

# De Havilland Primary School

Travellers Lane, Hatfield, AL10 8TQ

**Inspection dates** 8–9 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not make good enough progress as they move through the school to achieve well by the time they leave at the end of Year 6.
- In particular, pupils' basic numeracy skills are not developed as well as their literacy skills, and this holds back their attainment in mathematics.
- The positive steps taken recently to improve teaching and subject leadership have not yet had enough impact on pupils' achievement.
- Teachers do not always make full use of information on pupils' previous learning when planning lessons or marking work.
- As a result, lesson activities and adult support are not matched closely enough to pupils' differing levels of ability to challenge them or build on their learning. The more-able pupils in particular are not always stretched sufficiently.
- In mathematics there is too little focus on developing pupils' skills, knowledge and understanding through practical activities that enable pupils to find things out for themselves.

### The school has the following strengths

- The new leadership team and all the staff have made changes to improve teaching and raise standards. They have identified the right things to move the school forward, and have created a positive environment for pupils to learn in.
- As a result pupils feel safe and generally behave well around the school, and teaching and learning are beginning to improve.
- The strengthened governing body holds the school to account effectively, and has made good use of support from the local authority in the drive for improvement.
- Pupils from minority ethnic groups and those who speak English as an additional language benefit from good support, and make quicker progress than their classmates.

## Information about this inspection

- The inspection team observed teaching and learning in 21 lessons. 13 of these were seen jointly with the headteacher and deputy headteacher.
- Discussions were held with the headteacher, a parent, staff, a representative from the local authority, governors and pupils.
- The inspectors observed a playtime and lunch breaks and also attended an assembly.
- The inspectors took account of the 32 responses to the online survey (Parent View).
- 16 questionnaires from staff were analysed.
- The inspection team examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work, documents relating to safeguarding and the school's improvement plans.

## Inspection team

Ronald Hall, Lead inspector

Additional Inspector

Liz Kissane

Additional Inspector

Ian Jones

Additional Inspector

## Full report

### Information about this school

- De Havilland is much larger than the average-sized primary school. All pupils are taught in single-age classes. Although the majority of pupils are of White British origin there are a large number of different minority ethnic groups in the school, and a much larger than average percentage of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average. The proportion supported at school action plus or through a statement of special educational needs is average.
- A higher-than-average proportion of pupils are supported by the pupil premium, which in this school provides extra funding for pupils known to be eligible for free school meals and a very small number who are looked after by the local authority.
- A higher-than-average proportion of pupils joins or leaves partway through their primary school education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school provides a daily breakfast club, which is managed by the governing body.
- Since the last inspection the school has experienced a number of changes in staffing, including the appointment of a new headteacher and acting deputy headteacher in September 2012. The school is also restructuring the middle leadership team.

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

- Make sure the quality of teaching is consistently good or better by:
  - making sure all teachers use information on pupils' progress to provide work that is consistently well matched to their needs and ability levels
  - making sure that all the other adults who support pupils' learning know exactly what they need to do and how, so this support is effective and well-focused
  - improving the quality of marking so that all pupils know how to improve their work.
- Raise achievement in mathematics for all pupils by:
  - increasing the opportunities for staff to share the good practice that exists within the school, as well as providing further opportunities for staff training
  - consistently providing all pupils with challenging work, especially the more-able pupils
  - providing regular opportunities for pupils to apply their skills and knowledge in practical situations.

## Inspection judgements

### The achievement of pupils **requires improvement**

- Achievement requires improvement because pupils do not make good enough progress to reach the standards they are capable of, particularly in mathematics. This is due to work not being focused sharply on the needs of the pupils, and the more-able pupils not being sufficiently challenged.
- The 2012 Year 6 results in English and mathematics were below average. The new leadership team has taken positive action that is already beginning to raise standards, although progress is not yet consistently good in all year groups. There are success stories where individual pupils have made rapid progress. By contrast, some pupils' progress has been relatively slow.
- Children's skills on entry vary from year to year. Although most show broadly expected personal and social skills for their age, children's number, communication and language skills are often below the levels expected. Following recent improvements to the way children in the Early Years Foundation Stage are taught, they are now making good progress except in mathematical development, where it still requires improvement due to teaching not being as strong.
- Although attainment is still below national averages in reading and writing, it has improved this year and achievement is becoming more consistent across the school.
- Pupils' recognition and understanding of letter sounds (phonics) are taught effectively in a step-by-step way. More regular reading at school, individual work with staff and volunteer helpers, better support at home and increasing opportunities to enjoy books and reading all contribute to improved progress.
- Disabled pupils and those who have special educational needs are now also making better progress. In the lessons seen, these pupils were taught and supported well. Good support for pupils from minority ethnic groups and those who speak English as an additional language helps them to make good progress, and their achievement is a little above that of their classmates.
- Pupils who join the school partway through their primary school education are well catered for and settle in well. As a result their progress is in line with that of most other groups in the school.
- In the 2012 Year 6 national tests the pupils supported by the pupil premium attained standards that were about two terms behind their classmates in both English and mathematics, but they had made similar progress during their time in the school. The current pupils supported by this funding are making better progress as a result of improving help and guidance.

### The quality of teaching **requires improvement**

- The quality of teaching requires improvement because it has not been consistently good enough over time. In the past the teaching of mathematics has been less effective than the teaching of English in meeting the needs of pupils. As a result the pace of pupils' progress is not enough to secure above-average attainment.
- The school has taken steps to improve pupils' problem-solving skills and give them more opportunities to practise their skills and knowledge in more practical lessons. However, these

changes are too recent to have demonstrated improvements in the pupils' achievement.

