

# Derwentwater Primary School

Shakespeare Road, Acton, London, Middlesex W3 6SA

## Inspection dates

25–26 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Senior leaders have high expectations of pupils and teachers, and have taken decisive action since the previous inspection. This has led to strong improvements in the quality of teaching and pupils' learning. Consequently, pupils make good progress from their starting points.
- Governors have an accurate view of the school's strengths and areas for development. They challenge and support leaders appropriately to secure improvements.
- Teachers develop pupils' skills in writing for different purposes in English lessons. However, pupils do not routinely transfer these skills to other subjects.
- Pupils read well. The standard of reading is high in Reception. Pupils in key stage 1 gain good phonics skills. Across the school, they are keen readers who can discuss their wider reading with confidence.
- Pupils do not routinely apply their mathematical skills in reasoning and problem-solving activities.
- Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) receive effective support. This ensures that they make good progress.
- Leaders' feedback helps teachers to improve their practice. However, evaluations of teaching and learning in the wider curriculum do not identify precisely how to improve pupils' progress in different subjects.
- Pupils feel safe and look out for each other. Good behaviour and pupils' positive attitudes permeate lessons and breaktimes.
- Children in the early years make a good start to their learning. Activities are carefully matched to children's needs. As a result, children develop a love of learning.
- The curriculum provides pupils with varied learning experiences, which motivate and engage pupils. It contributes well to their personal and social development. However, pupils do not routinely deepen their knowledge and skills in subjects other than English and mathematics.
- The school provides opportunities for pupils' spiritual, moral, social and cultural development. This strongly contributes to their understanding of British values.
- Pupils' attendance is consistently above average. The good-quality care provided by the school is much appreciated by parents and pupils, alike.

## Full report

### What does the school need to do to improve further?

- Improve the leadership and management of the school, by:
  - ensuring that teachers routinely plan for pupils' progression across all subjects in the curriculum
  - providing training for middle leaders who have responsibility for raising standards in subjects, other than English and mathematics.
- Further improve pupils' outcomes by ensuring that:
  - pupils have planned opportunities to apply their writing skills across all subjects
  - pupils develop subject-specific skills and knowledge across the wider curriculum
  - pupils apply their mathematical skills in reasoning and problem-solving activities.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the previous inspection, the headteacher, supported by senior leaders, has brought about swift improvement and has addressed the areas of weakness identified in 2017. Leaders now have an accurate view of the strengths and weaknesses of the school. As a result, the quality of teaching is now routinely good across the school.
- Recent changes in senior leadership have been effective. Together with governors, leaders have established an ambitious vision for the future, which is shared by staff. Consequently, all staff have high expectations and are pulling in the same direction to improve pupils' outcomes. However, leaders of the wider curriculum do not routinely understand how to raise standards within their subjects.
- Staff benefit from the professional development provided by leaders, and through the school's close working relationship with other local schools. Teachers' improved expertise and confidence have been key to raising pupils' achievement in mathematics at the higher level.
- Leaders are developing a curriculum that gives pupils opportunities to apply their skills in phonics, reading and mathematics. Educational visits, visitors to school and extra-curricular activities further enhance the curriculum. Pupils describe a range of experiences. For example, they enjoy lessons and after-school clubs, including those for animal fu, football for girls and boys, drumming, choir and gymnastics. Leaders acknowledge that there is more to do to further develop the curriculum across all subjects.
- Pupils eligible for pupil premium funding and those with SEND in each year group make similar progress to other pupils in the school. Leaders make good use of resources to enable all pupils, including the most able, to have an equal opportunity to succeed.
- The school uses primary school sport funding well to enhance provision for sport. For example, funds are used to employ specialist coaches to organise extra competitions and sports. As a result, pupils' participation in after-school sports clubs is increasing, leading to improved skills, health, and well-being.
- The school promotes pupils' spiritual, moral, social and cultural development, and effectively prepares pupils for life in modern Britain. Leaders welcome new pupils from different minority ethnic backgrounds and encourage them to share their experiences with other pupils. Staff lead assemblies on themes based around major religious festivals, such as Diwali and Christmas. This extends pupils' spiritual and cultural understanding. Pupils take part in elections to the school council and to become house captains.
- Parents are delighted with improvements in the school. They particularly value the increased engagement they have with teachers about their children's progress. Parents appreciate the openness with which any concerns are addressed. Over the year, they have created a parent forum, and work closely with leaders to plan the development of the curriculum. One parent, echoing the views of many, remarked 'Derwentwater is a force for good in our community. It is friendly, welcoming to families and is focused on turning out well-rounded, confident children.'

