

Danegrove Primary School

Inspection report

Unique Reference Number	101314
Local Authority	Barnet
Inspection number	376544
Inspection dates	28–29 November
Reporting inspector	Sonja Joseph

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	660
Appropriate authority	The governing body
Chair	John Ireton
Headteacher	Deborah Metcalf
Date of previous school inspection	6 November 2006
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Introduction

This inspection was carried out by four additional inspectors. They observed 22 lessons taught by 22 teachers. Inspectors held meetings with members of the governing body and staff, and talked with pupils. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 95 parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by all pupils, especially those with special educational needs and/or disabilities, to determine if it is sufficient and consistent across the school.
- The quality of assessment and how effectively it is used throughout the school.
- The impact of leaders and managers at all levels in evaluating school performance and helping push forward sustainable improvements.

Information about the school

Danegrove is a much larger than average primary school. The proportion of pupils known to be eligible for free school meals is above average. The majority of pupils are from minority ethnic heritages and speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well above average, but the proportion of pupils with a statement of special educational needs is average. The school is situated on two sites with the Early Years Foundation Stage and Year 1 pupils situated on the second site. The school provides a breakfast club and play scheme which are managed by the governing body. The school has gained a wide range of awards including the Activemark, ICT Mark, Sportsmark and Healthy School Status. The school hosts local authority provision for pupils excluded from other schools.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Outcomes for pupils are outstanding because their achievement is outstanding, they have an exceptional awareness of how to stay safe, fit and healthy, and they make an excellent contribution to the school and the wider community. The school achieves its aim of developing 'secure, confident and successful learners'. Pupils' level of academic attainment is high and the school has the overwhelming support of parents and carers because they appreciate the excellent level of care, guidance and support given to their children. Comments such as 'a fantastic school with a great range of curriculum enrichment' and 'every child is treated as an individual and part of the school family' are typical of many received by inspectors. This excellent quality care is underpinned by outstanding safeguarding procedures, which are very robust and result in pupils feeling very safe at the school; this is reflected in their above-average attendance.

Pupils have a good foundation for learning in the Early Years Foundation Stage and start Year 1 with above-average attainment. Between Year 1 and Year 6, pupils' progress is good and, by the end of Year 6, their attainment is high in English, mathematics and science. Pupils make good progress because good teaching makes learning fun and the effective curriculum offers many stimulating experiences, including the use of information and communication technology (ICT) to enhance pupils' research and writing skills. There are outstanding procedures to involve parents and carers in their children's learning so that progress is enhanced at home.

A dedicated staff team has high morale and energy. Effective use of assessment informs the well-planned lessons. Pupils are increasingly secure in evaluating their own progress. Most pupils report that they know how well they are doing and they know their targets. However, at the beginning of some lessons, the intended learning outcomes are not always consistently matched to pupils' abilities with the result that not all pupils are clear about what they are expected to learn by the end of each lesson. Teachers and teaching assistants provide good support for pupils with special educational needs and/or disabilities who make good progress as a result.

Effective leadership and management, including that of the governing body, have continued to secure high standards and the school has made good progress in tackling the issues for improvement identified at the last inspection. Achievement is now outstanding, engagement with parents and carers is excellent, and highly effective partnerships in relation to well-being benefit pupils. Improved systems for tracking pupils' progress have increased teacher accountability and helped ensure

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that pupils falling behind are identified early and are given additional support. However, leaders do not use the pupil attainment and progress information rigorously enough to check on the achievement of groups of pupils and measure the effectiveness of the various whole-school planned initiatives on raising pupils' achievement. Senior leaders and the governing body share an accurate view of the school's strengths and weaknesses, and the clear targets for future development amply demonstrate good capacity for further improvement and excellent value for money.

What does the school need to do to improve further?

- Improve the quality of teaching so that all lessons are good or better by ensuring that pupils of all abilities are clear about their intended learning outcomes.
- Strengthen leadership and management by using the pupil attainment and progress information more rigorously to check on the achievement of groups of pupils, and to measure the effectiveness of the various whole-school initiatives on raising pupils' achievement.

Outcomes for individuals and groups of pupils

1

Children join Reception with attainment that is broadly in line with national expectations for their age. Pupils find learning fun and they work hard to do well. The school exceeds its challenging targets and many pupils reach high standards. Pupils have an extraordinarily wide vocabulary and understanding of how it can be used. For example, older pupils asked to give alternative words for 'said', produced many words showing their understanding of the need to demonstrate the mood and feelings of the word depending upon the context. They write well, with feeling, in complex sentences, and make accurate use of speech marks and other punctuation when they need to. Numeracy skills are good and pupils carry out mental calculations confidently and competently, reinforced by practical activities that ensure they use addition, subtraction and multiplication as appropriate. Pupils of all abilities make at least good progress. Those with special educational needs and/or disabilities and those excluded from other schools make good progress due to good-quality support that encourages them to become effective independent learners. Pupils who speak English as an additional language rapidly gain a wide vocabulary and learn to speak and read well.

