

# Warren Dell Primary School

Gosforth Lane, South Oxhey, Watford, WD19 7UZ

**Inspection dates** 11–12 December 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well and make good progress. Attainment is rising and progress is accelerating.
- Teaching and learning are good and sometimes outstanding.
- Excellent pastoral and academic support for pupils enables them to make good progress, sustains positive attitudes to learning and enhances their well-being.
- The curriculum is rich and broad. It develops pupils' basic skills well. Topics are exciting and based on pupils' interests and enthusiasms.
- Pupils' behaviour is good. They are eager to learn, and feel safe in school.
- The school has a strong commitment to staff development in order to further improve the quality of teaching and raise pupils' attainment.
- The very effective senior leadership team has been highly successful in communicating its members' vision for the school through their relentless drive for improvement.
- The governors know the school very well. They robustly hold it to account for how well pupils are doing.

### It is not yet an outstanding school because

- Not enough teaching is outstanding. Some pupils at the early stages of learning English do not always make good progress in lessons.
- Improvement planning does not have a sharp enough focus on pupils' achievement.
- Achievement over time is not high across all subjects or for all groups of pupils. Pupils' handwriting, grammar and spelling are not good enough.

## Information about this inspection

- Inspectors observed teaching in all classes at least once. Almost all of these were joint observations with the headteacher or deputy headteacher.
- Meetings were held with the school council, the head boy and head girl, pupils who work as play leaders, four members of the governing body, the senior leadership team and key stage leaders. Inspectors also spoke with two representatives from the local authority.
- Inspectors spoke informally to pupils on the playground, in the dining hall and around the school. They listened to pupils read and talked to them about their books.
- Inspectors took account of the 35 responses to the online questionnaire (Parent View) during the inspection and spoke to parents at the start of the day.
- The inspectors observed the school's work and looked at a range of documents, including the school's own information on pupils' achievement, documents relating to safeguarding, reviews of teaching and learning and those relating to the performance management of staff. They also scrutinised the school's self-evaluation and improvement planning.

## Inspection team

Robert Lovett, Lead inspector

Her Majesty's Inspector

Nicholas Capron

Additional Inspector

## Full report

### Information about this school

- Warren Dell Primary School is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- There is on-site pre-school provision. This is not managed by the governing body and was inspected separately in October 2013.
- The proportion of pupils supported through the pupil premium is about twice the national average. The pupil premium is additional funding for specific groups of pupils such as those known to be eligible for free school meals and children in local authority care.
- The proportion of pupils who leave or join partway through their primary school education is higher than average.
- The proportion of pupils from minority ethnic groups is above average, the largest being pupils of any other White background with small numbers from a range of different ethnic and cultural backgrounds.
- The proportion of pupils who speak a first language other than English is above average.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher is providing support for leadership and management in another local primary school.

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

- Improve the school development plan and increase accountability by focusing more sharply on the impact of the school's actions on pupils' progress and attainment.
- Increase displays of pupils' written work which exemplify high expectations and celebrate pupils' achievements in order to improve their handwriting, grammar and spelling.
- Ensure all staff are well prepared to teach pupils who are in the early stages of learning English, and carefully:
  - focus learning on developing pupils' speaking, listening, reading and writing skills
  - explain work so pupils know exactly what they should do in lessons.

## Inspection judgements

### The achievement of pupils is good

- Achievement is not outstanding because pupils' progress is not consistently high over time or between subjects.
- Most children enter the Nursery with levels of skills and knowledge well below those expected for their age. Some have poorly developed language, number and social skills. They make good progress during their time in the Nursery and Reception classes and enter Year 1 ready for more formal learning.
- In the 2013 Year 1 phonics screening test pupils' performance was close to average. Boys did much better than girls. Those pupils supported through the pupil premium did as well as similar pupils nationally but less well than their classmates.
- Attainment in Year 2 is broadly average overall and above average in mathematics. In 2013 attainment rose in reading, writing and mathematics, with the biggest gains in mathematics. Boys did better than boys nationally but not as well as girls. Pupils supported through the pupil premium did much better than similar pupils nationally.
- Attainment has risen in each of the last three years. In the most recent national tests the attainment of pupils in Year 6 was broadly average. Pupils did least well in the new English grammar, punctuation and spelling assessments.
- Overall, boys did much better than girls in mathematics, reading and writing, and much better than boys nationally. Pupils supported through the pupil premium did much better than similar pupils nationally in mathematics and reading and better in writing. Pupils who speak a first language other than English did as well as their classmates overall but less well in reading.
- Pupils' progress is significantly above average overall and in mathematics and writing. Pupils supported through the pupil premium made significantly more progress than similar pupils nationally and more progress than all pupils nationally. Pupils who speak a first language other than English made very good progress.
- Pupils with disabilities or other special educational needs made good progress, particularly those at school action plus.
- Almost all pupils made expected progress and about half exceeded expected progress. Pupils who joined the school in Years 5 and 6 also made good progress.
- Measured against floor standards, attainment gaps have closed rapidly over three years.
- In almost all lessons pupils make at least good progress, and sometimes they make outstanding progress. They make the best progress when expectations are high, work is carefully matched to their abilities, and their learning is constantly challenged and accelerated.

### The quality of teaching is good

- Good teaching was observed in all key stages. Almost all teaching is good and some is outstanding.