## **Governance of the school**

- Governors have strengthened the way they check the work of the school since the last inspection. They demonstrate a good awareness of the strengths and weaknesses of the school, and fulfil their roles effectively.
- Governors rigorously hold the headteacher and other leaders to account for improving teaching and pupils' progress. For example, governors receive detailed reports from leaders and question them closely about pupils' achievement.
- Governors receive timely information from leaders on how well teaching supports learning. They use this well to ask searching questions, and follow this up effectively by regularly visiting the school.
- Governors review the financial position of the school very carefully to make sure resources are used effectively, for example the funding to support disadvantaged pupils. They are aware of how the school uses the primary sports premium funding and review the impact of this regularly.
- Governors fulfil their statutory duties well. Effective training for governors helps them to fulfil their roles well. Governors are diligent in checking the safeguarding policy and procedures, the single central record and the safe recruitment of staff.

## **Safeguarding**

- Arrangements for safeguarding are effective.
- Safeguarding policies and procedures are comprehensive. Appropriate child protection processes have been implemented and work well. Staff receive appropriate training, including from the designated safeguarding lead. Close liaison with outside agencies, including the police, result in timely responses to pupils' needs.
- Systems for raising and reporting concerns are clear. Associated files and paperwork are well organised and enable leaders and external agencies to ensure that vulnerable pupils are safe. Leaders provide staff with regular updates to keep them well informed. This ensures that staff are vigilant regarding the signs that pupils may be at risk.
- Leaders ensure that all staff are checked for their suitability to work with children, in line with the latest guidance. Their recruitment processes are rigorous, including for recruiting volunteers. Checks are recorded in the single central record of staff checks. Governors make regular checks on this, as well as on other aspects of safeguarding.
- The personal, social, health and economic education programme and assemblies teach pupils how to keep themselves safe. Pupils told inspectors how training from the police taught them how to respond if they do not feel safe. Pupils are aware of the risks associated with the internet, including online gaming and social media.

## **Quality of teaching, learning and assessment**

**Good**

- Positive relationships in all classes underpin the good teaching and pupils' learning across the school. Teachers and teaching assistants have high expectations of pupils' behaviour. They place a strong and consistent emphasis on pupils helping each other to learn.

- Senior leaders review the quality of teaching frequently. Staff receive regular feedback to help them develop their skills. Leaders model effective teaching approaches for staff to use in subsequent lessons. This approach has helped to improve teaching across the school, and ensure that pupils make routinely good progress.
- Teachers make effective use of assessment, particularly when planning lessons. They consider carefully how to challenge pupils and what is needed to enable them to build on what they already know or can do. This means work is well matched to the different needs of pupils.
- Teachers' use of questioning is targeted and precise. Teachers probe pupils' understanding effectively by asking searching and well-planned questions. Consequently, pupils are challenged to think deeply about what they are learning, helping them to make strong progress, particularly in English and mathematics.
- Teachers teach writing well, overall. Pupils' work shows they attempt different styles of writing, from factual writing to the imaginative and poetic. However, when writing about topics outside of English lessons teachers' expectations of what pupils can achieve are not routinely high.
- The teaching of reading is good. Children and pupils experience a useful programme of precise and systematic phonics teaching. This enables pupils to learn sounds as accurately as they can, which supports them in their reading. In key stage 2, pupils are given opportunities to refine their inference and deduction skills. Consequently, pupils' progress in reading is good.
- The teaching of mathematics across the school is effective. Teachers use practical resources to support pupils to visualise mathematical concepts. Much time is spent on securing pupils' ability to recall and deepen their knowledge, before progressing to a new concept. This leads to pupils' improving rates of progress in all year groups. However, pupils do not have sufficient opportunities to apply their mathematical skills in reasoning and problem-solving activities.
- Teachers work closely with teaching assistants to make sure they are clear about what they need to do in lessons. Teaching assistants play an important role in pupils' learning, supporting individuals and groups effectively. The school's approach to precise planning and using assessment of pupils' next steps particularly supports pupils with SEND. These pupils are well supported in lessons and through specific interventions to achieve their individual targets.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel a strong sense of belonging. They are self-assured and confident. As a result of the school's strong ethos, pupils value everyone's contributions. Everyone is warmly accepted and cared for. Older pupils support younger ones thoughtfully and with kindness.