The school's calm, caring ethos promotes a strong sense of belonging. The pupils' good spiritual, moral, social and cultural development helps them show empathy and care towards others. Pupils say they like coming to school because they enjoy making friends, feel listened to, learn lots of new things, and enjoy participating in the many exciting activities. Much time is given to building pupils' capacity to resolve issues of disagreement. This has resulted in the good, and at times, exemplary, behaviour of pupils. The pupils happily take on responsibilities across the school such as playground buddies, peer mentors and sports leaders; this ensures that pupils feel

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included at all times. The school council provides a good forum for pupils’ views. The pupils feel that their contributions are valued and that they play a positive role in the running of the school. In these important respects, they are developing skills which prepare them well for later life. Pupils’ excellent understanding of living healthily is reflected in the school’s nationally recognised awards. It is also evident in the way they talk confidently about the importance of eating different kinds of foods and drinking fluids, as well as the need for regular exercise and its impact on the body.

These are the grades for pupils’ outcomes

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

How effective is the provision?

The majority of teaching seen was good or better. Teachers work diligently to reinforce their high expectations for pupils’ work by creating inspirational displays around the school. The place of pupils in learning is given a high priority and teachers and teaching assistants listen to their views and respect their opinions. Teachers have a good understanding and knowledge of the curriculum. Exceptional teamwork between teachers and teaching assistants ensures the excellent inclusion of pupils with special educational needs and/or disabilities. In the very best lessons, strong links are made to situations relevant to pupils’ lives and a problem-solving approach is adopted. In an outstanding ICT lesson in Year 5, a good range of activities, well matched to all pupils’ learning needs, resulted in them being totally engrossed in their investigations and confidently sharing their findings with others. Occasionally, in some lessons, there are inconsistencies, so that not all pupils are clear about what they are expected to achieve by the end of the lesson. Marking is supportive and usually explains how pupils can improve their work.

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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The curriculum meets the needs of all pupils effectively. Much time is devoted to the basic skills of reading through dedicated sessions to build up the pupils’ understanding of sounds and letters. A wide range of attractive and informative displays, including working models, gives an insight into the richness and range of pupils’ learning experiences. Following a recent review, the school strives to develop a curriculum that offers a balance between basic skills in English and mathematics and the enhancement of the pupils’ creative and performance skills, which is reflected in nationally recognised awards. Recent changes, which include a greater focus on mental mathematics and writing, are beginning to accelerate pupils’ progress. Planning effectively links different subjects and pupils are given opportunities to reinforce their learning and develop their skills through topics. Pupils with behaviour management and emotional difficulties, who attend the additional resource base, benefit from a balanced range of activities that include regular involvement in mainstream classes. The school is increasingly ensuring that the closely matched work they receive in small groups is replicated in whole-class activities. Pupils’ learning experiences are further enriched by a large number of very popular clubs, sports activities, residential trips and visits to places of local interest.

Care, guidance and support are outstanding. Excellent identification strategies, effective interventions and well-targeted support are available, particularly for those pupils with social and emotional difficulties. Extensive links with a range of health professionals, secondary schools and other outside agencies, as well as the extended provision through the breakfast club and play scheme, support pupils and families extremely well and are exemplary.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Strong leadership and management have sustained the good quality education and care identified at the previous inspection and secured important improvements. The headteacher and deputy headteacher work extremely well together and they have led the drive for even better outcomes. With support from committed staff, the restructured leadership team has developed a school that is dedicated not only to strengthening each pupil’s self-esteem but also to raising achievement. Systematic monitoring has led to improvements in teaching and, consequently, to more rapid progress in lessons. Staff are more accountable than they were in the past for the progress pupils make in their lessons. Established systems and procedures ensure that this ethos is maintained.

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The promotion of equality and approaches to tackling any form of discrimination are good. The school’s analysis of data is helping staff to identify the needs of individual pupils at an early stage; however, it is not being used rigorously enough to check on the achievement of pupil groups. Whole-school plans and subject development plans are helping provide direction for improvement. However, the criteria for success are not focused on measurable outcomes for pupils and, consequently, the impact of new initiatives on raising pupils’ achievement are not incisively evaluated.

