

Danetree Junior School

Danetree Road, West Ewell, Epsom, KT19 9SE

Inspection dates 5–6 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	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.

- Most pupils, including disabled pupils and those who have special educational needs, are making rapid progress in reading, writing and mathematics and consequently attainment is rising quickly.
- Teachers and learning assistants work together well to make learning interesting and meaningful.
- Teachers check effectively how well pupils are doing in each lesson, for example through probing questioning.
- Pupils feel safe at school and behave well. They are polite and friendly and are proud to take on responsibilities around the school.
- Leaders, managers and governors have driven the school forward rapidly in the last two years and are focused on continuing to improve teaching and pupils' progress.
- The new funding to develop sport is having a positive impact on pupils' health and physical well-being.

It is not yet an outstanding school because

- Teachers are not always capturing the interest of all pupils at the start of lessons.
- Teachers do not quickly make sure pupils follow-up the advice in their marking in some cases.
- Occasionally, the learning of the most able pupils is not challenging enough.
- Leaders have not ironed out the few remaining inconsistencies in teaching and pupils' progress between classes and year groups.

Information about this inspection

- The inspection team observed teaching in 23 lessons, almost all jointly with the headteacher and other senior leaders.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and representatives from the academy chain.
- The inspection took into account the 95 responses to the online Parent View survey. Informal discussions were held with a random sample of parents.
- The inspectors considered the views expressed in survey responses from 42 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance and safeguarding procedures.

Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

Stephen Mellors

Additional Inspector

Fiona Robinson

Additional Inspector

Full report

Information about this school

- Danetree is much larger than the average-sized junior school. The school converted to become an academy school in September 2012 and is part of GLF schools a federation of nine schools. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be satisfactory.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is broadly average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average and the proportion supported at school action plus or with a statement of special educational needs is also above average.
- The school did not meet the government's current floor standards in 2013, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher joined the school in September 2012 and there have been many changes of teachers, including senior leaders, since the school became an academy

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, by:
 - ensuring teachers always capture pupils' attention from the start of each lesson
 - making sure that advice given through marking has a good impact on pupils' learning
 - making sure that learning is always sufficiently challenging for the most able pupils.
- Strengthen leadership to iron out the few remaining inconsistencies in teaching and pupils' progress between classes and year groups.

Inspection judgements

The achievement of pupils is good

- Pupils join the school in Year 3 with mostly above average attainment. Since the school became an academy, pupils' work and school information on pupils' progress show that pupils have made good progress. The disappointingly low attainment in reading, writing and mathematics in 2013 was due to a previous legacy of underachievement when the pupils were younger and to the year group having a higher than usual proportion of disabled pupils and those who have special educational needs.
- Improved teaching means that attainment in reading, writing and mathematics is rising rapidly across the school and in the current Year 6 it is at least in line with the national average. Leaders have ensured that pupils improve their writing skills by using them more frequently in different subjects.
- The teaching of reading is more systematic than in the past. Pupils are becoming increasingly confident in using their knowledge of letters and the sounds that they make to read unknown words. They now read frequently and confidently.
- In numeracy, older pupils successfully apply their knowledge to solve number problems showing a good understanding of basic mathematical concepts such as multiplication and division.
- Achievement is not yet outstanding, because despite accelerated progress being made by most pupils, a few inconsistencies remain between classes and year groups.
- The school promotes equal opportunity. Disabled pupils and those who have special educational needs make good progress because they receive good support in class and valuable additional specific help. A few older pupils are still catching up from when they made too little progress in the past.
- Pupils who are entitled to additional funding to help them learn more quickly are now making good progress. In 2013, these pupils were a year behind their peers in reading, writing and mathematics. This year in Year 6, the gap in attainment has been closing rapidly and they are less than half a term behind other pupils in all three subjects.
- The most able pupils are mainly given sufficient challenge to enable them to do well. Occasionally, they are not moved on to new work quickly enough when they have mastered the task they have been given. When this happens they have limited opportunity to extend their learning to the full.
- Provision for physical education is having a positive impact on developing pupils' physical well-being and their attitudes to learning in other subjects. Pupils are making good progress enabling them to reach the levels of which they are capable. Pupils in Year 4 had good control when practising combination jumps and those in Year 5 progressed well when learning techniques for the high jump.

The quality of teaching is good

- Teaching has improved rapidly. Teachers work together well in year teams to plan work that will help pupils to learn quickly. They show pupils clearly what they are to do and learn. For example, in mathematics in Year 5, the teacher showed pupils why it was important to measure angles accurately.
- Teachers check up on pupils' understanding and modify tasks as needed. For example, in Year 3, the task using sorting rings was made more difficult when it was clear that pupils were ready to move on to the next stage of learning.
- Teachers and learning assistants form good relationships with the pupils and support various groups well. Consequently, pupils are keen to learn. For example, in Year 4 pupils were enthusiastic about working with adults and each other when sorting out facts about volcanoes.
- Teachers share their good subject knowledge and provide purposeful tasks that are relevant to the pupils. For example, in design and technology in Year 6, pupils enjoyed finding out about the

ingredients of their favourite cold drinks.

