

# Derwentwater Primary School

## Inspection report

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<b>Unique Reference Number</b>	101895
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	323548
<b>Inspection dates</b>	2–3 July 2009
<b>Reporting inspector</b>	Carmen Rodney HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	717
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Penny Allen
<b>Headteacher</b>	Mr Tim Mamak
<b>Date of previous school inspection</b>	6 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Shakespeare Road Acton London W3 6SA
<b>Telephone number</b>	020 8992 9296
<b>Fax number</b>	020 8896 0526

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<b>Age group</b>	3–11
<b>Inspection dates</b>	2–3 July 2009
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Derwentwater Primary is a much larger than average primary school. Most pupils are from a wide range of minority ethnic groups. The number of pupils who leave or join the school at other than the usual times is much higher than that found nationally. A high proportion of the pupils speak English as an additional language and around 7% are at an early stage of learning English. The proportion of pupils entitled to free school meals is high. The proportion of pupils with learning difficulties and/or disabilities is above average, although the number with a statement of special educational need is average. The Early Years Foundation Stage provides for 190 children. The school offers a range of extended services for pupils, parents and members of the local community. The school achieved the following awards: the Activemark, Green Flag Status as an eco-school and Healthy School Status. The headteacher was appointed to the substantive post in September 2008.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Derwentwater provides a satisfactory education for its pupils. It is an improving school, and the drive to lay and develop a solid foundation that will help the school achieve its motto - all pupils reaching their full potential - has started.

Since the beginning of the current academic year, considerable changes have been made on a number of fronts. First, a thorough review of the school's effectiveness showed that, over the past three years, most pupils had not achieved well enough, given their starting points. Second, systems for holding staff to account have been established. Third, assessment information on pupils' progress is used increasingly well to underpin planning for improvement. Procedures for monitoring pupils' progress have been introduced and are being embedded in the school's cycle of school development. As a result, achievement and standards, while remaining satisfactory, are improving. The 2009 provisional test results show an upward trend, with more pupils reaching the higher levels available as well as the standard expected for their age group in English, mathematics and science by the end of Year 2 and Year 6. Additionally, pupils' personal development is a strength. The vast majority of pupils enjoy attending school; they are well behaved and are fully engaged in all that it offers.

The headteacher provides strong leadership and has not flinched from transforming the provision. Managers and leaders at all levels increasingly share his principle of 'high expectations and better progress'. There is continuing commitment to improvement because, as some middle leaders explained, the headteacher recognises and uses their skills, provides training for them and, above all, 'listens to our views'. Nevertheless, governors, leaders and managers alike know that there is still a great deal of work to do with regard to developing their roles and responsibilities to help pupils make better progress.

The majority of parents who responded to the questionnaire acknowledge and like the changes, which they feel are for the better. One parent describes it as 'a shaking of the school'. Although most are very positive, a small minority are dissatisfied with the way the school communicates with them. These parents feel that the school does not listen to them or to their children. Additionally, concerns were expressed about the quality of teaching and learning, the provision for those with special educational needs and the gap in performance between pupils from different ethnic groups. While parents clearly accept that the headteacher's plans for improvement are leading to better outcomes, they rightly feel that the partnership with parents could be more productive.

The quality of teaching is satisfactory, with much that is good, but inconsistencies in quality mean that pupils are not fully challenged. Pupils reported that teachers help them and they like the setting arrangement in English and mathematics, but they would like 'teachers to observe them more closely and pitch work to their level'. The curriculum is also satisfactory, with some good features, such as the enrichment activities. The school places a strong emphasis on developing pupils' understanding of different faiths, cultures and social backgrounds. Equality of opportunity is a strength, with the recognition that there is always more to do. There is zero tolerance of racism and any form of negative behaviour that might affect pupils' well-being and life chances. Although provision for community cohesion is strong in the local community, by contrast, the school has yet to develop pupils' understanding of global and international issues.

The school knows its strengths and weaknesses well. Under the leadership of the headteacher, monitoring is increasingly becoming more rigorous but, as yet, all leaders are not fully up to speed with the rapid process of change that is under way. Improvements made since the start of the new academic year and in the spring term are being evaluated and embedded. Results are improving and there is a clear strategic plan for the next steps. As a result, capacity for improvement is satisfactory.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children enter the Early Years Foundation Stage in the Nursery with low levels of language skills, personal development and early achievement in home languages other than English. The school has created effective monitoring on entry, with systematic tracking of progress in response to the early learning goals and immediate partnership with parents. Children with learning difficulties and/or disabilities benefit from early diagnosis, with provision of speech therapy or support in language delay. In the Nursery, there is an outstanding response to early singing and phonics. The children start with skills that are generally well below average, but make markedly good progress, particularly in communication, language and emergent literacy skills. There is a good and appropriate focus on fostering children's personal, social and emotional development skills to enhance all-round achievement in all six areas of the Foundation Stage learning through very well-organised indoor and outdoor play. The majority of Nursery children transfer to Reception classes in the school.

