

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 01989 567920  
linda.mcgill@ofsted.gov.uk

12 October 2009

Mr Paul Lake  
Headteacher  
Warrender Primary School  
Old Hatch Manor  
Ruislip  
Middlesex  
HA4 8QG

Dear Mr Lake

### Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 30 September and 1 October 2009, for the time you gave to our discussions and for the information which you provided before and during my visit. Please convey my thanks to everyone I met during my visit, including the chair of governors, teachers and support staff, and pupils. Their warm welcome and helpfulness were much appreciated.

There have been no significant changes to the school's staff in the past year.

As a result of the inspection on 25 and 26 September 2008, the school was asked to bring about improvement in three main areas. These were to:

- improve communication with parents
- strengthen the monitoring of teaching to ensure that it is consistently good and that activities are always well matched to learners' needs and abilities
- ensure that the governing body fulfils its statutory duty to maintain full records of relevant safety checks.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Successful steps have been taken to improve communication with parents. The school has gone about this in a variety of ways. First, channels of communication have been extended, for example by the introduction of home/school link books in Key Stage 2 and the 'parent mail' initiative. Second, parents have been consulted and involved in curricular developments, in particular the work that has been done in



connection with the Healthy Schools initiative, the school's travel plan, personal, social and health education, and sex and relationships education. A group of parents is to review a selection of children's books about sex and relationships education for the local authority. Parents are fully involved in the process of setting targets for their children. Finally, special events such as 'community week' engage and involve parents. During this inspection, the parents that I spoke to were happy with the level and quality of communication that they receive.

Considerable improvements have been made to the school's systems for assessing pupils' attainment. In order to make sure that tasks and activities are well matched to pupils' abilities and are suitably challenging, a good deal of effort has gone into establishing thorough and comprehensive systems for assessing attainment and tracking progress in English, mathematics and science and in personal, social and health education. The local authority has provided effective support for this development. Teachers say that their understanding of the National Curriculum levels expected of pupils in their classes has been strengthened, and that they are now keenly aware of how well pupils are doing and the next steps that individuals need to take. This means that they are able to focus their teaching more specifically. Teachers' plans routinely show how the tasks will be adapted for different groups of pupils. The headteacher keeps an overview of the progress made by each year group but also knows how well every single pupil is doing. Anyone at risk of not making the expected amounts of progress across Key Stages 1 and 2 is clearly identified and strategies to support them are discussed and agreed at regular meetings between senior staff and the class teachers. The process of setting targets is well embedded. Pupils talk confidently about their targets and can explain how their teachers will help to make sure the targets are reached. The pupils think that the work they are asked to do is about right: 'not too hard and not too easy', as one said.

The school has been designated a lead school for assessment by the local authority and is now sharing its expertise with other schools.

Arrangements for checking the quality of teaching have been strengthened. A monitoring policy and calendar set out a wide range of activities including classroom observations, looking at samples of pupils' work and examining planning. Teachers are given detailed feedback when their lessons have been observed, which they said was helpful in identifying aspects that they need to work on, as well as confirming what they are doing successfully. The records of lesson observations clearly show that there are many strong aspects to the teaching, not least the excellent rapport that teachers have with their classes and the positive climate for learning that is established. However, the link between the quality of teaching and the progress that pupils make is not always as sharp as it could be. Future lesson observations need to focus more specifically on just how much the pupils learned and made progress towards the intended outcomes.



The closer focus on improving teaching, together with a better knowledge of how well pupils are doing and what their next steps should be, is having a positive impact on attainment. The unvalidated results of the latest Year 6 national tests were the best the school has had for some time, and were well above last year's national average. All pupils reached the expected Level 4 or above in English and science, and 97% did so in mathematics. Well over half the pupils reached the higher Level 5 in English and science, and half reached this level in mathematics. This group of pupils did well in their assessments at the end of Year 2 and so good results were anticipated, but the school was also successful in ensuring that the small proportion of pupils who had not reached a secure Level 2 at the end of Year 2 went on to attain the expected Level 4. Not every one of the pupils who attained a Level 3 at the end of Year 2 went on to reach Level 5, however, especially in mathematics. The headteacher is well aware that ensuring, without exception, that the higher attainers make two levels of progress across Key Stage 2 will be crucial in helping the school achieve its ambition of being judged good at its next inspection. The pupils have positive attitudes and a thirst for learning. The staff are working to develop this even further by emphasising the five 'Rs' of learning, namely resilience, resourcefulness, reflection, reasoning and responsibility. All of this, and the improvements noted above, combine to show that the school is well placed to build on what it has already achieved.

The school dealt quickly with the need to tighten up on health and safety matters. The site manager, only just appointed at the time of the inspection, now works in conjunction with a facilities manager and the governors, and ensures that requisite checks are made and recorded. The local authority's recent audit of health and safety procedures gave the school a much higher score than the previous check.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Linda McGill  
Her Majesty's Inspector