. The school monitors attendance rates carefully and works closely with parents and carers where there are any concerns. Pupils arrive at school punctually.
- The school is extremely effective in supporting pupils who have particular behavioural needs. Behaviour logs are carefully analysed and any pupils whose names appear regularly are given specific support. The work of the learning mentor has significantly reduced the number of incidents being recorded for individual pupils.

The leadership and management are good

- Leaders and managers have worked effectively to make a whole range of improvements since the previous inspection. The quality of teaching has improved because leaders use a variety of strategies to help teachers develop their skills. There is good capacity within the school to continue these improvements.
- Long-term and short-term planning is focused on priorities that improve pupils' progress and raise their attainment. Leaders' evaluations of how well they are working towards these aims are accurate and there is a high level of motivation among all staff to strive for excellence.
- Teachers' targets are specifically linked to how well pupils achieve. Senior leaders monitor teachers' progress towards their targets and use this information to determine whether pay increases will be awarded.
- Spiritual, moral, social and cultural development is promoted exceptionally well. Pupils are given many opportunities to think deeply about a range of issues, such as the motivations of different characters in moral tales or the importance of caring for the environment. Their understanding

of and commitment to such causes can be seen by how respectfully they treat each other and care for their immediate surroundings. The broad curriculum develops pupils' literacy and numeracy skills across a range of subjects, thereby ensuring they are well prepared for moving on to the next phase of their education.

- The local authority rightly judges the school to have good capacity to improve and therefore offers light touch support as appropriate.

■ **The governance of the school:**

– Governors have become increasingly involved in holding the school to account for pupils' progress since the previous inspection. They monitor the progress of pupils eligible for the pupil premium to ensure the funding is being spent effectively on extra staffing and resources to enhance their progress. They analyse data from different specialist support programmes to ensure achievement is improving. For example, they know that a specialist reading programme doubles pupils' rate of progress so have agreed to continue to fund it. Governors understand the link between teachers' pay and their performance and successfully implement a policy that reflects this. All requirements for ensuring pupils are safe and well cared for are met effectively and relevant training is up to date.

What inspection judgements mean

School		
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>

School details

Unique reference number	125966
Local authority	West Sussex
Inspection number	402369

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Don Sibley
Headteacher	Terry Quinton
Date of previous school inspection	26–27 November 2009
Telephone number	01293 525596
Fax number	01293 538094
Email address	office@desmondanderson.w-sussex.sch.uk

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