

# The Danesfield Manor School

Independent school light-touch inspection report

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

The inspection of registered provision was conducted under Section 49(2) of the Childcare Act 2006.<sup>3, 4</sup>

This was a light touch inspection which focused principally on: the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils; and the improvements the school has made since its last inspection.

## Information about the school

The Danesfield Manor School is a non-selective independent primary school. It first opened as Danesfield School in 1943 and since that time has had two changes of ownership. In 2006 it became one of a group of schools managed by CfBT Education Trust, which is a registered charity. The school is situated in a Victorian building within a residential area of Walton-on-Thames, in Surrey. Babies are admitted from three months of age into the school's on-site childcare provision and boys and girls can remain at the school until they are 11 years of age. The school also provides before- and after-school care for its pupils aged four to 11 years. There are currently 176 pupils on roll; of these, 68 children attend on a part-time basis and 51 children are in receipt of government nursery funding. There are no pupils who have a statement of special educational needs. The school was last inspected in 2008 and the childcare provision was last inspected in 2006. The school aims to offer its pupils 'a welcoming environment where they are safe to make mistakes and learn from them, where they can take on challenges and know they will be supported'.

## Evaluation of the school

The Danesfield Manor School provides its pupils with a good quality of education and successfully meets its aims. Pupils benefit from a good curriculum and good quality teaching and they make good progress. Arrangements for safeguarding are satisfactory and the school's pastoral care is good. As a result, pupils' confidence and self-esteem develop very well and their behaviour is good. Their social, moral, spiritual and cultural development is outstanding. The overall effectiveness of the

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

<sup>3</sup> Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

<sup>4</sup> [www.opsi.gov.uk/ACTS/acts2006/ukpga\\_20060021\\_en\\_4#pt3-ch2-pb4-l1g49](http://www.opsi.gov.uk/ACTS/acts2006/ukpga_20060021_en_4#pt3-ch2-pb4-l1g49)

Early Years Foundation Stage is satisfactory. The school has improved since its last inspection and meets the vast majority of regulations. However, at the time of the last inspection, regulations relating to classroom size and the lack of facilities for pupils who become ill were not met; this is still the case. The school has plans for four new classrooms, a disabled toilet, additional children's toilets, a medical room and upgrading of the school hall and offices. The site development is in response to regulatory demands on class size and the requirement to provide appropriate facilities for pupils who are ill.

## **Quality of education**

The school provides a good curriculum for its pupils in Key Stages 1 and 2 and satisfactory provision for the children who attend the Early Years Foundation Stage. In Key Stages 1 and 2, National Curriculum subjects are planned appropriately using commercially produced schemes of work. Pupils learn French from the Nursery through to Year 6 and there are opportunities for all pupils to study Spanish and Italian through extra-curricular activities. A strong emphasis is placed on developing pupils' skills in literacy and numeracy, while lessons in drama and music enable pupils to develop their creative talents; for example, to learn different musical instruments. The school provides well for pupils' physical education. Very good use is made of the on-site indoor pool and a qualified coach helps pupils to achieve well by gaining nationally recognised swimming qualifications. The planned programme for pupils' personal, social and health education is covered effectively through lessons in life skills, Christian education and science. Pupils' skills in information and communication technology (ICT) are developed through a weekly lesson in the ICT suite. However, the school has rightly planned to enhance the provision and use of ICT across the curriculum. Pupils who have been identified as needing additional support for their learning are aided through well-focused individual education plans; the pupils are involved in the targets set and they record what they need to do to improve. Very good partnerships exist with parents and effective links are made with external agencies to meet pupils' specific needs, for example, where pupils have behavioural difficulties. Pupils identified as gifted and talented benefit also from provision such as the 'hot stuff' club where they can study philosophy and current affairs. The curriculum is enhanced by a good range of extra-curricular activities such as gardening, music and sporting activities. The before- and after-school care provision also provides good opportunities for pupils to socialise and to complete their homework if they wish.

Teaching and assessment are good in Key Stages 1 and 2 and satisfactory in the Early Years Foundation Stage. In the best lessons, teachers question pupils well, pupils' learning moves at a brisk pace and teachers make effective use of time. This was evident in an outstanding history lesson observed, when pupils were challenged to find the answers to questions on children's evacuation during the Second World War. In response, pupils engaged well in discussion and expressed emotions effectively. However, where teaching is satisfactory, lessons are too teacher directed and do not provide sufficient opportunities for pupils to develop independent choice.

Even so, a feature of all lessons, including in the Early Years Foundation Stage, is the high quality relationships formed between staff and pupils. Teaching assistants engage well with the pupils and this contributes effectively to their achievement. Pupils' work is regularly marked and provides clear comments about what they need to do to improve; pupils say that this helps them to improve their work. As a result, pupils make good progress and achieve well given their different starting points.

Assessment information is gathered from data from national and commercially produced assessments that are carried out on a regular basis in reading, spelling, English, mathematics and verbal reasoning. This is enhanced by pupils' self-assessment and the production of their own achievement portfolio. Pupils sit common entrance examinations in Year 6 and most pupils are successful in gaining entrance to the schools of their choice.

