

# Darley Dene Primary School

Garfield Road, Addlestone, KT15 2NP

## Inspection dates

4–5 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school is well led and managed. The senior leadership team and the well-informed governing body share high expectations of pupils and staff.
- Standards are rising. Senior leaders' drive and ambition ensure that the quality of teaching and pupils' progress continue to improve. Leaders make sure learning activities cater for the wide range of needs in the school.
- Teaching has improved since the last inspection, and is consistently good. Relationships with pupils are positive and classes are managed well. Teachers mark pupils' work regularly, including comments that help pupils to improve their work. Teaching assistants support pupils' learning effectively.
- Pupils enjoy school, where they feel safe and well cared for. They like their teachers and behave well.
- Children get off to a good start in the early years. Provision is effective and well organised. Children benefit from good teaching in a rich environment for rapid learning.
- The well-organised range of subjects offered by the school provides exciting experiences for pupils and promotes their spiritual, moral, social and cultural development well.
- Disabled pupils and those who have special educational needs make good progress in their learning in the main school. The extra support they receive is well matched to their needs. Experienced leaders and skilled adults in the specialist resource base ensure that pupils with more complex needs are well looked after and make good progress.
- Pupils make good progress in reading, writing and mathematics. They achieve particularly well in reading, where standards at Key Stage 1 are above average. Disadvantaged pupils are catching up rapidly with their classmates.

### It is not yet an outstanding school because

- Teaching overall is not yet outstanding. Planned activities are not always suitably demanding for all groups of pupils.
- Pupils do not always have enough opportunities for extended writing so they do not reach the same high standards as in reading.
- A few of the most able pupils do not make as much progress as they could in mathematics because some of the activities are not hard enough.

## Information about this inspection

- Inspectors, mostly together with a senior school leader, observed pupils of all ages engaged in a range of activities in different subjects. They also looked at pupils' written work in all classes and records of children's learning in the Nursery and Reception classes.
- Meetings were held with the headteacher, other school leaders, the Chair of the Governing Body and another governor.
- Inspectors spoke to a group of pupils and informally with other pupils in lessons and around the school. An inspector listened to pupils reading and talked to them about their reading habits.
- Inspectors examined several of the school's documents. These included the school's own evaluation of its performance and its improvement plan, information about pupils' progress and attainment, evidence about the quality of teaching and records relating to behaviour, safeguarding and attendance.
- Inspectors took account of 27 responses to the online questionnaire (Parent View), one letter from a parent and the views expressed by parents as they arrived at school. Fifteen questionnaires returned by staff were analysed.

## Inspection team

Jim McVeigh, Lead inspector

Additional Inspector

Kate Robertson

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school. The school is expanding to incorporate a full Key Stage 2. There are two part-time classes in the Nursery and one class in each year from the Reception to Year 4.
- Just over half of pupils, below the national average, are of White British heritage. The remainder come from a wide range of ethnic backgrounds.
- There are more pupils than average, around a quarter, who speak English as an additional language.
- Just below a third of pupils, above the national average, are supported by the pupil premium. This is additional government funding for pupils known to be eligible for free school meals or children who are looked after by the local authority.
- Around a quarter of pupils, above the national average, are disabled or have special educational needs.
- The school runs a specialist resource base for up to 12 pupils with a range of special educational needs. There are 10 pupils currently in the base. Their needs vary and some are complex but language and learning difficulties are common to all.
- An 'enrichment group' of most able pupils visits Jubilee High School for extra teaching on occasions.
- At the time of the inspection, major building work was underway at the school.

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

- Raise the overall quality of teaching to outstanding by making sure that activities are suitably challenging for all groups of pupils, particularly for the most able pupils.
- Raise pupils' achievement in writing and mathematics further to match that in reading by:
  - ensuring that pupils have more opportunities for extended writing
  - providing more activities in mathematics to stretch the most able pupils.

