



## Assessment day report (stage 2)

<b>School</b> Danes Hill School, Oxshott KT22 0JG	<b>School more able coordinator</b> Sonal Chatrath, Director of Learning
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### School context

Danes Hill School is a large independent co-educational preparatory school for pupils aged 3-13. The number of pupils on roll is 889. Danes Hill School received the result of “outstanding in all areas” in the ISI Inspection report, September 2013. In the school’s compliance inspection in June 2017, there were no areas for development areas identified.

### Summary of strengths

#### Provision and outcomes

##### *Self-evaluation, evidence scrutiny, interviews*

- School leaders have created a highly inclusive ethos where the pursuit of excellence across academic, artistic and sporting domains is expected, valued and celebrated. As a result, pupils receive an impressive rounded education and are confident and successful learners.
- The curriculum offer is exceptional in its breadth, depth and balance which enables a wide range of skills and talents to be developed. Of particular note is the language offer which includes MFL, Latin, Greek, Japanese and Mandarin. A programme of well- designed, creative and relevant cross- curricular opportunities enable pupils to make links in their learning. e.g. in the world war 2 theme project. Enrichment and extra -curricular opportunities are legion. “There are no boundaries on what’s on offer”. (Parent)
- Pupils achieve consistently well with excellent results in 11+, Common Entrance and the school regularly secures a large cohort of pupils attaining scholarships in a range of subjects. The school also achieves success at local and national level in sport, music and through a range of subject based competitions.
- Teachers know their pupils well and pupils’ progress is discussed regularly. Tracking and assessment systems are very robust and the school promptly provides tailored support for pupils when needed.
- The leadership of gifted and talented provision has been a driving force in influencing teachers to reflect on their practice to improve challenge in lessons. Departments have audited their able pupil provision, embraced CPD and shared approaches to improve differentiation and the quality of teaching. For example, through the Danes Hill 5 Star Features of a Great Lesson approach. Teachers describe the school as having a learning culture which is “can do”.

- From the earliest stages, pupils have access to subject specialist teachers who are able to pitch lessons at a high level of challenge and encourage a passion for learning. Teachers work very hard to meet the individual needs of pupils and are excellent role models for their pupils.
- Work scrutiny shows that able pupils in the upper school are regularly confidently working at a level beyond their age in a range of subjects.
- Pupils greatly value the individual care, support and guidance which they receive from their teachers and tutors. They feel that teachers provide good challenge in lessons and are always approachable if they need help although they say the school encourages them to “discover the answer themselves”. They appreciate the comprehensive facilities and wide range of clubs and competitions the school provides. They feel that it is “cool to be clever”, and that Danes Hill is a “great all-round school.”
- Pupils are encouraged to “reach out” to the community and be helpful and responsible young people. They are involved in numerous charitable activities as well as participation in the increasingly popular Ravens Award. These activities also enable pupils to develop independence and leadership skills.
- Parents feel that the school provides an “excellent” education for their children and there is good balance in the emphasis between academic and personal development. They say that communication is always very efficient - “there is always a follow up” -and value how pupils are encouraged to develop a wide range of interests, “step forward and take opportunities” and learn about resilience, independence and life skills. They describe the school as “very special”.
- Governors are kept up to date about gifted and talented provision through reports, presentations from staff, and monitoring activities which include observing lessons. They provide good support and challenge to school leaders and have supported the development of G&T provision through a substantial budget allocation.

Where teaching and learning for challenge is good or better

*Lesson observations, work scrutiny, case study*

- Relationships between teachers and pupils are warm and respectful. In all lessons observed, pupils are eager to learn, willing to answer questions, and when required can work intently to complete challenging tasks set. E.g. in year 7 top set mathematics where pupils enjoyed the mental struggle of working through some very challenging problems.
- Lessons were clearly framed with learning objectives, built on prior learning, and differentiated to meet the range of pupils’ needs.
- Learning started promptly, lessons have good pace and pupils are motivated to learn through carefully planned, relevant, active learning activities e.g. discussion of the effects of deforestation in year 6 science; year 7 Spanish which involved role play to practice language skills.
- Teachers have high expectations which sets an aspirational tone to the learning. Clear explanation and the use of modelling provides ensures that pupils understand how to complete tasks set with a high degree of success e.g. year 5 art lesson where pupils skilfully and enthusiastically undertook creating a clay house following very clear instruction.