

Danbury Park Community Primary School

Inspection report

Unique Reference Number	114992
Local Authority	Essex
Inspection number	338489
Inspection dates	29–30 March 2010
Reporting inspector	John Horwood

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	250
Appropriate authority	The governing body
Chair	Mrs Sophie Wilson
Headteacher	Mr Michael Arnold
Date of previous school inspection	5 December 2006
School address	Well Lane Danbury Essex
Telephone number	01245 224994
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Age group	5–11
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 11 lessons and observed nine teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documents, including pupils' work, school policies, progress records, minutes of meetings and the questionnaire responses of 134 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The use of information technology to support learning.
- The opportunities pupils have for direct experience of those from other communities to support their understanding of life in a multi-cultural society.

Information about the school

This is an average size primary school which mainly serves families from the village of Danbury. The vast majority of pupils are from White British backgrounds and no pupils are at the early stages of speaking English. The percentage of pupils eligible for free school meals is much lower than average. The school has a below average proportion of pupils who have special needs and/or disabilities and the specific needs vary from year to year. The Early Years Foundation Stage provision is in one Reception class. The school has obtained the Active Mark award.

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: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Danbury Park Community Primary School provides an outstanding education for pupils by continually striving for excellence. As one parent commented, 'Danbury is a fantastic school with a strong emphasis on academic achievement but equally focused on the core values of respect and valuing others'. Since the last inspection the use of information and communication technology (ICT) to support learning has developed into a strength of the school with excellent well used resources throughout the curriculum. From entering Reception, with above expected skills for their ages, the outstanding teaching throughout the school ensures that pupils make excellent progress. By the time they leave Year 6 they have reached well above average levels of attainment in all key subjects, as well as a broad range of skills, knowledge and understanding developed through an outstanding curriculum. All groups of pupils, including those with special educational needs and/or disabilities, make outstanding progress.

Pupils say they greatly enjoy their work as a result of very good relationships with teachers and each other. Pastoral care is outstanding and this contributes to the pupils' view that they are extremely safe in school. The overall outcomes for pupils are outstanding including their behaviour and feeling safe. Their spiritual, moral social and cultural development is good. Moral and social aspects are outstanding but cultural development is a relative weakness because although pupils learn extensively about other faiths and cultures through the curriculum they have limited direct experience of them. Pupils' eagerness to attend school is reflected in their outstanding attendance.

The leadership and management of the school are outstanding and have been strengthened by ensuring all staff have appropriate areas of responsibility. A member of staff commented: 'It is a wonderful school with a strong and compassionate leadership'. Improved systems to monitor progress have enabled teachers to plan their lessons to meet the needs of all pupils. The assessment systems are well used to identify and provide effective support for those pupils who need help. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school. The improved use of ICT represents outstanding improvement since the last inspection when this was the only area for improvement identified. These outcomes, together with ensuring continuing high attainment, demonstrate that the school has an outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Provide more opportunities for pupils to experience direct contact with those from other communities and faiths.

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Outcomes for individuals and groups of pupils

1

Achievement is outstanding, with no significant variations across the areas of the school's work. During the inspection, pupils learnt extremely well because lessons were interesting and exciting. Excellent use of ICT facilities and skilful use of questioning by the teacher kept all pupils on task and ensures that they make at least good progress. Because the pupils achieve high levels of attainment in all key subjects early in the school they are able to benefit from the wide range of opportunities offered and make outstanding progress overall. An example of this was in a Year 2 mathematics lesson where basic numeracy skills were taught through a design exercise where pupils had to design and evaluate the cost of buying plants for a garden. This not only enhanced their design technology skills but developed their team work skills and contributed to preparing them for later life. Pupils with special educational needs and/or disabilities make outstanding progress overall because of highly effective in-class support and individual support. All pupils are extremely well prepared for their future well-being because of their excellent knowledge of key skills, including ICT, supported by their outstanding personal skills and high attendance.

The overwhelming view of pupils is that they enjoy their learning in all subjects. They work well together and listen to each other's contributions. Their behaviour is outstanding both in and out of lessons ensuring that others can learn and enjoy school. They say bullying is very rare but dealt with effectively by staff. Pupils adopt healthy lifestyles by eating healthy food and participating in sport, reflecting the school's achievement of the Active Mark. They make a very good contribution to the school community through the school council and by undertaking responsibility in class and around the school and through their thoughtful behaviour. Year 6 pupils show a very caring and supportive approach to helping their reading partners from Reception. The contribution to the wider community is more limited to the local area. Spiritual, social, moral and cultural development is good overall because despite outstanding aspects, pupils have limited direct contact with those whose backgrounds are different to their own.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Within the classroom, pupils benefit from outstanding teaching supported by an outstanding curriculum. Teachers demonstrate excellent subject knowledge and are strongly focussed on enabling all pupils to learn well by matching work to their ability. Teaching assistants provide excellent support throughout the school. A significant strength is the team work of the staff which was evident in a Year 1-2 class where pupils who needed extra support were given this before the lesson so that they could be fully involved in all lesson activities.

