

# Danetree Junior School

## Inspection report

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<b>Unique reference number</b>	124960
<b>Local authority</b>	Surrey
<b>Inspection number</b>	381015
<b>Inspection dates</b>	21–22 March 2012
<b>Lead inspector</b>	Joy Considine

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Davies
<b>Headteacher</b>	Jon Chaloner (Executive)
<b>Date of previous school inspection</b>	27 April 2009
<b>School address</b>	Danetree Road Epsom Surrey KT19 9SE
<b>Telephone number</b>	020 8393 6406
<b>Fax number</b>	020 8786 8154
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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	21–22 March 2012
<b>Inspection number</b>	381015



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## Introduction

### Inspection team

Joy Considine	Additional inspector
Maura Docherty	Additional inspector
Peter Hare	Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 28 lessons or parts of lessons taught by 16 teachers. They listened to pupils read and examined their work. They held discussions with staff, governors and pupils and took account of the responses to the online questionnaire (Parent View) in planning the inspection. The inspectors observed the school's work, and looked at school development plans, pupils' assessment and tracking information, and other documentation relevant to the inspection including that relating to safeguarding. They also analysed questionnaires received from 107 parents and carers as well as those received from staff and pupils.

## Information about the school

Danetree is much larger than the average-sized primary school. Most pupils are White British with few who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of pupils who are disabled or who have special educational needs is above average. The school meets the government's current floor standards in 2011, which set out the minimum expectations of pupils' attainment and progress. The school runs a daily breakfast club which is managed by the governing body.

Since the last inspection there have been significant staff changes at senior leader level. At the beginning of October 2010 a leadership partnership was formed with a nearby secondary school. Danetree is led by an executive headteacher supported by an associate headteacher. There is also an acting headteacher of school pending the appointment of a substantive headteacher of school. These three members of the senior leadership team are all from the secondary school.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

### Key findings

- The school's overall effectiveness is satisfactory although it is improving on a number of fronts. Since the previous inspection, pupils' attainment declined and a new leadership team was seconded to the school. Together with staff and governors, they have improved pupils' attainment in mathematics. They have brought about improvements to teaching, pupils' behaviour and attendance, and they have improved the internal fabric of the building. However, not all pupils make as much progress as they should due to remaining inconsistencies in teaching and in leadership and management and these are preventing the school from being good.
- Pupils' achievement in English and mathematics has improved and is now satisfactory but the school recognises there is still work to be done to raise attainment further. Disabled pupils and those who have special educational needs make good progress owing to the quality of support they are given.
- The quality of teaching is improving and is satisfactory with an increasing proportion that is good. Most teaching is lively and enthusiastic, but occasionally teachers' expectations are not high enough. Work is not sufficiently challenging and focused on learning, nor is marking sufficiently helpful.
- Pupils' behaviour is good. They are polite and friendly and they get on well together. They say that most pupils behave well almost all of the time. Pupils enjoy school and this is reflected in their attendance which is high.
- Leadership and management are satisfactory. The executive headteacher provides clear direction for the school and has the full support of staff and governors for the changes he is bringing about. All staff have performance management targets linked to pupils' progress and a robust programme for monitoring the quality of teaching by senior leaders is leading to improvement. However, monitoring by middle managers is not yet sufficiently robust enough and systems for tracking pupils' progress are not easy to use nor based on targets that are sufficiently challenging.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise pupils' achievement in reading, writing and mathematics across the school by July 2013 by:
  - setting more challenging targets for pupils in reading, writing and mathematics
  - raising teachers' expectations of what pupils can do and providing them with more challenging activities
  - reducing the number of photocopied worksheets and the overuse of small whiteboards to give pupils more opportunities to record their work independently, and to improve their handwriting and presentation.
- Improve the quality of teaching and learning so that it is all consistently good or better by July 2013 by:
  - marking pupils' work to show them what they need to learn next and by providing opportunities for pupils to respond to teachers' comments so that they can improve and correct their work
  - asking pupils questions which probe their thinking and develop their understanding
  - making learning objectives sharply focused on what pupils are to learn rather than what they are to do.
- Improve the quality of leadership and management by:
  - simplifying systems to record, use and manage data to give a clearer picture of pupils' progress
  - developing the skills of middle leaders so that they are able to monitor their subject more rigorously and to provide clear guidance to teachers about what needs to be improved.

