

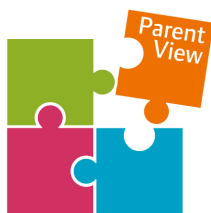
Derwentwater Primary School

Inspection report

Unique reference number	101895
Local authority	Ealing
Inspection number	376640
Inspection dates	18–19 January 2012
Lead inspector	David Edwards HMI

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	706
Appropriate authority	The governing body
Chair	Sophie Harrowes
Headteacher	Tim Mamak
Date of previous school inspection	2–3 July 2009
School address	Shakespeare Road Acton London W3 6SA
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Introduction

Inspection team

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Additional inspector

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Additional inspector

This inspection was carried out with two days' notice. Sixteen class teachers were observed and some smaller teaching groups were also observed. In addition, discussions were held with two groups of pupils, three members of the governing body, the headteacher, the senior leadership team, middle leaders, teachers and support staff. The inspectors observed the school's work, and looked at information about pupils' performance, the school development plan, minutes from governing body meetings, school policies and curriculum planning documents. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. In addition, 172 parents' and carers', 29 staff and 100 pupil questionnaires were scrutinised.

Information about the school

Derwentwater Primary is a much larger than average-sized 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 a small minority are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is high. The proportion of disabled pupils and those who have special educational needs is below the national average, as is the number with a statement of special educational needs. A re-modelling of the leadership structure within the school is currently taking place. The school meets the current government floor standards in English and mathematics. It offers a range of extended services for pupils, parents, carers and members of the local community.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

Judged to be satisfactory at the time of the previous inspection in 2009, Derwentwater Primary School has significantly improved and it is now a securely good school. The school is not complacent and recognises that more needs to be done to raise attainment in English and mathematics further. The following are particular strengths of the school.

- The determined and focused leadership of the headteacher, staff and the governing body to secure improvements in the quality of educational provision over the last three years. They have significantly improved the academic progress made by all pupils and groups to attain standards in English and mathematics that are now in line with national averages.
- The quality of teaching, which is now typically good throughout the school. The staff who work well as a team and strive, successfully, to ensure that the majority of pupils' academic progress is good and their personal development is secure.
- Senior leaders that ensure pupils' academic progress is carefully monitored and intervention programmes provided for those who require them.
- The headteacher's work in successfully communicating high expectations for all staff and pupils so that pupils' attitudes to learning and their behaviour are good and morale amongst staff is high.
- The school takes all reasonable steps to ensure that pupils are safe and secure and works well with stakeholders to achieve this.
- The school enjoys the confidence and support of the overwhelming majority of parents and carers. It is a school at the heart of its community.

What does the school need to do to improve further?

In order to secure above average attainment in English and mathematics, the school should:

- provide increasing opportunities for pupils to take responsibility for their own

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learning

- ensure higher-ability pupils are always provided with work that enables them to achieve their challenging targets
- engage pupils regularly in the target-setting process so that they obtain a clear understanding of what they need to do next to improve their work and how to achieve their targets.

Main report

Achievement of pupils

Most children begin school with knowledge and skills below those typical for their age. They make a strong start in the Early Years Foundation Stage as a result of good teaching and provision. Secure routines and high-quality care ensure children settle quickly and make good progress, particularly in their personal, social and emotional development. Children's interest and enthusiasm for learning are evident in the way they take turns and play cooperatively together. Increasing child numbers have presented leaders with challenging accommodation issues.

The success of the school in achieving considerable improvement since the previous inspection is reflected in the gradual rise in standards evidenced in the last three years for English and mathematics. However, a large majority make securely good progress in Key Stage 1 so that pupils' attainment by the end of Year 2 is above the national average. In addition, most pupils have attained the expected level in reading by the age of six.

The good progress most pupils make is ensuring that the attainment gap for groups identified as potentially vulnerable by the school is closing. This is particularly the case now for pupils known to be eligible for free school meals, boys, and some minority ethnic groups. Disabled pupils and those with special educational needs are well provided for and they too make good progress in their learning relative to their starting points. Pupils at Key Stage 2 are now making similarly good progress in lessons because the quality of teaching has improved. However, this improvement is relatively recent and so is not yet reflected in above average attainment at the end of Year 6. Most pupils are at the expected levels in reading by age 11. The school can evidence an increasing numbers of pupils attaining the higher grades in national tests.

The school's good reputation as a community school is demonstrated by how parents and carers responded so positively to the work of the school in their response to the questionnaire. One response captured the findings of this inspection and reflected the comments of many parents and carers: 'My children are happy, the teachers are caring and enthusiastic and I get regular feedback on their progress and learning.'

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Quality of teaching

Pupils are making greater progress than in the past because the quality of teaching has improved and is now typically good or better. This is also the view of the majority of parental comments received by the inspection team. The school's investment in staff training is reflected in teachers' improved subject knowledge, their close collaboration in planning lessons and providing a curriculum that more closely matches the needs and interests of most groups of pupils. For example, in one Key Stage 2 music lesson, pupils demonstrated sustained concentration, cooperation and maturity when practising musical patterns with percussion instruments. Teachers understand they are accountable for the progress pupils make. They make good use of assessment when planning lessons and sometimes group pupils in order to better provide for their learning needs. Teachers also ensure their comments in books provide pupils with guidance on how to improve their work. However, opportunities for higher-ability pupils to extend their learning and so make more rapid progress are sometimes not adequately provided for in lessons. Class literacy and numeracy targets are provided for each pupil and teaching ensures pupils make good use of success criteria to evaluate their learning at the end of each lesson. However, pupils lack regular opportunities to work closely with their teachers in creating targets for themselves that will address individual areas for improvement, or the time to demonstrate working towards achieving them. Consequently, opportunities for pupils to develop a growing responsibility for their learning are missed.

