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18 July 2013

Andrew Peck  
Headteacher  
De Havilland Primary School  
Travellers Lane  
Hatfield  
AL10 8TQ

Dear Mr Peck

### **Requires improvement: monitoring inspection visit to De Havilland Primary School**

Following my visit to your school on 17 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2013. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During the visit, meetings were held with you, the deputy headteacher, five members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated. I also had a tour of the school, looked at pupils' work in English and mathematics and had discussions with those teachers with leadership responsibility for these subjects.

### **Main findings**

A comprehensive action plan provides an effective structure for tackling the issues from the last inspection. It clearly identifies who will lead each action and who will check their impact. Clear targets and timescales are set to measure improvements in the quality of teaching and achievement in mathematics. The plan identifies specific targets for pupil performance and improvements in the quality of teaching and these will help you measure the success of each action. You have been quick to provide

the necessary training and support for staff to accelerate improvement and improve pupil outcomes.

There is a sharp focus on improving the quality of education across the school through good leadership; for instance, in the Early Years Foundation Stage. The quality of learning is improving rapidly because, with support of senior leaders, you are identifying weaknesses in teaching and addressing these through a well-organised programme of coaching and support. However, your records show that inconsistencies in teaching quality remain between some classes and year groups. Teachers highlight in their marking what pupils have done well and what mistakes they have made. However, pupils in a number of classes are not given sufficient opportunity to make the necessary corrections to their work. Opportunities are missed to consolidate their learning and this slows their rate of achievement in writing and mathematics.

In response to recent training, governors demonstrate better awareness of data related to pupil achievement and how they can use it to monitor the school's effectiveness. However, governors are yet to make effective use of school visits linked to the action plan to assess the progress the school is making on the key issues raised at the last inspection.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that school leaders and governors make effective use of regular and specific monitoring to eliminate inconsistencies in teaching and pupils' learning to accelerate achievement.

I shall make a further monitoring visit to review the progress the school is making.

### **External support**

Effective use is made of external support from the local authority and other training providers such as a local university to develop the skills and expertise of middle leaders and teachers. Local improvement officers maintain a close overview of the school to ensure that it quickly tackles the key issues from the inspection to secure the necessary improvements in pupils' outcomes.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hertfordshire.

Yours sincerely

Philip Mann  
**Her Majesty's Inspector**