## Main report

### Achievement of pupils

The large majority of parents and carers who responded to the survey felt that their children were making good progress, although a few commented that their children were not always challenged enough. Inspectors found that while some pupils make good progress, overall it is satisfactory. Historically, targets set for pupils' progress in reading, writing and mathematics have been too low and this has led to underachievement in these subjects. School leaders have increased pupils' targets but it is too early for these to show demonstrable impact. All groups of pupils, including the small number of pupils who speak English as an additional language or those eligible for free school meals, make satisfactory progress, except for disabled pupils and those who have special educational needs who make good progress. This is because the school has introduced specific programmes to help them and because they receive targeted support from skilled teaching assistants in lessons.

Pupils have positive attitudes to their work and when lessons inspire them, they are

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keen to succeed. In a mathematics lesson, pupils used their knowledge of money and weights to create a new breakfast cereal. It was a challenging activity which they enjoyed and they made good progress in applying their mathematics skills to solving a real-life problem. However, in some lessons, the work is not sufficiently motivating and consequently pupils' effort wanes and their rate of progress slows.

In most lessons pupils have plenty of opportunities to speak and they listen and respond appropriately to teachers' questions and to each other. Consequently, their communication skills are a strength although overall their attainment in English and mathematics remains broadly average and at the same level as on entry to the school. Pupils behave well in lessons because they are interested and want to learn. They are cooperative and work independently as well as in groups.

Pupils' writing has improved and is satisfactory. This is because of better links between subjects so that they can develop their writing skills in other subjects, for example history and geography. During the inspection, pupils in Year 3 were thoroughly enjoying studying travel guides in preparation for writing about Egypt. However, in a few lessons, they spend too much time making simple recordings on small whiteboards or complete too many photocopied worksheets, and at times this prevents them from developing good presentation and handwriting skills.

By the end of Year 6, pupils' attainment in reading is average. They are able to read for pleasure and to talk about their favourite authors and explain their preferences. They use their reading skills for independent research and select appropriate resources such as books or computers.

### **Quality of teaching**

Parents and carers expressed the view that teaching has improved and is good. Inspection findings confirm that it has improved but it is not consistently good in all year groups. Most teaching is lively and enthusiastic and teachers use their good subject knowledge to provide learning activities that are usually well matched to the needs of pupils. However, teachers' expectations are not always sufficiently high enough and work is not always pitched at the right level.

Relationships between teachers and pupils are good and this encourages pupils to actively participate in lessons. Teachers' planning is mostly thorough, although sometimes learning intentions lack clarity and pupils are not always sure what they are expected to learn. Lessons usually build on previous learning so pupils develop their knowledge and understanding sequentially. Most teachers use imaginative methods to introduce their lessons and provide practical activities to capture pupils' interest. In a mathematics lesson, pupils were excited at the prospect of measuring playground equipment to help them to develop their understanding of the need for accurate measurement. Teachers use appropriate opportunities in their teaching to promote pupils' spiritual, moral, social and cultural development.

Although teachers are skilled at asking pupils questions to test their knowledge and

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understanding, too few opportunities are seized upon to ask pupils more complicated questions which require them to analyse information and extend their learning. In most lessons, teachers assess pupils' work and provide useful feedback to enable them to make progress. They mark pupils' work regularly and most provide detailed comments showing pupils what they have done well and what they need to do to improve their work. However, some marking does not provide sufficient guidance on how to improve and few teachers provide opportunities for pupils to respond to their comments and to correct and improve their work.

The planned curriculum has recently been reviewed to provide greater focus on developing specific numeracy and literacy skills across different subjects and this is starting to have a positive impact on standards in English and mathematics.

### **Behaviour and safety of pupils**

Pupils' behaviour has improved significantly since the last inspection and there are few occasions when lessons are disrupted by poor behaviour. New systems to reward pupils have been particularly effective. One parent or carer wrote, 'The new initiatives of 'WOW' certificates, the house system and the school diary work brilliantly.' Pupils enjoy school and this is reflected in their attendance which has improved and is now high. They say there is no bullying of any type and they have a good understanding of different forms of bullying such as cyber-bullying. On the very rare occasions that disagreements do occur, pupils are confident that adults listen to their concerns and will intervene quickly. Exclusions have been reduced significantly and there are few reported incidents of poor behaviour. Pupils have a good understanding of how to stay safe and feel that they are well prepared to resist peer pressure associated with risks such as tobacco and substance abuse.