The personal development and well-being of the children in Reception are similarly good and are supported by consistently good teaching and learning, along with social and emotional learning on how to choose activities. Self-esteem and a sense of community are evident in class routines such as circle time, the start and completion of activities, and story sharing. Good partnership between teachers and adult helpers promotes effective welfare and outstanding day-to-day assessment. Leadership and management of the Nursery and Reception are good. Rigorous systems for planning, recording and moderating children's achievement promotes learning very well and ensures continuity to Year 1 across the areas of learning.

### **What the school should do to improve further**

- Help pupils in Key Stages 1 and 2 to make faster progress by making sure that:
  - the quality of teaching and learning is consistently good- assessment is embedded and used consistently to match learning to pupils' needs.
- Increase the capacity for improvement by ensuring that the governors, middle managers, deputy and assistants fulfil their responsibilities consistently well with reference to:
  - monitoring provision and outcomes robustly- demonstrating the impact of their roles in driving the development plan to raise pupils' achievement- ensuring that all parents are kept well informed about the school's work and their children's progress, and know and understand the direction in which the school is moving.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils achieve satisfactorily by the end of each key stage. Those pupils who enter the school at the start of Year 1 have standards that are generally at or below average. However, this varies from year to year, with some year groups, such as the current Years 4 and 6 pupils, having broadly average standards. Additionally, an increasing number of pupils, many from overseas, who are at various stages of learning English as an additional language, join the school at different times and, consequently, overall attainment on entry is below average. Over the last two years, pupils have reached broadly average standards in both key stages but, in 2008, results in English were below average in terms of the proportion of Year 6 pupils reaching Level 4 and above. White British pupils made good progress and those with a statement of special educational need achieved well because of the comprehensive support they received. In comparison, the progress of pupils of Caribbean heritage and those with moderate learning difficulties was significantly below that of their peers. Boys did better than girls and, generally, the more able pupils did not achieve as well as they could have in the tests. The school recognises the gap in performance between different groups and has taken suitable actions to ensure that equality of opportunity is applied rigorously.

From the school's analysis of current performance and work seen in lessons, progress is improving. The 2009 provisional test results show an upward trend, with a higher proportion than previously of more able pupils reaching the highest levels at the end of Years 2 and 6. Good intervention strategies, including setting in mathematics and English, are contributing to improvements.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. The school works hard to encourage pupils to be healthy and safe, and as a result, the outcomes for these aspects are outstanding. One comment from a parent, 'My child has a very sound foundation in education', reflects the wide range of initiatives and experiences that the school offers to support pupils' personal development. This was confirmed in conversation with pupils, who feel that they are encouraged to express their voice on the school's environment and in proposed new initiatives through the school council. Pupils actively enjoy their education, and those who have transferred from other schools speak warmly about their sense of belonging. Attendance is satisfactory. Good attendance is actively promoted and trends are regularly analysed.

Spiritual development is underpinned by tolerance and by a cycle of celebration, and developing knowledge, of different faiths. Good provision for moral, social and cultural development is demonstrated in pupils' responsive and caring attitudes to each other. They exercise responsibilities through acting as monitors for safe movement around the school and assisting their peers at lunchtime. For example, older pupils act as play assistants to younger children. There are clear codes and rules which pupils know and understand and, as a result, behaviour is consistently good. Pupils speak confidently about suitable adult intervention should any bullying occur. They actively contribute to community events, including charities and International Week. Preparation for their future education is satisfactory and improving and includes the initiative, 'Every Child a Talker', which is used well to develop their thinking and presentation skills.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is at least satisfactory, with much that is good. Professional development and increased monitoring and feedback have contributed to teachers focusing more sharply on the quality of learning. Good teaching includes a number of features, such as teachers using their good subject knowledge to stimulate pupils' thinking and involve them in discussion. Teachers use a good range of resources and practical activities adeptly to demonstrate and reinforce a particular concept. Additionally, work is closely matched to the needs of individuals and groups. Teaching assistants are used well to provide additional support for pupils with identified learning needs, and teachers build up pupils' confidence by modelling expectations with them before they apply the taught skills. There is good attention to using mini-feedback regularly; independent learning is promoted and assessment is used effectively to identify how well pupils understand the skills they have learnt.

In comparison, the satisfactory lessons do not draw sufficiently on pupils' experience. Questioning techniques are not used well enough to increase the depth of their thinking. These lessons tend to be teacher-dominated and to rely on all pupils doing much of the same work. In the occasional lessons that are inadequate, the pace is too slow and pupils do not make any progress, as planning for learning is too limited.