- Pupils make the most rapid progress when expectations are high and teachers carefully explain exactly what they want pupils to learn. In these lessons work is carefully matched to meet the needs of the most and least able and everyone is clear about how their work will be assessed. Where teaching is less successful the pace of learning slows because work is not carefully enough explained and adults do not make sure that all pupils are sure about what they are expected to learn.
- Marking, which was a weakness at the time of the last inspection, is now of good quality. Pupils have good opportunities to respond to teachers' detailed marking and improve their work. Teachers ensure that points for improvement are followed up. Pupils know their targets and what they need to do to meet them. In a good English lesson pupils reminded each other about their targets and spontaneously checked each other's work without prompting by an adult.
- Pupils work well together and readily cooperate to complete tasks and solve problems. They greatly enjoy being able to discuss ideas and work together, and say this approach helps them learn more quickly. In an outstandingly well-taught Year 6 mathematics lesson pupils worked together to solve complex practical problems. They were able to select the resources from a range available and devise their own strategies to solve carefully differentiated problems.
- Careful scrutiny of pupils' books and other work confirms the good progress observed in lessons. However, too few pupils take enough pride in the presentation of their work. The recently introduced weekly handwriting lessons have not had time to have an impact on pupils' writing and some hold their pens and pencils awkwardly.
- Classrooms are bright and attractive. Pupils make good use of the 'working walls' as a point of reference and to improve their work. There are too few displays which exemplify high standards, celebrate pupils' achievement and set the standard for the presentation of work.
- While pupils who speak a first language other than English mostly make good progress, teachers do not always maximise the learning of those at the earliest stages of learning the language. In particular, opportunities for them to discuss their work and listen to the thoughts of others before writing are not thought through clearly enough.
- The teaching of phonics is usually at least good and this results in pupils making good progress. Younger pupils apply their knowledge of letters and sounds well in order to confidently read unfamiliar words. They also make good use of illustrations and other cues. Pupils of all ages enjoy reading and talk enthusiastically about their favourite authors and books.

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

- Pupils are polite, friendly and welcoming. Behaviour in and around school is consistently at least good and is often exemplary. At break times play leaders readily play with younger pupils and with those in need of friendship.
- While good behaviour is the norm, staff are able to use a range of successful strategies to keep all pupils engaged in learning. In some parts of lessons teachers are occasionally not consistent enough in their expectations. When teachers ask that everyone puts down their pens and whiteboards, the expectation should be that everyone will quickly comply.
- Pupils have positive attitudes to learning and are eager to do well. As one said, 'We are proud of each other and we are proud of our school.'

- Pupils say that bullying and name calling are rare but that if they do happen staff deal with them quickly and well. The school actively promotes equality and tolerance. Pupils speak enthusiastically about the 'show racism the red card' sessions. Records of poor behaviour are meticulously maintained and appropriate action taken.
- Pupils' view that behaviour is good is endorsed by all staff and almost all parents.
- Attendance is broadly average and improving. The school has high expectations regarding punctuality. The names of pupils who are late are carefully recorded and a range of strategies used to improve timeliness.
- Pupils know about the need to take care when working online, and about the dangers of social media. They know how to keep themselves safe when near busy roads and when out of school.

### **The leadership and management** are good

- The headteacher and deputy headteacher work very well together, complementing each other's strengths and working as an effective team. Their joint leadership of the school is outstanding and has made a significant contribution to school improvement.
- The senior leadership team is eager to improve. Middle leadership has improved significantly since the last inspection. All of the 20 staff who returned the inspection questionnaire were positive about every aspect of the school's work.
- The school's evaluations of how well it is doing are accurate and clear, with a sharp focus on pupils' achievement. This clarity does not translate into the school improvement plan, which lacks a correspondingly sharp focus on the intended impact of the school's actions on pupils' attainment and progress.
- The school has been highly successful in consulting with staff, parents and pupils on identifying its priorities and involving them in assessing its progress. The school's values and drive for improvement are widely shared.
- There is a sharp focus on improving the quality of teaching through robust performance management. This commitment to improving teaching is reflected in an outstanding commitment to professional development for all staff, including study for postgraduate qualifications, action research projects on areas such as mathematics and whole-school preparation for the new National Curriculum.
- The curriculum is particularly strong, with a good focus on improving basic skills which is well matched to the development of pupils' creative and artistic talents. All Key Stage 2 pupils are taught a musical instrument. Older pupils have the opportunity to learn a brass or woodwind instrument. The curriculum is greatly enhanced by a range of additional experiences, such as the Key Stage 1 visit to the Toy Museum and pupils' work as part of the Forest School initiative. The school's wandering chickens provide good experience of animal care while selling the eggs promotes an understanding of basic economics.
- Parents are overwhelmingly positive about the school, although not all know enough about how the school deals with bullying and promotes positive attitudes to learning.
- The school is making good use of additional funding to support school sport. It is using this to increase pupils' sporting experience and fitness through the use of a specialist dance teacher. It

is building sustainability through its commitment to sports training for staff and accredited coaching awards.

- The local authority has provided effective support to improve the quality of teaching and strengthen leadership and management, particularly the development of middle leaders such as key stage leaders.

■ **The governance of the school:**

- Governance is strong. The governing body knows the school very well. Its members have an extensive range of skills and good links with the local community. Governors focus sharply on pupils' progress, checking those groups most vulnerable to underachievement and using this information to accurately review the school's performance. Arrangements for targeting spending on pupils supported through the pupil premium are particularly detailed and increasingly effective. Governors have a very good understanding of data and make clear links between the quality of teaching, the school's targets for pupils' attainment and the management of performance for all staff. For example, teachers' performance management reviews are explicitly linked to the quality of teaching and pupils' achievement. The governing body ensures that all statutory safeguarding requirements are met and staff training in child protection is up to date.

## 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>	117169
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	429990

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>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Butcher
<b>Headteacher</b>	Jenny Morley
<b>Date of previous school inspection</b>	2 March 2011
<b>Telephone number</b>	020 8428 4571
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