Staff have consistent approaches to managing pupils' behaviour, although most pupils behave well because they like coming to school. They understand and respond well to the school rules which they were involved in creating. They show respect and consideration towards each other demonstrating their good spiritual, moral, social and cultural development. Inspectors agree with the large majority of parents and carers who believe that their children behave well and are safe in school. Staff are said to be approachable and that any issues are dealt with quickly and fairly. Pupils also have positive views about behaviour and safety in the school.

### **Leadership and management**

The leadership team is ambitious and has high expectations for staff and pupils. Staff morale is high and leaders have established an ethos of strong teamwork. They have acted decisively to tackle weaknesses by implementing a planned programme of actions. Significant staff restructuring, a rigorous monitoring cycle of teaching and learning, and external support have already made an impact on improving the quality of teaching and on raising pupils' achievement. Systems for managing performance have been strengthened; all staff have targets linked to improving their teaching and school leaders have an accurate view of the school's strengths and weaknesses.

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These factors and the tackling of issues identified at the last inspection demonstrate the school's capacity for continued improvement. In this quest for further improvement, senior leaders acknowledge that there are remaining inconsistencies in teaching and that the current systems for recording data are too complex and information to inform priorities is not easily accessible.

Middle leaders who are new to their role are developing their expertise but information gleaned from monitoring activities is not yet used rigorously enough to improve practice across the school. The school uses the links within the partnership to improve its own provision. Advanced skills teachers have supported developments in English and mathematics and this has led to improvements in pupils' learning. Joint training has enabled staff to share good practice and teachers' expectations have been raised through intensive tutoring, coaching and support. Consequently, pupils' achievement has improved.

There is a suitably broad and balanced curriculum including a good range of visits to local places of interest. The broad range of extra-curricular activities contributes to pupils' spiritual, moral, social and cultural development. All pupils have the opportunity to learn to play a musical instrument and the wide range of sporting activities encourages pupils to keep fit and healthy. Parents have welcomed the changes since the leadership team joined the school. A typical comment echoed by many parents and carers was, 'Many initiatives have been put into place since the partnership and I believe that these have helped my children with their work, confidence and pride in the school.'

Governors are knowledgeable and supportive and are provided with good quality information with which they monitor and challenge the work of the school. They, and school leaders, ensure that arrangements for safeguarding pupils are rigorous and meet statutory requirements. Leaders and staff promote equality of opportunity and tackle discrimination and this is reflected in the narrowing of the gap between the achievement of different groups of pupils and pupils nationally and the good progress made by disabled pupils and those with special educational needs.

## 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](http://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.**



26 March 2012

Dear Pupils

### **Inspection of Danetree Junior School, Epsom KT19 9SE**

Thank you for making us so welcome when we visited your school. We enjoyed meeting you all and listening to what you had to say about your school. You told us that you enjoy lessons and that you learn a lot. You also said that most pupils are friendly and helpful and that you all get on well together. You said that teachers make lessons fun and that you do not like missing school.

We found your school is providing you with a satisfactory standard of education. Most of you work hard and you are reaching standards in reading, writing and mathematics that are broadly average. Your teachers make lessons interesting and they encourage you to behave well. However, some of you do not make as much progress as you should and could be doing better. We have asked your school leaders to do three things to improve your school.

- Help you to achieve better in reading, writing and mathematics by making sure you are set challenging targets and activities, and encourage you to improve your handwriting and presentation.
- Make sure that all teaching is consistently good or better by making sure that questioning always challenges you, that it is always made clear to you what you are learning and by providing you with time to correct and improve your work when it has been marked.
- Improve the systems they have to record and check on your progress so that they can identify those of you who are not doing as well as you should in your lessons.

You can all play your part in making Danetree an even better school by telling your school leaders what would make your lessons even better and by giving them some ideas about what you would like to see improved. I am sure you will all do everything you can to help your school leaders and I would like to wish you all every success for the future.

Yours sincerely

Joy Considine  
Lead inspector

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