### **Spiritual, moral, social and cultural development of the pupils**

The pupils' spiritual, moral, social and cultural development is outstanding. Pupils thoroughly enjoy school and this is reflected in their very positive attitudes to work, their good behaviour and good attendance. Very good relationships are evident throughout school and help boost pupils' self-esteem and confidence. Pupils work together very well and respect each other's differences. They respond with great pride to the different posts of responsibility they hold. Older pupils contribute significantly to the running of the school by, for example, acting as technicians and office or nursery helpers. Pupils eagerly take on roles such as head boy and house or sports captains and are involved in a 'helping hands' programme when they help each other with friendship issues. Pupils know that they can share their views about school with the staff and the school councillors; however, they would like the way in which their views are collected to be formalised. Pupils' cultural development is strong and through the curriculum they learn about their own culture and institutions and services in England as well as other faiths and cultures in the community and beyond. Pupils benefit considerably from visitors to school who speak on a variety of topics, such as events in the wider world, and from family members who visit school; pupils learn about the different customs and events celebrated at home. Pupils are well prepared for their future economic well-being. For example, children in Years 5 and 6 have run a 'Fair Trade' stall in school on a monthly basis, keeping accounts, ordering stock and raising money for charity and have arranged cake sales regularly. As a consequence of their good personal development and the development of their good basic skills, pupils are extremely well prepared for the next stage in their school life.

### **Safeguarding pupils' welfare, health and safety**

The school's provision for safeguarding pupils' welfare, health and safety is satisfactory. Procedures to complete the appropriate checks on staff prior to their appointment comply with statutory requirements and are underpinned by effective policies. However, while most staff have completed relevant training for child

protection, the child protection officer has yet to complete the training required for the post, although this is planned to be undertaken very soon. The school is committed to providing a good quality of pastoral care for its pupils, including for those children in the registered childcare provision and the Early Years Foundation Stage. This ensures that pupils are able to work and play in a safe and secure environment. As a result, pupils feel safe in school and are happy to go to any member of staff if they need help. The school's fire safety procedures are thorough; up-to-date fire risk assessments are carried out and the recording of accidents has improved since the last inspection. All pupils stay for a school lunch that is prepared on site and the healthy food that is served is enjoyed by most pupils. Pupils are clear about the importance of maintaining a healthy diet and know the importance of exercise; they very much enjoy their swimming and other sporting activities. The school meets all of the requirements of the Disability Discrimination Act 1995, as amended.

## **Effectiveness of the Early Years Foundation Stage**

The effectiveness of the setting is satisfactory, including the registered childcare provision for children under three years of age, which meets the requirements of the early years register. Partnerships with parents are strong and parents value the good quality pastoral care which meets their children's needs. The ratio of adults to children is high and key workers are assigned to ensure the children's welfare and safety; requirements in these respects are well met. All staff have completed the required first-aid and child protection training and risk assessments of the environment are rigorous. There is a separate room for children under the age of two years of age and satisfactory provision is made for babies and children who wish to relax, play quietly or sleep. Resources and equipment are satisfactory and have been identified by the nursery manager for improvement. Resources for outdoor play, for example, while satisfactory, lack challenge and present few opportunities for children to develop their imagination through play. Nonetheless, staff make good use of the outdoor Swiss-style chalet which helps the older children to develop their communication and language development through imaginary role play, for example when this becomes an ice-cream parlour or a secret house. Curricular planning is satisfactory overall. However, many activities are adult led and children lack an appropriate balance of activities which encourage them to initiate their own learning. Leadership and management are satisfactory overall, having a very good understanding of what needs to be done to improve the satisfactory provision, for example, the recent implementation of observation and assessment procedures. However, the use of assessment to inform planning is variable in quality and activities are not always closely linked to children's individual needs. In addition, staff do not always question children when at play to help them understand what they are learning. As a result, even though children enjoy their time at school, and develop good personal skills as shown in their good behaviour, they make only satisfactory progress overall in terms of outcomes.

## Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 (‘the Regulations’), with the exception of those listed below.<sup>5</sup>

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure, in accordance with guidance issued by the Secretary of State, that the Child Protection Officer has completed the appropriate child protection training for the post (paragraph 7).

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- ensure that all classrooms are appropriate in size for the number, age and needs of the pupils (paragraph 23(i))
- provide appropriate facilities for pupils who are ill in accordance with regulation 5 of the Education (School Premises) Regulations 1999 (paragraph 23(k)).

The school’s registered provision for childcare meets the requirements of the Childcare Act 2006.

## What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Ensure that all staff in the Early Years Foundation Stage make good use of assessment information in order to plan activities, both in the classroom and in the outdoor learning area, that challenge and stimulate children’s learning effectively.
- Help children to extend their understanding of what they are learning while engaged in play activities, by all staff providing them with an appropriate range of challenging and informative questioning.

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<sup>5</sup> [www.legislation.gov.uk/uksi/2010/1997/contents/made](http://www.legislation.gov.uk/uksi/2010/1997/contents/made)

## Inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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### The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils		✓		

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			✓	
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### The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage			✓	
The quality of provision in the Early Years Foundation Stage			✓	
The effectiveness of leadership and management of the Early Years Foundation Stage			✓	
Overall effectiveness of the Early Years Foundation Stage			✓	

## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Primary		
<b>Date school opened</b>	1943		
<b>Age range of pupils</b>	3 months to 11 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 70	Girls: 38	Total: 108
<b>Number on roll (part-time pupils)</b>	Boys: 38	Girls: 30	Total: 68
<b>Number of children aged 0–3 in registered childcare provision</b>	Boys: 27	Girls: 15	Total: 42
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£3,525 – £7,050		
<b>Annual fees (childcare)</b>	£344 – £16,267		
<b>Address of school</b>	11 Rydens Avenue, Walton on Thames, Surrey KT12 3JB		
<b>Telephone number</b>	01932 220930		
<b>Email address</b>	<a href="mailto:hchalmers@danesfieldmanorschool.co.uk">hchalmers@danesfieldmanorschool.co.uk</a>		
<b>Headteacher</b>	Mrs Helen Chalmers		
<b>Proprietor</b>	CFBT Education Trust		