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10th October 2008

The Headteacher  
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Dear Mr. Clarke

### Ofsted Monitoring of Grade 3 Schools

Thank you for the help which you and your staff gave when I inspected your school on 9th October, for the time you gave to our phone discussions and for the information which you provided before and during my visit.

This letter will be posted on the Ofsted website.

As a result of the inspection on 10<sup>th</sup> July 2007, the school was asked to: improve its teaching by increasing the pace of lessons; make better use of assessment to tailor lessons to pupils' attributes; help pupils understand what they need to do to get better; improve pupils' behaviour and help them take more responsibility for their actions. These actions all related to Key Stages 1 and 2 because the Early Years Foundation Stage was judged to be outstanding.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievements.

Virtually all pupils attain the expected levels for their age by the end of Key Stages 1 and 2. English standards have been improving year on year at the end of Key Stage 2 and are above average, with pupils' writing now being well above average. In science pupils also do very well. Although the 2008 unvalidated mathematics results fell back to average levels, historically they have been above average. For most pupils all this represents good progress, though the school recognises that there is room for improvement in the numbers achieving the higher levels by the end of Key Stage 1. Overall achievement has improved and is now good.

It is clear that good teaching has impacted well on raising standards across a range of subjects, especially in English and science. The school's own evaluation of teaching is comprehensive, takes place regularly and is secure. Teaching is good. The pace in lessons

observed in this visit was good, although some tired pupils take a lot of encouraging to get going in the morning. Activities are well planned to meet the needs of the pupils and the interactive whiteboards are used extremely well to interest pupils in what they are doing. Teaching assistants support the learning well. Engagement, effective paired and independent learning all take place. The learning objective is made clear to the pupils at the outset of the lesson, and teachers refer well to targets as the lesson progresses. Teachers are experienced at planning for mixed age classes and do so carefully, providing differentiated work. Good questioning takes place because teachers know well what they are teaching. They use their knowledge of what it is individual pupils have previously learnt to plan the next stage of learning and pupils themselves are becoming clearer about what it is they need to do to improve their work.

Pupils remain on task and their behaviour is good. I also observed them at play and at lunchtimes. The steps the school has taken to improve behaviour at these times have been effective, for example by having Year 6 play leaders, though some older boys can be very boisterous playing football and hockey which does concern girls and some younger pupils.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

John Williams  
Her Majesty's Inspector