

# Inspection of Danbury Park Community Primary School

Well Lane, Danbury, Chelmsford, Essex CM3 4AB

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Inspection dates: 21 to 22 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

## **What is it like to attend this school?**

Pupils are very happy in this caring community. They know their teachers expect them to do their best. Pupils learn much, play fairly and attend regularly. They are safe because their teachers vigilantly look out for their well-being. Pupils know they can always turn to an adult for help.

Children, right from Reception behave exceptionally well. They come to school ready to learn. Pupils participate enthusiastically in lessons. They are inquisitive about the world around them. They ask interesting questions, which helps them to develop their knowledge. They treat each other, adults and visitors to the school with respect.

Pupils eagerly take part in a range of extra-curricular activities. They build confidence and hone their performance skills, for example in 'Danbury's got talent'. They visit observatories, the theatre, castles and museums. These experiences help enhance pupils' historical, scientific and cultural knowledge.

Pupils contribute significantly to their school and the local community. They gain leadership skills through representing their friends on the school council. Older pupils help children in Reception read and become valuable role models. Pupils run the healthy snack shop. This further reinforces their financial and business awareness. They raise money for charities. The 'young voices' entertain older and younger local residents. They also perform nationally.

## **What does the school do well and what does it need to do better?**

The school has constructed an ambitious curriculum. Leaders have carefully selected the knowledge pupils learn. New knowledge logically links to pupils' prior learning. As a result, pupils quickly grasp increasingly sophisticated concepts. From Reception, children explain ideas using subject-specific vocabulary. Teachers ensure pupils regularly practise what they have learned. Pupils therefore remember knowledge with ease. This helps them to calculate at speed in mathematics. They apply what they have learned to solve problems. Children show determination in their learning. They do not give up.

Teachers introduce new knowledge clearly. They break learning into small stages so that pupils understand. Teachers rigorously identify any misconceptions and errors. They give pupils specific help and learning improves. In some areas of the curriculum, learning activities do not ensure some pupils build curriculum knowledge as well they should. Leaders are aware of this.

Learning to read is a high priority. Reception-age children gain sounds swiftly and blend without support. Year 1 pupils, including those with special educational needs and/or disabilities (SEND), begin to read with fluency and expression. They apply their reading strategies to read new words. Leaders give parents clear guidance on how to support their child's reading. Pupils who fall behind receive support and they

catch up. Outcomes in phonics are among the highest in the country. Pupils enjoy a range of diverse texts. Through these, they gain an appreciation of world cultures and understand social issues, such as homelessness.

Leaders are refining the English curriculum in light of some lower outcomes in writing at key stage 2 in 2023. Pupils now have more opportunities to apply their knowledge of grammar, spelling and punctuation in a variety of written styles. They study war poetry, for example. This provides insight into life in the trenches and the causes of World War 1. They use this knowledge to craft new poems and imaginary diary entries. Pupils also develop empathy for those who experienced significant challenges in the past.

The school accurately identifies pupils with SEND. Staff apply precise strategies to adapt the curriculum for these pupils. Leaders regularly check how well pupils with SEND are learning. Pupils support and take care of friends who find some learning more demanding. Leaders have established a highly inclusive ethos. Pupils are open minded. They welcome those who are different from them.

The personal, social and health education curriculum further prepares pupils for the next stage in their lives. Pupils know how to nurture healthy relationships. They acknowledge that some actions and words may hurt others. They understand how their bodies will develop as they mature. They know how to eat healthily and to avoid behaviours which may cause them harm. Pupils have a wide range of opportunities to play sports and compete regionally.

Through the 'Our World, Our Future' project pupils investigate the impact humans have had on the Earth. They raise awareness of how to be more eco-friendly.

Leaders and governors astutely evaluate the quality of all areas of school life. Leaders support staff well and listen to their views. They provide bespoke training to teachers to ensure they realise leaders' ambitious vision for the school. Leaders have built firm bridges with the community. Parents overwhelmingly recommend the school. They rightly praise the bright future the school builds for their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some areas of the curriculum, teachers do not precisely select learning activities which reflect curriculum aims. As a result of this, some pupils do not learn as well as they might. Leaders must ensure that teachers implement learning activities which enable pupils to access the curriculum fully.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	114992
<b>Local authority</b>	Essex
<b>Inspection number</b>	10345143
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	258
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Sutton
<b>Headteacher</b>	Carol Gooding
<b>Website</b>	<a href="http://www.danburypark.essex.sch.uk">www.danburypark.essex.sch.uk</a>
<b>Dates of previous inspection</b>	13 to 14 November 2013, under section 5 of the Education Act 2005

## Information about this school

- The school makes use of one unregistered alternative provider for one pupil.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the chair of governors, other governors, the headteacher, other leaders, subject leaders, teachers and support staff. The inspectors carried out deep dives in early reading, mathematics, history, science and physical education. These included discussions with subject leaders, visits to lessons, meetings with staff and pupils, scrutiny of pupils' work and a review of any

curriculum documentation. They also scrutinised other curriculum areas and pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the views of pupils, staff and parents. There were 28 responses to Ofsted's staff survey. There were 112 responses to Ofsted's online questionnaire, Ofsted Parent View. The inspectors considered 33 free-text responses from parents. Inspectors also spoke to parents.

### **Inspection team**

Adam Cooke, lead inspector

His Majesty's Inspector

Craige Brown

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