

# Dunton Green Primary School

London Road, Dunton Green, Sevenoaks, Kent TN13 2UR

## Inspection dates

17–18 July 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has made rapid improvements in the quality of education. She has inspired staff to raise their expectations. As a result, pupils' outcomes have quickly improved.
- Pupils make strong progress across year groups in reading, writing and mathematics. Pupils' attainment in reading and mathematics is above the national average.
- Teachers know their pupils well. These strong relationships and substantial improvements in the quality of teaching ensure that teachers' planning meets the needs of all pupils.
- The early years foundation stage provides a very effective springboard into Year 1. Children are well prepared for school life because of carefully planned teaching and high-quality care.
- A varied curriculum helps pupils learn about a wide range of subjects. Many pupils value the opportunities to take part in after-school activities.
- Pupils' behaviour is good because staff use the school's new behaviour system to inspire and enthuse pupils. Pupils conduct themselves well and are respectful towards staff and each other.
- Governors monitor leaders' actions effectively so that improvements are increasingly well embedded. Governors are resolute in prioritising successful recruitment and retention of high-quality staff.
- Attendance is improving but it is still not as high as it should be. The proportion of pupils who are persistently absent has decreased but is still too high.
- Pupils' writing skills are not as well developed as they should be, particularly in key stage 2. Leaders are aware of this and are taking appropriate action.
- The school has been ably supported by the local authority, which has provided effective opportunities for leaders to forge close links with neighbouring schools.

## **Full report**

### **What does the school need to do to improve further?**

- Raise attainment in writing, particularly for key stage 2 pupils.
- Raise rates of attendance for pupils, and particularly disadvantaged pupils, so that they are at least in line with national averages for primary schools.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher, since her appointment in June 2017, has led rapid improvements in the quality of education. Her unwavering determination to raise standards in teaching, behaviour and outcomes has been embraced by staff. Consequently, leaders, staff and governors share the headteacher's high aspirations for the school.
- Leaders understand the school's strengths and weaknesses well. They make effective use of their expertise and knowledge of the school to create pertinent plans for development. This ensures that substantial improvements are prioritised and evaluated effectively.
- Staff are overwhelmingly supportive of the headteacher and leaders. All staff who responded to the survey think the school is well led and managed. They believe that leaders take their well-being into account and they feel well supported by leaders.
- Leaders have improved the way that they monitor pupils' progress. They use pupil outcomes information to ensure that extra support and resources are directed to the right place. As a result, pupils' progress has improved sharply.
- Leaders have made sure that a wide range of subjects are taught throughout the school. Pupils make strong progress because the curriculum is broad, balanced and varied.
- Many pupils now participate enthusiastically in a wide variety of after-school activities such as judo, dance and football. Leaders have worked hard to improve this provision.
- Leaders have ensured that provision for pupils' spiritual, moral, social and cultural education is purposefully embedded throughout the curriculum. Pupils are encouraged to reflect on these aspects of their education, which ensures that they are increasingly well prepared for life in modern Britain.
- The local authority has supported leaders well. Leaders now work with local schools in providing training for teachers. The headteacher has been ably supported by local authority representatives in successfully recruiting new staff.
- Parents and carers are overwhelmingly positive about the quality of education. They believe that their children are happy and safe, and make good progress. Several parents who responded to Ofsted's online questionnaire, Parent View, commented positively on the improvements that have taken place since the new headteacher started. One parent wrote, 'Under new leadership, I feel this school is going from strength to strength.'
- Additional funding for disadvantaged pupils is used well. As a result, disadvantaged pupils, across all year groups, make as much progress as other pupils do nationally. Disadvantaged pupils are particularly well supported in accessing cultural experiences.

## Governance of the school

- Governors share the high expectations of the headteacher. They take their safeguarding responsibilities very seriously and benefit from regular training to consider how to protect pupils from harm, particularly on the internet.
- Governors have an accurate view of the school's strengths and weaknesses. They are committed and resolute about insisting on high standards. Governors regularly challenge leaders by using pupil outcomes information precisely to monitor the effect of leaders' actions.
- Governors have ensured that additional funding for disadvantaged pupils has been spent wisely to improve their progress, particularly in reading, writing and mathematics. They have been instrumental in ensuring that the school retains high-quality staff and in making sure that leaders feel supported and challenged.

