

Inspection of a school judged outstanding for overall effectiveness before September 2024: Danetree Primary School

Danetree Road, West Ewell, Epsom, Surrey KT19 9SE

Inspection dates: 3 and 4 December 2024

Outcome

Danetree Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Joanna Singleton. The school is part of GLF Schools, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Julian Drinkall, and overseen by a board of trustees, chaired by Lynne O'Reilly.

What is it like to attend this school?

Danetree pupils thrive in their learning. The school is relentlessly ambitious for pupils to succeed. Pupils work hard to meet these aspirations. As a result, they achieve exceptionally well. This is particularly true for disadvantaged pupils, and those with special educational needs and/or disabilities (SEND).

The school is a caring and supportive place for pupils. They feel safe and confident in talking to staff if they have concerns. If pupils need additional support, for example, in dealing with anxiety, the school provides time and space for this. Pupils value the respectful and positive culture that the school instils in almost all areas. There are a small number of pupils who do not adhere to aspects of the school's expectations. This results in occasional instances of disruptive or unkind behaviour. The school addresses these incidents swiftly, but despite this, some of these behaviours persist.

Pupils of all ages benefit from a comprehensive enrichment programme. In the early years, children take part in workshops for baking, or planting in the nursery garden. Older pupils enjoy hands-on experiences with historical artefacts. These opportunities are designed to challenge and inspire pupils. Alongside the academic curriculum, this helps pupils to become confident and resilient in their learning.

What does the school do well and what does it need to do better?

The school makes sure that pupils have a strong grasp of essential knowledge in English and mathematics. From Reception Year onwards, children accurately recall numbers, letters and sounds. Teachers are adept at identifying what pupils need to work on next. The school has a firm understanding of the varied starting points of children in early years. Pupils with SEND and those who speak English as an additional language make up an above-average proportion of the school's cohort. Staff are alert to identifying and meeting needs swiftly. The reading programme is organised with precision, so that weaker readers get the right support to catch up. Over time, they become fluent and confident. In mathematics, teachers choose activities and resources to help pupils understand concepts securely. As a result, pupils, including those with SEND, develop exceptional accuracy in their number work.

Pupils develop a broad and ambitious vocabulary across the curriculum. This begins in early years, where staff are skilled at introducing new words and ideas for children. When pupils are learning new knowledge, teachers help them to understand how this builds on what they have studied before. Often, this is supported by visits or special events that deepen pupils' understanding further. This enables them to be confident to discuss or ask questions about important ideas, like how the Blitz affected children's lives. Pupils' writing is of a similarly high quality. Teachers pick up on misconceptions or errors in pupils' work and make sure they understand what to do instead. Pupils are very well prepared for the next stage in their education.

The school's work to improve pupils' attendance is highly effective. The importance of regular attendance is emphasised from the Nursery Year onwards. The school takes a strategic approach to addressing barriers to attendance. Consequently, persistent absence has reduced.

School routines are embedded from the early years. If pupils struggle with their behaviour, the school provides thoughtful support to help them. Issues such as bullying or derogatory language are dealt with firmly. Despite this, there are variations in how securely the school's aims for behaviour are established. The school recognises that some pupils need more guidance and support.

Enrichment opportunities are planned with the same precision as the academic curriculum. The school has a clear plan for the cultural and social experiences they seek for all pupils. These range from residential trips to heart dissection or design-and-make days. Along with the range of clubs, this programme sets out to give every pupil the chance to explore their talents or new interests. Those with an enthusiasm for drama, for instance, are supported to take up places with local theatre groups. Through careful use of additional funding, the school makes these opportunities accessible to all. This ensures that disadvantaged pupils consistently benefit from the strength of this offer.

The school makes sure that staff have real expertise in how to teach the curriculum. As changes to policies or subjects have been implemented, the school and the trust have

worked to ensure that all staff are confident to deliver this. At the same time, leaders and those responsible for governance are keenly aware of keeping staff workload manageable. As is the case with pupils, the school supports staff effectively in rising to meet its ambitions for all.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils do not show consistently high levels of respect for others. As a result, there are variations in how well the school's ambitions for a positive and respectful culture are established in practice. The school should make sure that they continue to engage parents, pupils and staff and that all pupils meet the high behaviour expectations of the school.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in February 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138764
Local authority	Surrey
Inspection number	10341724
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	938
Appropriate authority	Board of trustees
Chair of trust	Lynne O'Reilly
CEO of the trust	Julian Drinkall
Headteacher	Joanna Singleton
Website	www.danetreeschool.org
Dates of previous inspection	26 and 27 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the GLF Schools academy trust.
- The school has provision for two-year-olds as part of its nursery.
- The school currently uses one registered alternative provider.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with school leaders, including the headteacher and deputy headteachers. The inspectors also met with the representatives of the local governing board, the board of trustees, and executive leaders from the trust.

- The inspectors considered the views of parents, including through Ofsted’s online survey, Ofsted Parent View.
- The inspectors visited a sample of lessons, spoke to teachers, selected groups of pupils to talk to about their learning and looked at samples of pupils’ work. The inspectors also discussed the curriculum and provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, governors, staff, parents and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts the pupils’ interests first.
- As part of the inspection evidence, inspectors also considered responses to Ofsted’s online surveys for school staff and pupils.

Inspection team

Daniel Botting, lead inspector

His Majesty’s Inspector

Laurie Anderson

His Majesty’s Inspector

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