### Curriculum and other activities

#### Grade: 3

The school has correctly focused on literacy and numeracy in the drive to accelerate pupils' rate of progress. The arrangement for setting by ability in English and mathematics, and the emphasis on sustained writing, are beginning to improve standards. However, support for pupils receiving extra help with literacy and numeracy has not yet been effectively monitored to identify its full impact. The curriculum is enriched with a range of visits to places of interest and themed weeks such as science, health and book weeks. Events such as International Week, which involve classes using research skills and showcasing their work to various audiences, are used effectively to improve higher-order reading skills. The curriculum is well balanced by a good range of sporting clubs and provision for physical education is a strength. Pupils' enjoyment of the enrichment activities and their success in physical education is demonstrated by the school's teams competing and winning tournaments across a range of sports in the borough. Plans are in place to develop the curriculum further, including reorganising the additional support sessions.

### Care, guidance and support

#### Grade: 3

The pastoral care of pupils is a strength. Pupils are well cared for; staff know them well and relationships are good. Provisions for child protection and other safeguarding requirements are fully met. Pupils know who to talk to if they have a problem and are confident that staff will sort it out quickly. Induction arrangements are secure, especially for pupils who join the school at different times of the year, and pupils are appropriately prepared for secondary education. Support and guidance for vulnerable pupils are comprehensive and there are good links with external agencies to support pupils, as applicable.

Academic guidance and support for pupils is less well established. New procedures for assessing, tracking progress and setting individual targets are helping teachers to gain a better understanding of how well pupils are doing. Assessment information is increasingly used to plan work and compare results with national expectations and similar schools. However, procedures are not fully embedded or used consistently well, especially in planning work that challenges all pupils to reach their full potential. Work is marked regularly and, in the best practice, comments help pupils to understand how well they are doing and what they need to do to get better, but this is not currently consistent across the school.

## **Leadership and management**

### **Grade: 3**

Since his appointment, the headteacher has set a clear direction for ambitious improvements that are firmly focused on raising standards. One parent wrote, 'We are impressed by the high level of expectation of continual improvement fostered by Mr Mamak.' He has redefined the roles and responsibilities of senior leaders and strengthened the roles of the English and mathematics coordinators in developing their subjects. However, not all managers are rigorous in monitoring and evaluating provision, particularly in relation to the needs of different groups of pupils, particularly those with learning difficulties. The school is aware of this and has suitable plans to begin to tackle this issue.

The work of middle managers is starting to pay dividends through the improved rates of progress in pupils' literacy and numeracy skills. Staff work hard to ensure that the school eliminates all forms of discrimination. However, a small number of parents of African and Caribbean descent expressed concerns about the perceived inequity of support and progress of their children. Under the new headteacher, steps have been taken to ensure that all pupils have equal access to the provision. There is a strong sense of community generated within the school, although pupils' understanding of the wider national and international communities is still underdeveloped. Senior leaders and managers, including governors, have a good understanding of the strengths and weaknesses of the school's work and have correctly identified priorities for development. While it is too early to measure the new initiatives on all aspects of provision, evidence of improving progress and better outcomes indicate that the school is moving in the right direction and capacity to improve further is satisfactory.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

14 July 2009

Dear Pupils

Inspection of Derwentwater Primary School, London, W3 6SA

Thank you so much for helping us when we came to inspect your school last week. We enjoyed meeting you in groups, in lessons and also around the school. We were impressed by your behaviour and your very good skills when presenting your school.

We judged that Derwentwater is a satisfactory and improving school. Your headteacher is determined that you should receive a good education and achieve your potential. Within a short time, he has worked hard, along with other senior staff, teachers, support staff, governors and some of your parents, to make sure that you can make better progress. Changes introduced in mathematics, English and teachers' planning are beginning to make a difference to your progress. In lessons, you are beginning to make better progress. The test results show a big improvement this year. Well done! You enjoy learning and a number of you said that you would like your teachers to give you even harder work, including more homework. The curriculum and teaching that you receive are satisfactory, with much that is good.

The school makes sure that you receive good care and support. This helps you feel very safe and secure at school so you can concentrate on your work. In lessons and around the school, your behaviour is always good and, sometimes, it is excellent. This is because the school makes sure that you can develop into mature, well-rounded and caring young people. The school helps you know a lot about keeping healthy and a good number of you are involved in sporting activities. So many of you are talented in sports and this is shown in the many tournaments you have won. Well done.

You are making satisfactory progress in your work. The headteacher is determined that you make good or better progress and the staff are working with him to make this possible. Some areas of the school need to improve so that the high expectations that your teachers have for you can be met. We have asked the school to focus on the following areas of work:

- ensure that teaching is always good and teachers match work to your needs
- ensure that the senior leaders and managers check your progress regularly and carry out their responsibilities robustly
- ensure that it works closely with your parents to help you achieve well.

You can help by continuing to work hard and to enjoy coming to school, which is evident in your improving attendance.

Yours faithfully

Carmen Rodney

Her Majesty's Inspector