## Safeguarding

- Leaders have ensured that checks made on the suitability of staff are appropriate and detailed. These checks are monitored well by governors. Staff receive frequent training on how to keep pupils safe and all staff undertake 'Prevent' training so that they are aware of the signs of radicalisation.
- Staff work well with outside agencies. Staff are diligent in following up referrals that are made to outside agencies so that effective and timely action is taken when a pupil needs extra support.
- Leaders rightly identified that a priority for the school should be the promotion of online safety. Leaders have involved parents in this and provide events where parents are invited to participate in online safety training. Pupils have a well-developed knowledge of how to keep themselves safe online.

## Quality of teaching, learning and assessment

**Good**

- Since the last inspection, the quality of teaching, learning and assessment has improved considerably. Teachers follow a more consistent approach to delivering high-quality teaching.
- Teachers have high expectations of pupils. This ensures that pupils are motivated to pay attention and work hard. As a result, pupils make strong progress, particularly in reading, writing and mathematics.
- Effective teaching in key stage 1 ensures that pupils make strong progress in writing. However, the teaching of writing in key stage 2 is less well developed in making sure pupils attain high standards. As a result, pupils' progress in writing is stronger in key stage 1 than in key stage 2.
- Teachers know their pupils well. Teachers use pupils' assessment information increasingly well so that they can closely monitor pupils' progress. Teachers use pupils' progress information to plan activities that closely match the needs of pupils,

particularly pupils who have special educational needs (SEN) and/or disabilities and disadvantaged pupils.

- Teachers use strong subject knowledge to plan interesting activities. Teachers and teaching assistants work together well to make sure that pupils are given extra support if they need it. Consequently, pupils who have SEN and/or disabilities make good progress from their starting points.
- Teachers' use of homework provides valuable opportunities to extend learning outside of the classroom. Almost all parents who responded to Parent View believe that the school sets appropriate homework.
- Teachers deliver a wide range of subjects across the curriculum. Pupils learn enthusiastically in subjects such as history, geography and computing. Pupils' progress in a wide range of subjects is good.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- The school's core values of respect, resilience, perseverance, teamwork and achievement are well embedded in day-to-day lessons and activities. Pupils know what the school stands for and they understand what the core values mean. Teachers frequently mention these core values, which ensures that they permeate throughout school life.
- Staff ensure that pupils develop well in a safe school environment. Staff are vigilant in taking appropriate action if they are worried about a pupil. Pupils feel safe and know who to go to if they need extra help or have worries.
- E-safety is particularly well developed. Pupils were able to tell inspectors how they keep themselves safe while online and what to do if they were concerned about risks online. School displays reinforce online safety messages so that pupils understand the importance of internet safety.
- Staff and pupils have strong relationships built on mutual respect. These relationships help pupils to do their best in lessons and to develop their social skills. Pupils are adamant about treating all people equally.
- Pupils benefit from a well-developed social, moral, spiritual and cultural education. They enjoy learning about fundamental British values in assemblies and within the curriculum.

### **Behaviour**

- The behaviour of pupils is good.
- Staff employ the school's behaviour policy consistently so that pupils pay attention to staff and follow instructions. Classrooms are calm and purposeful. As a result, pupils concentrate well on their work.

- Pupils' conduct around the school is very positive. At social times, pupils enjoy socialising with other pupils. Pupils play constructively in the well-resourced outside areas. There is a harmonious atmosphere at social times and pupils can choose from a range of activities such as playing on the outside equipment, sitting with friends or playing sports.
- Pupils respond positively to well-established routines. They are punctual to classes and well prepared to make the most of their lessons.
- Overall attendance is slightly below the national average for primary schools. Leaders use increasingly effective strategies to ensure that pupils rarely miss school. As a result, attendance is improving and fewer pupils regularly miss school. However, attendance remains slightly below the national average for primary schools, particularly for disadvantaged pupils. Leaders need to ensure that pupils, particularly disadvantaged pupils, come to school regularly.