## Inspection judgements

### The leadership and management are good

- The headteacher, governors and other senior leaders share high expectations of staff and pupils and a clear vision for raising standards. Senior leaders are improving the quality of teaching and so speeding up pupils' progress. Regular meetings of leaders and teachers about individual pupils are used well to identify any at risk of falling behind and find ways to provide them with effective extra help.
- Subject and department leaders are well supported to monitor the effectiveness of teaching and pupils' progress in their areas. They are closely involved in observing lessons, checking the quality of pupils' work and training other teachers. The school works closely with other local schools to moderate its assessment of pupils' work to ensure accuracy.
- School leaders regularly check on the quality of teaching. They use a good range of evidence, including lesson observation, teachers' planning and the quality of pupils' work, to make accurate judgements. Teachers and teaching assistants are set suitable targets for improvement, linked to pupils' progress, as is progression along the pay scales. Helpful training, mainly through a group of local schools and including sharing best practice and visits to outstanding schools, helps to ensure the quality of teaching continues to improve.
- The specialist resource base, catering for a small group of pupils with a wide range of special educational needs, is well led and effectively managed. A well-organised programme of support helps pupils to make good progress. Over time, the complexity of special educational needs demonstrated by pupils has increased. The local authority is currently reviewing the range of support the school can provide.
- The school provides pupils with a broad, balanced range of subjects, including French, music and physical education with specialist teachers, while there is a good emphasis on literacy and numeracy. Topics combine elements of a number of subjects in an exciting and appealing manner. For example, 'the Fire of London' involves English, history, science and geography, and includes a memorable trip to London and Monument. Pupils share and celebrate their achievements at the conclusion of each topic with parents.
- Pupils' spiritual, moral, social and cultural development is promoted well. The school has clearly identified the key activities that develop a sense of wonder and encourage tolerance and acceptance of others. Pupils learn about different religions and cultures and have good understanding of life in modern Britain. For example, on International Day parents and pupils share their cultural identities with traditional foods, dress and other artefacts.
- The primary sport funding is used well to ensure more pupils take part in regular physical activities. A wider range of sports is available, such as dance and cheerleading, as well as the more traditional sports of netball and football. Teachers have better coaching ability than previously, having worked with sports specialists, so that they are more effective in improving pupils' skills. Regular fitness tests show that pupils' fitness levels are rising.
- Parents say that school staff are approachable and helpful. Parents are kept well informed about their children's progress and receive guidance on how they can support their children's learning at home. For example, homework club allows parents to work with their children alongside teachers.
- The local authority, recognising that Darley Dene is a good school, offers 'light touch' support. This takes the form of external reviews of school performance and moderation of the school's assessment of pupils' work to confirm it is accurate.
- Safeguarding systems, such as for child protection, are effective and checked regularly.
- **The governance of the school:**
  - The governing body is knowledgeable about the school's performance through reports from the headteacher, presentations from other leaders and their own focused visits. Governors have a good range of relevant skills and take training opportunities to maintain their effectiveness. They know how well pupils are doing and how good teaching is. They offer good support to the school and ask searching questions to make sure the school stays on track towards its targets. Together with a local authority adviser, they set appropriate targets for the headteacher.
  - Governors make sure funds are spent effectively to promote pupils' progress, for example the pupil premium and the primary sports funding. They ensure the school's pay policy is linked to teachers' performance and that any underperformance is tackled promptly.
  - Governors are clear about their roles and responsibilities. They make sure all their legal responsibilities are discharged, including that safeguarding systems are fully in place.

**The behaviour and safety of pupils****are good****Behaviour**

- The behaviour of pupils is good.
- Pupils enjoy school and like their teachers. They say lessons are fun and there are new things to learn. They are well aware of the behaviour policy and have been involved in drawing up the class rules.
- Pupils know that their behaviour affects how well they learn. They are eager to earn the rewards for good behaviour: 'jelly bean' stickers or a pick in the prize box. Parents and staff agree that pupils behave well.
- Pupils say teachers sort out any arguments fairly and the rare incidents of bullying quickly. Pupils think that there is very little name-calling or unsuitable language.
- At playtimes and in the dining hall, pupils are courteous to one another and get along amicably together. Playground leaders in Year 3 and 4 take their role seriously and help younger pupils to organise games.
- Pupils behave sensibly in class, sticking to tasks whether working alone or in groups. They look after their books and complete exercises well. Occasionally, when activities are not challenging enough, a few pupils can become restless and not concentrate well enough.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils feel safe at school. The site is secure and visitors are vetted. All areas where pupils are working or playing are well supervised by adults.
- Pupils have learned about eating healthily and how to keep themselves safe, for example, when crossing the road or using the internet.
- Attendance has steadily improved and, without figures from the specialist resource base, is above the national average.
- School staff work effectively in supporting pupils and families, for example when they are moving home.

**The quality of teaching****is good**

- Teachers have established good relationships with pupils. Pupils feel listened to and valued. Good, well-practised strategies are effective in managing behaviour well. Pupils respond to instructions promptly.
- Phonics (the sounds letters make) is taught well. Teachers model pronunciation clearly and accurately. Regular opportunities to practise ensure pupils are able to segment and blend sounds easily.
- Teachers and teaching assistants usually question pupils skilfully so that they think harder and give fuller explanations. Pupils are regularly asked to discuss their ideas with one another or explain them to the class. This helps them to improve their speaking and listening skills, but is also a good preparation for writing. Pupils in Year 4 were able to discuss at length the merits of a poem and use the ideas of personification, metaphor and simile in planning their own poems.
- Teachers follow the school's effective marking policy closely. Marking is regular and detailed and uses a colour-coding system fully understood by pupils. Good advice, particularly in Year 4, on how pupils can improve their work is regular, and pupils respond well to it. Teachers work with colleagues from other schools in the confederation to check that their assessment of the standard of pupils' work is accurate.
- Teachers and teaching assistants in the main school and in the specialist resource base support disabled pupils and those who have special educational needs well. Individual needs are identified accurately. Staff are well trained, including specific training to meet the very particular needs in the resource base. Targets are set for each pupil and progress is checked regularly to ensure that additional help is effective.
- Teachers plan engaging activities and make good use of visual aids and practical material to stimulate interest. Pupils in a Year 3 mathematics lesson enjoyed using plastic clocks to help them calculate journey times. The teacher modelled how to use them accurately and most pupils quickly got the right answers.
- Occasionally, pupils are not moved on to harder activities quickly enough, particularly the most able, so that a few pupils do not make as much progress as they could.