- Teachers do not consistently use the information they have on their pupils' progress to plan lessons, or to adapt their teaching as the lesson progresses. This results in some lessons lacking challenge and not fully meeting the needs of the pupils. This is especially so in mathematics, where the more-able pupils are not stretched enough to reach the higher levels in their work. For example, in several mathematics lessons seen on differences between numbers, there was little or no variation in the work given, despite groups and individuals being at different ability levels.
- Although the school has recently introduced a new marking policy and procedures, they are not as yet fully embedded across the school. The result is that too many pupils are not provided with enough information on how to improve their work.
- Teachers do not use the other adults available in lessons consistently well to support learning. This is because they do not always inform these adults what they are to do, or how it should be done. As a result some group work is less effective and so progress slows.
- In the best lessons, however, pupils are challenged and work is varied to match their needs. For example, in a literacy lesson on reading skills and story development other adult support was used well to encourage pupils to use their skills in letter sounds to read words and text, while more-able pupils explored the characters and discussed the story so far.
- Following recent improvements the assistance provided for disabled pupils and those who have special educational needs, and those supported by the pupil premium, is more closely meeting their needs. This has resulted in these pupils making better progress, particularly in reading and writing.
- Teachers establish strong relationships with pupils and create a positive climate for learning. Adults manage the pupils well. Pupils' spiritual, moral, social and cultural development is promoted well. Pupils show consideration and respect for others, and their skills in working collaboratively are generally well developed.
- In the Early Years Foundation Stage there is an appropriate balance between adult-led activities and opportunities for children to explore and learn on their own.

### **The behaviour and safety of pupils**

### **requires improvement**

- Pupils' attitudes in lessons are not consistently good. When the pace of teaching is too slow, or teachers do not check how well pupils are working during the lesson, pupils lack concentration and are easily distracted.
- Pupils generally behave well in and around the school. The large open spaces and a good range of apparatus for outdoor activities help to make sure pupils are well occupied at break and lunchtimes. Pupils are generally polite and considerate of others.
- Pupils say they feel safe in school and act in a safe manner. Work in different subjects allows them to develop a suitable understanding of how to stay safe in a range of situations. Pupils also know about the potential dangers of using the internet and what to do if an issue arises. Pupils have an adequate understanding of different types of bullying and are taught about these in lessons.

- Pupils did raise concerns about behaviour at lunch times, but also stated this was quickly dealt with by adults.
- Pupils' attendance is above average. The new leadership team has worked hard to improve attendance and punctuality through improved communication with the parents.
- The new leadership team has started to improve the pupils' behaviour and attitudes to learning, but this has yet to be reflected in their progress and achievement.

### **The leadership and management** requires improvement

- The very positive views of staff, governors and the local authority reflect the way the new headteacher and acting deputy headteacher have developed a strong commitment to continued improvement and driving the school forward. However, these changes are too recent to have shown improvements in the quality of teaching and therefore pupils' achievement.
- As the middle management structure is under review, some leaders of key areas are relatively new to their posts and so their role in checking performance and improving their area of responsibility is not fully developed. The school has clear plans for training them and developing their skills in this area.
- Changes in the leadership team mean that teachers have not yet had the opportunity to share and experience the good practice that already exists in the school, or to develop their skills through further training. This is especially so in mathematics.
- The senior leadership team and governors have a clear overview of the school's performance. All are rightly focused on raising pupils' achievement, sharpening assessment and strengthening teaching. Their actions have created a positive environment for the pupils to learn in, and the school has a welcoming atmosphere. The sharper system for checking pupils' attainment puts leaders in a better position to take action when individuals are falling behind.
- The development of staff skills is based on appropriate procedures for checking their performance, and linked to the school's priorities for improvement. Decisions about staff promotion and salary increases are correctly based on responsibilities, staff performance and the progress that pupils make.
- The pupil premium funding has been used appropriately to provide eligible pupils with extra teaching support. Some of this funding has been used to provide a breakfast club each day, and this has resulted in improved attendance and punctuality. It also helps pupils who attend to be better prepared for the day ahead.
- The local authority has worked closely with the school for some time, but particularly so since the appointment of the new headteacher. Its recent reviews of the school's performance provide an accurate overview of its strengths and areas for improvement. Good support is provided and the local authority is contributing well to the school's drive for improvement.
- All pupils have full access to the range of opportunities that the school provides. Discrimination, in any form, is not tolerated.
- The school provides a good range of subjects and topics to promote pupils' learning, and is

constantly reviewing the way they are taught in order to make them as interesting and as much fun as possible. Pupils enjoy the range of clubs and educational visits. Effective steps have been taken to improve the teaching of reading and writing. Leaders are keen to strengthen mathematics. There have been good improvements to outdoor learning opportunities.

■ **The governance of the school:**

- Like the senior leadership team, the governing body has undergone a lot of changes and its members are enthusiastic, supportive and challenging. They have a good understanding of the school's performance and the local community it serves. They are fully aware that pupils' achievement and teaching need to improve and be more consistent. Governors are now in a position to rigorously check that the school is improving. They know how pupils' attainment and progress compare to those of pupils in similar schools nationally. They are provided with regular updates on the quality of teaching. Governors understand recent requirements relating to management of staff performance, and make sure that pay and promotion are linked to the progress pupils make. They make sure that pupil premium funding is properly spent and check how well eligible pupils are progressing. Governors regularly have training to improve their effectiveness. They have made sure that all safeguarding procedures meet national requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	134716
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	413055

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	435
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Weetman
<b>Headteacher</b>	Andrew Peck
<b>Date of previous school inspection</b>	9 July 2009
<b>Telephone number</b>	01707 346620
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