- Pupils thoroughly enjoy school, especially the wide range of additional activities provided. They were keen to tell inspectors, 'We participate in loads of social activities and teachers ensure that we are happy and safe.'
- Staff provide a consistent model of courtesy and consideration, which sets a positive tone. They are unwaveringly patient and firm to help pupils understand right and wrong, and how to show respect for others and themselves. Pupils are confident they are cared for well by adults
- Pupils said they are treated equally and fairly. Pupils who completed the online survey, and those who spoke to inspectors, know a member of staff who would help them if they had any problems.
- Pupils enjoy a range of responsibilities and take them very seriously, for example when acting as school councillors, eco council members, sports leaders and playground leaders. They enjoy helping each other with their work. Pupils contribute to the wider school community by raising funds for charities such as WaterAid, Comic Relief, and Green for Grenfell, and they undertake visits to a local centre for adults with dementia.
- Pupils have a well-developed understanding of how to stay safe. They are clear about what constitutes bullying. Pupils said bullying is rare, and that when it does occur it is dealt with swiftly. Pupils know how to stay safe online.

## Behaviour

- The behaviour of pupils is good.
- Pupils move about the school in a calm, orderly way, and they are polite, friendly and respectful. They come to school eager to learn, and show great consideration and kindness for each other. As one pupil commented, 'Everybody is different and we take care of each other.'
- Pupils welcome visitors; they are curious and show good manners. They reply politely when greeted, readily open doors for passing adults, and offer their help. Pupils are proud of their school and take care of their surroundings.
- Pupils take increasing pride in their work, and teachers insist on tidy presentation and clear handwriting. This encourages accuracy and fluency in mathematical calculation and written work across subjects.
- Leaders place a high priority on attendance. Pupils enjoy school and want to attend. This is reflected in the improved rate of attendance, which is above the national average. Staff work effectively with targeted pupils and families, and this results in fewer pupils with persistently high absence.

## Outcomes for pupils

**Good**

- Since the previous inspection, leaders and teachers have focused successfully on improving pupils' achievements. Across all year groups, pupils show continued improvement in reading and strong progress in mathematics. Pupils' progress in writing has fluctuated.

- Pupils' attainment has improved since the previous inspection. In 2018, pupils' achievement at the end of key stage 2 was in line with the national average in reading, below in writing, and above in mathematics. The school's data and work seen in books indicate that the pupils in Year 6 are achieving in line with their targets.
- At the end of key stage 1 in 2018, the proportion of pupils achieving the expected standards for their age in reading, writing and mathematics was below the national average. In 2018, the proportion of pupils achieving a greater depth in reading, writing and mathematics was also below the national average. However, as a result of leaders' actions work in pupils' books and the school's current assessment information indicate that a larger proportion of pupils will achieve a greater depth.
- Children and pupils make good progress in phonics lessons in early years and in key stage 1. By the end of Year 1, pupils' standards in the phonics screening check are in line with the national average, although this had been variable in the past.
- Pupils with SEND make good progress in mathematics as a result of the emphasis in lessons on practising their skills and deepening their understanding. Some are now catching up to the standards expected for their age. They make good progress in reading and writing.
- The progress of disadvantaged pupils from their different starting points is similar to that of other pupils across all year groups, and nationally. Funding has been used effectively to accelerate progress for this group of pupils. Any gaps in their learning are identified promptly during lessons, and gaps are closed through extra one-to-one tuition.
- Parents said their children make good progress, and inspectors found the same.