**The achievement of pupils****is good**

- Pupils throughout the school make good progress, particularly in reading. In 2014, at the end of Year 2, pupils in the main school reached standards in writing and mathematics that were in line with national averages but they reached higher than average standards in reading. School performance information and work seen in books show that pupils currently in Years 1 to 4 are continuing to make good progress in all subjects.
- Pupils develop their skills in phonics well. In the last two national phonics screening checks, a higher proportion of pupils in Year 1 reached the expected standard than did nationally. The school is effective in promoting reading. For example, reading competitions, daily guided reading sessions and the expectation that pupils will borrow a book from the library weekly encourage pupils to read regularly.
- Pupils who speak English as an additional language, around a quarter of the school population, are well supported to develop their skills in English quickly so they gain full access to lesson activities. They soon achieve as well as their classmates in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress. Those in the specialist resource base achieve well because of the carefully tailored programmes of support and good relationships that have been established between them and base staff. Pupils in the main school respond well to the additional help they receive, particularly from experienced and skilled teaching assistants.
- The pupil premium, additional government funding, supports disadvantaged pupils well. Gaps in pupils' skills and abilities in reading, writing and mathematics are narrowed through extra help in small group or one-to-one activities. Strong links with families have improved eligible pupils' attendance and the school ensures pupils can take full advantage of trips and clubs to broaden their life experiences. Disadvantaged pupils make rapid progress in all subjects. The attainment gap between them and their classmates in reading has closed and is reducing in writing and mathematics.
- The most able pupils often work together in 'enrichment groups' on harder activities at a local secondary school, Jubilee High School. Secondary teachers plan challenging activities for them in English, mathematics, science and physical education that make them think hard. Although they make good progress, the most able pupils do not always have enough opportunities in school to tackle harder problems in mathematics so a few pupils do not make as much progress as they could.
- Pupils do not achieve quite as well in writing as they do in reading. Although they experience writing in a wide range of styles, they do not have frequent enough opportunities for extended writing.

**The early years provision****is good**

- The early years is well led and managed. Home visits are used effectively to gather information about children's learning needs and help them settle in quickly. Records of progress to support effective planning for future learning are regular and accurate. Parents' own observations are incorporated to provide a fuller picture.
- Children start in the Nursery or Reception with skills and abilities that are below levels typical for their age. Speaking, literacy and fine motor skills are particularly low and adults plan suitable activities to help them develop and practise in these areas. For example, children use fine forceps to separate beads to promote their skills in handling that they need to write with a pencil properly.
- Children make good progress in all areas of learning. The proportion of children reaching a good level of development by the end of Reception, although still below the national average, is increasing. School information shows that, in 2015, the proportion will be much closer to average.
- Children soon learn the expected routines and respond promptly to instructions. They learn to do things for themselves, such as putting on coats or collecting snacks. Overall their behaviour is good. They learn to share and take turns fairly.
- Teaching in the early years is good. Children benefit from well-organised learning environments inside and outside. Well-planned and enjoyable activities, such as games that involve counting and forming numerals and opportunities to write and paint, build upon children's earlier learning well.
- Adults regularly engage children in conversation to help them develop their speaking and listening skills. Questioning is used well to extend their vocabulary and understanding. For example, children investigated the relative weights of toys using large scales and were effectively encouraged to use comparative words like lighter and heavier.
- Children's natural curiosity is stimulated well. Activities, like the nature table, encourage further exploration. Most children persevere well with chosen activities. A small group of children enjoyed role

playing and stuck to their task as they performed as a 'band' on a mock stage outside.

- Phonics is taught well. Following initial teaching sessions to introduce new letters and sounds, groups of children take part in related activities to test their skills in making those sounds and recognising letters and words. Children are interested and listen well. Teaching assistants are well deployed to help them read simple sentences and write or spell them with magnetic letters.

## 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

<b>Unique reference number</b>	125034
<b>Local authority</b>	Surrey
<b>Inspection number</b>	447770

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Hall
<b>Headteacher</b>	Helen Mair
<b>Date of previous school inspection</b>	17 <sup>th</sup> January 2011
<b>Telephone number</b>	01932847674
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