



Danegrove Primary School

Inspection Report

Unique Reference Number 101314
Local Authority Barnet
Inspection number 286025
Inspection dates 1–2 November 2006
Reporting inspector Jeffrey White

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

Type of school	Primary	School address	Windsor Drive
School category	Community		East Barnet
Age range of pupils	4–11		Barnet EN4 8UD
Gender of pupils	Mixed	Telephone number	02084494024
Number on roll (school)	575	Fax number	02084419270
Appropriate authority	The governing body	Chair	Ms Pauline Coakley-Webb
		Headteacher	Mrs Deborah Metcalf
Date of previous school inspection	3 February 2003		

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Introduction

The inspection was carried out by three additional inspectors

Description of the school

The school is much larger than average and is based on two sites. Pupils are mainly of White British origin and 44% of the pupils are from a wide range of minority ethnic groups. The proportion of pupils whose first language is other than English is higher than average. Eligibility for free school meals is above average. The percentage of pupils with learning difficulties or disabilities is also above average. Attainment on entry to the school is about average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that has improved well since its last inspection. It has a very good capacity to improve further. The headteacher, governors and staff work outstandingly well together to ensure that the vast majority of pupils' individual needs are met very effectively. They value highly the pupils' ethnic and cultural diversity. Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding and enables them to work in a harmonious and safe community. They are enthusiastic learners. They enjoy giving their views and taking responsibility, for example, in the excellent school council. Pupils especially enjoy the extensive range of extra-curricular activities that include opportunities that help them to stay healthy.

The headteacher, with the help of the senior leadership team, leads the school outstandingly. Monitoring and evaluation of the school's work are very rigorous and are followed by effective action to improve teaching and learning. This has helped pupils to achieve well and reach above average standards in Years 1 to 6. Recent and necessary changes to the organisation of the Foundation Stage are beginning to improve the children's work although there is still more to do. A very strong feature of the leadership is the excellent promotion of equal opportunities that makes sure all pupils feel valued and important. Governors support the school extremely well.

Care, guidance and support for pupils are excellent. A high proportion of pupils have distinctive needs such as learning difficulties, or their first language is other than English. They are sensitively and effectively helped both personally and academically and they progress as well as other pupils. All pupils know whom to turn to if they have a problem.

Pupils enjoy the good curriculum. The teaching captures their interests and keeps them on their toes. The use of assessment to help pupils improve their performance is an especially effective feature. Teacher's discipline is very effective and ensures that pupils, especially the most vulnerable usually work diligently and co-operate well with others.

What the school should do to improve further

* Improve achievement in the Foundation Stage by monitoring the children's performance more thoroughly and using the information collected more effectively.

Achievement and standards

Grade: 2

Children in the Foundation Stage make satisfactory progress and attain average standards by the time they enter Year 1. They achieve well in personal, social, emotional and physical development.

Pupils' progress is good in Years 1 to 6 and they reach above average standards in their work and in the national tests. Standards in reading have improved noticeably

in Year 2. In Year 6 pupils achieve especially well in English and standards are well above average because the teaching is highly effective. Pupils' work in mathematics has improved in Year 6 and is now above average. In lessons, all pupils make good progress because their work is challenging. Pupils whose first language is other than English make excellent progress in English. Pupils with learning difficulties or disabilities achieve well. Throughout the school pupils' confidence in talking about their work improves and they learn to explain their thinking well.

Personal development and well-being

Grade: 1

Good teaching of basic skills means that by Year 6, pupils develop very mature attitudes to their learning and to life beyond school. They very much enjoy school and relationships are harmonious. Pupils behave well. One pupil commented, 'Our teachers are excellent role models and provide a good example for us'. Pupils make a highly positive contribution in school and within the community by, for example, acting as break-time 'buddies' and by fund raising. The school council is extremely effective in achieving positive changes such as improvements to school lunches. Pupils' spiritual, moral, social and cultural development is excellent. The school's rich cultural diversity is celebrated in assemblies and in a 'multi-cultural' week. Pupils have a very good understanding of the benefits of exercise and healthy eating. They say they feel safe and that they know who to tell if they are unhappy. Attendance is satisfactory.

Quality of provision

Quality of provision

Teaching and learning

Grade: 2

The good teaching and learning ensures that most pupils achieve well. Teaching is satisfactory in the Foundation Stage and excellent in Year 6. A significant strength in the general teaching is the match of pupils' work to their abilities so that they make good progress. Assessment is used very effectively to evaluate pupils' progress and to inform the planning of their daily work. Pupils enjoy their work and co-operate well with others or work alone productively. Pupils work in a safe and stimulating environment and the teachers' good discipline ensures that they behave well and work diligently. Personal development is promoted strongly and very effective support from teaching assistants ensures pupils with learning difficulties participate fully in lessons and improve their self-esteem. Early identification of the most able pupils, including the gifted and talented, ensures that they achieve their potential.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the range of pupils' needs well. The school has carried out a comprehensive review so that greater links can be made between subjects, such as history and English. This approach is becoming securely established in the school's practice. Pupils talk confidently about their enjoyment of the curriculum. A very wide range of extra-curricular activities enhances pupils' learning. Art and music are strongly featured in both lunchtime and after school activities so that all pupils can take part. The school is constantly seeking to extend extra-curricular opportunities such as the recent chance to play in a steel band in addition to the orchestra and choir.

Care, guidance and support

Grade: 1

Pastoral and academic support is particularly strong. Careful, extensive analysis is made of individual needs so that all pupils can be helped to make progress. Support for vulnerable pupils and for those with learning difficulties or disabilities is particularly sensitive and highly effective. Class teachers and teaching assistants give seamless joint support to all pupils. Marking of pupils' work is incisive and helps them to understand what they need to do to improve. Pupils enjoy coming to this welcoming school. If they are upset or worried they confidently go to adults knowing they will be supportively helped. Child protection and health and safety procedures are very thorough. The school works effectively with the secondary school to which most pupils transfer as well as a good range of helpers from outside school.

Leadership and management

Grade: 1

The headteacher leads the school highly effectively. With the support of governors and staff she has succeeded in improving the school well since its last inspection. Strategic planning is very clear and the targets in the school improvement plan are challenging and realistic. Significant improvements have been made in the teaching and standards in English in Year 2, and in the monitoring and evaluation of teaching throughout the school. Lessons are now monitored thoroughly and followed by effective action to improve teaching and learning, for example, in raising standards in reading by the use of synthetic phonics.

Members of the senior leadership team fulfil their responsibilities very well and contribute strongly to the smooth running of the school, which is essential given its two sites. An innovative feature is the inclusion of the senior office manager in this team. This contributes significantly to the smooth running of the school. The leadership of the headteacher has been highly effective in developing the provision in the Foundation Stage quickly. She recognises fully what still needs to be done. The promotion of pupils' personal development and equal opportunities is outstanding. The headteacher, governors and staff value highly the school's ethnic and cultural

diversity. Governors fulfil their responsibilities extremely well and are actively involved in helping the school to move forward. The capacity to improve is very good.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for your help on our visit to the school. Your school is good and your headteacher, teachers and other adults look after you very well. They want you to do your best.

We enjoyed talking to you and you told us how much you enjoy your work and expressing your views, for example, in the school council. Your teachers and teaching assistants help you to make good progress and to behave well. We know that you especially enjoy the very wide range of activities at lunchtimes or after school.

We have asked your headteacher and staff to help the youngest children make more progress.

With best wishes

Jeff White, lead inspector.