### **Early years provision**

**Good**

- Most children join Reception with levels of knowledge, skills and understanding below those typically expected for their age. They make strong progress to achieve a good level of development, which has been above the national average for the last two years.
- Leadership of early years is strong and maintains a tight overview of the provision. Leaders' high aspirations and determination that all children should succeed ensure children's good outcomes. Leaders are focused on providing high-quality teaching and rich learning experiences for children.
- Children in the both the Nursery and Reception classes benefit from a well-developed outdoor space. Inside learning spaces in most of the classes are used creatively, and provide interesting activities to develop children's curiosity and imagination. Early reading, writing and number are prioritised and as a result, children learn well.
- Children make good gains in reading because they are given clear guidance by adults. They enjoy books, and show a good understanding of letter sounds. They recognise familiar words. Children make good progress in early writing skills because of the clear guidance and demonstrations provided by the teacher. They are beginning to write imaginative sentences about their learning.

- Teachers assess children’s progress effectively, identifying and planning suitable next steps. Well-structured teaching sessions and a rich learning environment support children’s good progress. Staff discussions with children help them develop their communication skills and extend their learning.
- Disadvantaged children and children with SEND are well supported. They settle quickly into school life and become successful learners. Parents commented on the high quality of support for children with specific medical needs.
- Adults establish very positive relationships with children and provide good-quality care. Children are safe, and relate well to adults and their peers. They learn and play well together, share equipment and take turns. Their good behaviour contributes well to their learning. Children are well prepared for Year 1.
- As a result of good-quality support and provision, disadvantaged children achieve as well as other children.
- Safeguarding is effective. The classroom provides a safe environment, inside and out, while encouraging children to try out new experiences and take suitable risks.
- Communication with parents is effective. Parents contribute well to the assessment of their children’s progress and celebration of achievement. They are highly positive about the provision. Parents who spoke with inspectors were confident that their children are cared for well and are delighted with their progress.

## School details

Unique reference number	101895
Local authority	Ealing
Inspection number	10088875

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	541
Appropriate authority	The governing body
Chair	Dave Mc Cullagh
Headteacher	Venessa Nicholas
Telephone number	020 8992 9296
Website	<a href="http://www.derwentwaterschool.com">www.derwentwaterschool.com</a>
Email address	<a href="mailto:admin@derwentwater.ealing.sch.uk">admin@derwentwater.ealing.sch.uk</a>
Date of previous inspection	14–15 March 2017

## Information about this school

- Since the inspection in March 2017, there have been several changes in staffing, including senior leaders and teachers.
- Derwentwater Primary School is an above-average-sized primary school.
- The majority of pupils are from a White background, with pupils from an Arab background forming the next sizeable ethnic group.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils eligible for the pupil premium is above the national average.
- The proportion of pupils with SEND is above the national average.

## Information about this inspection

- Inspectors observed teaching and learning in all classrooms alongside school leaders, and additionally observed intervention groups.
- Meetings were held with school leaders, teachers and groups of pupils. Inspectors met with the headteacher, the chair of the governing body, two other governors and the school improvement adviser from the local authority.
- The inspection team worked in partnership with the school's senior leaders to analyse information about the school. Inspectors looked at pupils' outcomes, the school's evaluation of its own performance, minutes from governing body meetings, the school development plan, and monitoring and evaluation records relating to the quality of teaching. Behaviour and attendance records and information relating to safeguarding were also checked.
- Inspectors toured the school with pupils to find out more about their work from displays and extra-curricular activities. Inspectors interviewed groups of pupils from across the school to determine their views on behaviour and safety.
- Inspectors observed pupils' behaviour in the playground, at playtime and in the lunch hall. They listened to pupils read and looked at work in pupils' books, alongside senior leaders.
- Inspectors took into account the parents' views by analysing the 100 responses to Ofsted's online survey, Parent View, and the school's own evaluation of parental responses to an in-house questionnaire. They also spoke informally to parents during the inspection.
- Inspectors took into account pupils' views by analysing the 22 responses to the online pupil survey, as well as speaking to pupils during the inspection.
- Inspectors took into account the views of 23 staff who responded to the staff survey.

## Inspection team

Danvir Visvanathan, lead inspector	Ofsted Inspector
Jan Keating	Ofsted Inspector
Andrew Maher	Ofsted Inspector
Sean Flood	Ofsted Inspector

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