### Outcomes for pupils

**Good**

- Pupils' progress from their starting points in reading, writing and mathematics is strong across all year groups because pupil outcome information is used effectively and teaching has improved.
- Compared to 2017, Year 6 pupils' attainment increased significantly in reading and mathematics in 2018. Overall, the proportion of Year 6 pupils reaching expected standards in reading, writing and mathematics combined has increased dramatically.
- In mathematics, attainment has increased in all year groups. In Years 1, 3 and 6, pupils' performance in mathematics is above what pupils are expected to attain. Increasingly, more pupils reach higher standards in mathematics in key stage 2.
- Pupils attain well in reading. Leaders have introduced a range of strategies to improve reading. Pupils told inspectors that they enjoy the daily 'drop everything and read' sessions. Pupils talk confidently about authors and different types of fiction books. In almost all year groups, attainment in reading is above the national average and, increasingly, more pupils are attaining higher standards in reading.
- In writing, attainment is not as strong as it is in reading and mathematics. Strategies to improve writing are having an increasingly positive effect on attainment levels in key stage 1. However, in key stage 2, attainment in writing needs to improve if it is to match the attainment levels in reading and mathematics.
- Pupils' progress in Year 1 is strong. An above average proportion of pupils meet the expected standard in the Year 1 phonics check. Year 1 pupils are prepared particularly well in improving their reading.
- Pupils develop their knowledge, skills and understanding in a range of subjects across the curriculum. Pupils' progress is becoming increasingly strong in all subjects across year groups. For example, in science, pupils develop their abilities to apply scientific theories to their own experiments well.
- Disadvantaged pupils and pupils who have SEN and/or disabilities make strong progress across year groups. Teaching assistants work particularly well with pupils who have SEN and/or disabilities so that they are supported in meeting their challenging

targets and in making good progress. Close monitoring of disadvantaged pupils leads to good outcomes.

## Early years provision

**Good**

- In the early years, children develop the skills and knowledge needed to enable them to make a very positive start to Year 1. Staff ensure that children learn about the school's core values in an age-appropriate way.
- Leaders have a clear understanding of the strengths and weaknesses of early years provision. Provision has improved in recent years. As a result, outcomes for children in early years have improved.
- Teachers and teaching assistants skilfully use simple instructions, targeted praise and demonstrations to encourage children to enjoy learning and develop resilience so that they practise skills such as writing, reading and cooperating. As a result, almost all children reach a good level of development before moving into Year 1.
- Leaders know how well children in the early years are developing. The progress of children is monitored closely so that teachers and teaching assistants can plan carefully to meet the needs of all children. Pupils are very well supported if they fall behind. For example, children are helped to write simple sentences in smaller groups if they find this too difficult without direct, adult supervision.
- The indoor and outdoor areas are well resourced and inviting. Children use equipment to learn to do things independently. Staff are on hand if a more directed approach is necessary when children are playing.
- Children's behaviour in the early years is good. They can listen to adults and to each other. Children collaborate well with others and make choices about the activities that they want to do.
- Staff maintain very positive relationships with parents. Parents appreciate the information they regularly receive about their child's progress and they are very complimentary about the transition arrangements for starting early years and Year 1.
- Effective measures are in place to make sure that children are safe in the early years and that their personal development and welfare needs are met.

## School details

Unique reference number	118272
Local authority	Kent
Inspection number	10040941

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

Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Sarah Brown
Headteacher	Tracey Boanas
Telephone number	01732 462 221
Website	<a href="http://www.dunton-green.kent.sch.uk/">www.dunton-green.kent.sch.uk/</a>
Email address	<a href="mailto:HT@dunton-green.kent.sch.uk">HT@dunton-green.kent.sch.uk</a>
Date of previous inspection	June 2017

## Information about this school

- Dunton Green Primary School is smaller than the average-sized primary school.
- The headteacher joined the school in June 2017.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The large majority of pupils are of White British background.
- The proportion of pupils who are disadvantaged is the same as the national average for primary schools.
- The proportion of pupils who have SEN and/or disabilities is below average.



## Information about this inspection

- Inspectors observed learning in 18 lessons. In several observations, senior leaders joined inspectors.
- Inspectors held meetings with the headteacher, senior leaders and governors.
- Inspectors held a telephone meeting with a local authority representative.
- Inspectors formally met with groups of pupils from key stage 2. Their views from surveys were considered. Inspectors also spoke to a wide range of pupils during social times and during lessons.
- Inspectors looked at samples of pupils' work and observed pupils' behaviour in lessons and around school.
- Inspectors considered the views of staff from meetings with groups of staff and from the 20 staff who responded to the confidential questionnaire.
- Inspectors considered the views of 41 parents who responded to the confidential Ofsted parental questionnaire, including 41 free-text responses.
- Documentation was scrutinised by inspectors including the school's plans for improvement, school self-evaluation, reports on attendance and behaviour, records relating to pupils' safety, minutes of governors' meetings, and information on pupils' outcomes.

## Inspection team

Harry Ingham, lead inspector

Her Majesty's Inspector

Sue Cox

Ofsted Inspector

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