Governors make an important contribution because they provide effective support and play a full part in evaluating present performance. For example, they regularly visit lessons to observe, first-hand, teaching and learning, but fully recognise that they need to develop their knowledge and skills, through specific training, to ensure that they provide a high level of professional challenge to hold the school to account. Attention to pupils’ safety and safeguarding is excellent and integral to the school’s work; high levels of quality assurance and detailed risk assessment systems have been established. Meticulously organised procedures ensure that safeguarding arrangements are carefully followed. The school has clear management responsibilities to ensure pupils are always safe, and the governing body rigorously monitors and evaluates the effectiveness of its policies and practices. Local services and agencies are used well to enhance the well-being of pupils experiencing difficult circumstances and those with special educational needs and/or disabilities.

Community cohesion is strongly promoted within the school and the community. The school demonstrates an extremely good understanding of local needs and challenges. The school provides many opportunities for pupils to gain a deep understanding of people’s backgrounds within the local community and a good awareness internationally. Parents and carers are overwhelmingly supportive of the school and play a very active role in school events, including fundraising projects and school performance. Parental drop-in surgeries, curriculum meetings and adult education classes help parents and carers to strengthen their ties with the school and understand their children’s different learning experiences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1

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The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The provision for children in the Early Years Foundation stage is good. It is well managed and adults provide an interesting and well-equipped environment for learning. They include resources carefully selected to reflect the diverse pupil intake. From starting points that are broadly typical for their age, children’s attainment rises to above average by the start of Year 1. This good progress is the result of good teaching and an imaginative and effective curriculum. Activities are well balanced between those led by adults and those initiated by children. For example, pupils were actively discussing worms found in the garden and then building worm houses in the construction area. Warm relationships encourage children to share equipment happily, take turns, and look after each other. Well-focused teaching sessions ensure children make good progress in the development of their skills and abilities. Speaking and listening skills are developed progressively and adults model language well. However, opportunities are sometimes missed by adults to help children extend their ideas and learning when they are engaged in their own games.

Leadership and management are good and staff work as a close and efficient team. Learning flows well between the well-resourced indoor and outdoor classrooms. The staff carefully monitor progress and use of the electronic learning profile provides a good record of development of their skills and abilities. These records are regularly shared with, and contributed to, by parents and carers. A significant strength in the provision is the relationship enjoyed with parents and carers, who are very supportive and appreciate the high degree of care given and the close attention to children being, and feeling, safe.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The number of questionnaires returned was well below the typical rate of response. However, the school had only recently distributed its own parental questionnaires and this may account for the low level of response. Parents and carers who responded overwhelmingly support the school. Their responses to the questionnaire

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show that they are in unanimous agreement that their children enjoy school, are encouraged to lead healthy lifestyles, that the school is led well and managed effectively, and that they are happy with their child's experience at school. There is very little disagreement in any other areas, although a very small minority expressed concerns about the progress their children are making. The inspection evidence showed that pupils make good progress, and inspectors feel that the school is making every effort to find ways of improving communication with parents and carers so that all are fully informed about their children's progress.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Danegrove 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 660 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	66	31	33	0	0	1	1
The school keeps my child safe	60	63	33	35	2	2	0	0
The school informs me about my child’s progress	53	56	39	41	2	2	0	0
My child is making enough progress at this school	55	58	36	38	3	3	0	0
The teaching is good at this school	62	65	31	33	1	1	0	0
The school helps me to support my child’s learning	63	66	30	32	1	1	0	0
The school helps my child to have a healthy lifestyle	55	58	39	41	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)	53	56	37	39	1	1	0	0
The school meets my child’s particular needs	55	58	37	39	1	1	0	0
The school deals effectively with unacceptable behaviour	49	52	43	45	1	1	0	0
The school takes account of my suggestions and concerns	44	46	48	51	1	1	0	0
The school is led and managed effectively	70	74	24	25	1	1	0	0
Overall, I am happy with my child’s experience at this school	75	79	19	20	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



30 November 2011

Dear Children

Inspection of Danegrove Primary School, Barnet, EN4 8UD

Thank you for your warm and friendly welcome and for sharing your views on the school through talking to the inspectors and returning the pupil questionnaire. We really enjoyed our visit. You go to a good school where you make good progress and everyone cares for you extremely well. We were pleased to find that you know so much about how to keep yourselves safe and healthy. We were also very pleased to see the sensible way you behave around school, and we liked the way you play happily together and work hard in lessons. You were all very polite to us and very well mannered. You reach high standards in English and mathematics by the end of Year 6.

The teachers are kind and helpful, and want you all to do your best. You obviously enjoy coming to school very much and your parents and carers do a good job in getting you to school regularly and on time.

To help the school become even better, we have asked the headteacher, staff, and governors to make sure that:

- all leaders and managers in the school keep a careful check on the progress that you are all making
- teachers are always very clear about what they want you to have learnt by the end of the lesson.

All of you can help, too, by continuing to work hard and making sure that you understand how to achieve your targets.

Thank you again for being so helpful and friendly.

Yours sincerely

Sonja Joseph
Lead inspector

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