The curriculum is highly relevant for all pupils, including those with special educational needs and/or disabilities. The introduction of the International Primary Curriculum has enabled a much broader range of activities to be used with very good and exciting links between topics. It has also enabled pupils to learn more about other cultures and faiths through, for example, geography. The curriculum is made even more exciting by themed days and events. Strong partnerships with the two local secondary colleges provide extended opportunities especially for those who are gifted and talented. Opportunities for music and art are good. There is a good range of well attended extra-curricular clubs and educational visits. Pupils described with excitement the residential trips to European cities as well as shorter local trips. Good procedures are in place to encourage high standards of behaviour, through the excellent role models teachers set and by providing an enjoyable yet challenging experience in lessons. Transition arrangements with the secondary schools are very good and pupils say they are well prepared. The pastoral care in the school is outstanding, with all staff strongly committed to the concepts of equal opportunities and the promotion of all aspects of pupils' personal development. All

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aspects of care and health and safety are well addressed.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides outstanding leadership. The management structure has been revised since the last inspection to give all staff appropriate leadership responsibilities. The role of key stage coordinators has been enhanced to give them responsibility for all staff in their key stages. In turn, the class teachers take on responsibility for management of support staff. This has been extremely effective at embedding ambition and ensuring a focus on raising attainment. All levels of management are fully involved in monitoring pupil progress and identifying where additional support is needed. Resources are well managed and outstanding value for money is demonstrated by the outstanding outcomes for pupils.

The school's excellent work to promote equal opportunities and avoid discrimination ensures there is no significant underachievement by any groups of pupils. This is clearly supported by the very positive views of parents, staff and pupils.

Governors have a good range of skills and provide good support and challenge. Many governors are very active within the school and make regular visits. Each class has a governor 'attached' to it. All the governor's responsibilities are carried out effectively. Governance is judged as good rather than outstanding because several governors are recent appointments and there has not been time for them all to be fully effective.

Leaders have developed the school as a very cohesive community in which pupils show tolerance and respect towards others. Senior leaders have a good understanding of the local community and have identified what needs to be done to increase pupils' understanding of the world around them. There is clear evidence of an impact within the local community. There are some links in place with other schools but opportunities for pupils to have direct contact with pupils from different backgrounds and cultures are at an early stage of partnership development. Safeguarding procedures are very well developed and are rigorously applied across all aspects of the school's work. All the required checks on adults who work in school have been made and diligently recorded.

These are the grades for leadership and management

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

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Over half of parents and carers expressed their views in their completed questionnaires. The vast majority of these parents and carers are very happy with all aspects of the school. Although a very small minority of them thought that the school did not take account of their suggestions or concerns, almost none were unhappy about their experience with the school. A few parents and carers wrote individual supportive comments, such as how pupils are well prepared for the next stage of learning. A very few had individual concerns, such as pupils learning in mixed age classes. Inspectors fully supported parents' positive views of the school. Although, the very few parental concerns were carefully considered, inspection evidence did not support these.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Danbury Park Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 134 completed questionnaires by the end of the on-site inspection. In total, there are 250 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	70	38	28	2	1	0	0
The school keeps my child safe	93	69	40	30	0	0	0	0
The school informs me about my child's progress	88	66	43	32	1	1	1	1
My child is making enough progress at this school	102	76	29	22	2	1	0	0
The teaching is good at this school	105	78	27	20	2	1	0	0
The school helps me to support my child's learning	91	68	41	31	1	1	1	1
The school helps my child to have a healthy lifestyle	78	58	54	40	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	87	65	38	28	1	1	0	0
The school meets my child's particular needs	86	64	42	31	4	3	0	0
The school deals effectively with unacceptable behaviour	90	67	40	30	2	1	0	0
The school takes account of my suggestions and concerns	75	56	47	35	8	6	0	0
The school is led and managed effectively	101	75	32	24	1	1	0	0
Overall, I am happy with my child's experience at this school	104	78	28	21	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



31 March 2010

Dear Pupils

Inspection of Danbury Park Community Primary School, Danbury, CM3 4AB

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you and seeing you enjoying your learning and playing so well together. Your school is giving you an outstanding education. You are making outstanding progress in your work and are able to do more things than we usually expect by the time you are in Year 6.

There are many things we admired about your school and these are a few of them:

- outstanding teaching helps you all make excellent progress
- your behaviour is extremely good
- adults look after you very well and you feel very safe
- you have excellent relationships with your teachers and with each other
- teachers monitor your progress extremely well and make sure the work they give you matches your skills
- the school is extremely well led and managed.

There is only one thing we have asked the school to do to make it even better. It is:

- to help you understand more about the world around you by giving you more opportunities to meet pupils from different backgrounds to your own.

You can help your school by carrying on working hard and helping your teachers.

Yours sincerely

John Horwood

Lead inspector

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