In the Early Years Foundation Stage, through daily phonics sessions (linking letters with the sounds they make), teachers regularly dress in a variety of costumes to ignite pupils' enthusiasm and stimulate their imagination for learning new sounds and words. There are good systems in place to keep parents and carers informed, including workshops on how to help their children learn at home, which are well attended. Assessment information is used effectively to ensure that support, often through nurture groups, and teaching are carefully matched to individual children's needs. Transition arrangements into and out of the setting are secure and this information is used well to inform planning and provision in Key Stage 1. However, leaders are also aware of the need to further provide for the learning needs of higher achievers.

Behaviour and safety of pupils

The behaviour of pupils in class and around the school is good. A scrutiny of behavioural records, discussions with pupils and responses by parents and carers show that this is also the case over time. This is because of the strong inclusive culture within the school and evidenced through its commitment to pupils' spiritual, social, moral and cultural development. This positive approach, along with the school's effective systems to monitor pupils' progress, is why pupils who join school at various times throughout the year settle quickly to their learning. Pupils' positive attitudes make a significant contribution not only to the good learning and progress they make but also to the calm and orderly atmosphere evident within the school,

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and they know how to conduct themselves at all times, for example respecting assembly as a special occasion in the school. Pupils report that there is hardly any bullying in any form in the school and understand that adults take any reported incidents very seriously. Pupils also appreciate that the school keeps them safe and ensures that they understand what constitutes unsafe situations, such as having a good awareness of internet safety. The school swiftly and successfully addresses and solves any incidents of bullying that do occur, thus gaining the full confidence of pupils, parents and carers. The great majority of parents and carers also reported very positively that standards of behaviour are typically good in the school and that all reasonable steps are taken to keep their children safe.

All adults work effectively together in the Early Years Foundation Stage to provide a stimulating learning environment for pupils both indoors and outside and so children successfully develop skills across all areas of learning. At play times, for example, staff are vigilant for the safety and well-being of pupils and take every opportunity to support and reinforce expectations of good play and behaviour. Similarly, in lessons teachers plan creative lessons that grasp and maintain good pupil concentration.

Leadership and management

The headteacher has successfully raised the expectations of staff and pupils, and in so doing has gained the confidence of the wider school community. Consequently, stakeholders talk positively about the improvements in pupils' achievements and express confidence in the changes to leadership that are still taking place. Members of the newly established leadership team are ambitious for change and are developing an increasing and effective role in driving improvements. Self-evaluation is accurate, which enables the school to channel its energies strategically, and with growing success, towards providing pupils with a good curriculum, through which pupils develop their good spiritual, moral, social and cultural awareness. This secure track record of improved provision and academic performance since the previous inspection demonstrates that the capacity for further improvement is good.

The school's commitment to equality is evident, for example in the incisive actions taken to improve attendance and reduce the achievement gap for boys and those potentially vulnerable pupils identified as requiring additional support. A rigorously implemented system to monitor the work of the school ensures the governing body has an accurate view of the school's strengths and weakness. Members know the school well, carry out their responsibilities efficiently and rigorously hold the school to account. The school continually looks for ways to increase opportunities for parents and carers to be involved in their children's learning, for example through homework tasks and providing curriculum workshops and 'Health Fayres'. Parents' and carers' questionnaire responses confirm they hold positive views on the school; for example, they appreciate improvements in communication. A small number of parents/carers raised concerns regarding the large size of the school and plans to possibly increase this further. Overall, the small number of negative responses received were shared with the school and, where appropriate, are commented on in this report. The school works closely with external partners in order to ensure safeguarding arrangements

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within the school are effective and carefully monitored.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development, taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

24 January 2012

Dear Pupils



Inspection of Derwentwater Primary School, London W3 6SA

Thank you for making us welcome when we came to inspect your school recently. In particular, thank you to those of you who completed the questionnaire, shared your work and spoke with us about what you think about your school. It was all very helpful. We have decided your school has improved a lot since the previous inspection and is now a securely good and improving school. Here are some of the best things about the school.

Your headteacher and senior leaders have introduced effective plans to improve the monitoring of the good progress you all make in your learning. Your teachers plan lessons that are interesting and make you think carefully. Younger children settle quickly to learning and make good progress because adults help them to learn while playing. Your attitude to learning is positive and your behaviour around the school is good. Also, your attendance overall has improved. Well done and keep it up!

There are a few things we would like your headteacher to introduce to help you reach higher standards in English and mathematics. We would like your teachers to ensure their lesson plans provide those of you who find learning easy with challenges that will help you to always make the best progress possible. We would like all of you to have regular opportunities to work more closely with your teachers in reviewing your work and creating targets that will help you to focus on the things you need to do to improve your work. In this way, you will develop and take on a growing responsibility for your learning that will lead to you becoming more successful learners. Of course, you all have a part to play yourselves by working hard and encouraging everybody to get better each day.

I wish you every success in the future.

Yours sincerely

David Edwards
Her Majesty's Inspector

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