- Teachers' marking has developed well over the last year and identifies clearly how pupils can improve next time. Teachers do not always make sure that pupils follow-up this advice as soon as possible so that mistakes and misunderstandings are resolved quickly every time.
- At times, learning gets off to a slow start when the teacher has not grabbed the attention of all the pupils and made sure that they are all listening or taking part in whole-class discussions.

The behaviour and safety of pupils are good

- The behaviour of the pupils is good. They are courteous and form good relationships with others. Most parents and pupils agree that behaviour at the school is good, and pupils are happy that the new behaviour policy is being applied fairly. Pupils have a good understanding of what leaders have done to improve behaviour at the school.
- The school has developed more robust systems for checking that pupils attend school regularly and punctually, and consequently rates of attendance have improved rapidly this year to above average.
- Pupils enjoy school and are especially enthusiastic about practical activities and work that has a clear relevance to everyday life. They follow instructions well and settle to their work quickly. Occasionally, a few pupils are inattentive at the start of the lesson if teachers do not grab their attention and draw them into discussions.
- Pupils are positive about their work and take a pride in their achievements. As a result, most pupils try hard in lessons and produce good work. They support each other well in their learning. For example, in mathematics in Year 6, pupils helped each other to measure various circumferences.
- The school's work to keep pupils safe and secure is good. Discrimination of any kind is not tolerated. Pupils feel safe at school and know how to keep safe, including when using computers. Pupils are aware of the various types of bullying and feel that any of their concerns are dealt with well by members of staff. Almost all parents agree that pupils feel safe at school and pupils typically say, 'adults put us first' and 'talking about worries can help you'.
- Provision for pupils' spiritual, moral, social and cultural development is strong and pupils show delight in reflecting on new experiences and taking part in art and music. For example, in assembly, pupils from Year 6 gave thoughtful accounts of how they overcame their fears of climbing and abseiling during a recent school journey. The pupils' parliament helps pupils to develop their understanding of right, wrong and responsibility, and pupils in their house teams are keen to raise funds for their chosen charities.

The leadership and management are good

- Leaders at all levels are passionate about the school and want the best for the pupils. They are clear about what needs to be done to make the school outstanding in the future. There is a shared drive to continue to improve the school. Staff feel well supported and are positive about working at the school.
- There are rigorous procedures for checking how well teachers and their pupils are doing and consequently teaching and progress are improving rapidly, showing the school's capacity to improve. Inadequate teaching has been tackled firmly and leaders are now focusing on ensuring that more aspects of teaching are outstanding. Coaching is provided for all teachers so that they can receive training specific to their needs.
- Leaders at all levels have accomplished much in a short time, but they are not ensuring that teaching and pupils' progress are outstanding and a few inconsistencies in provision and progress remain between classes and year groups.
- Parents have noticed the positive changes since the school became an academy. They make supportive comments such as, 'The change is absolutely unbelievable' and 'There has been a

massive improvement with the new partnership’.

- Leaders make sure that all subjects are taught well and that links are made between subjects to make learning interesting and meaningful. There has been a strong emphasis on reading, writing and mathematics in all subjects to boost progress in these important skills. Pupils especially appreciate the variety of visitors and clubs that help to bring subjects to life.
- The new funding to develop sport is being used effectively to provide specialist coaching for pupils and their teachers. Consequently, there has been a marked increase in interest in sport and the school is successful in local competitions including swimming and hockey.
- Safeguarding arrangements meet requirements. Members of staff and other adults in school are checked for their suitability for working with pupils and are fully trained in their care.
- The extra provision for pupils entitled to additional funding is being used effectively to raise attainment, and as a result any gaps in the attainment of these pupils and others in their classes are closing quickly.
- The primary lead of the academy chain of schools has provided the right level of support to help the school to improve rapidly.
- **The governance of the school:**
 - Governors are knowledgeable about the school and rigorous in the way they challenge school leaders over their work. They make sure that all members of staff are checked up on, and provided with relevant training so that teaching can improve swiftly. They monitor teaching and pupils’ progress rigorously and consequently they know how good teaching is, how good teaching is rewarded and how weaker teaching is being supported and eliminated. They are aware of how well the school is doing and how this compares with other schools nationally. They ensure that additional funding is spent wisely and is having a positive impact on the pupils’ education.

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	138764
Local authority	Surrey
Inspection number	428897

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

Type of school	Junior
School category	Academy converter
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	454
Appropriate authority	The governing body
Chair	Neil Davis
Headteacher	James Broad
Date of previous school inspection	Not previously inspected
Telephone number	020 8393 6406
Fax number	020 8786 8154
Email address	info@danetree.surrey.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

