

Inspection of a school judged outstanding for overall effectiveness before September 2024: Denbigh Primary School

Denbigh Road, Luton, Bedfordshire LU3 1NS

Inspection dates:

8 and 9 October 2024

Outcome

Denbigh Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils arrive at school eagerly each morning. They love coming to school. They are happy and safe here. The relationships they have with their peers and staff are based on mutual respect. Pupils engage in their learning with enthusiasm and determination. Staff expect pupils to behave very well and to work hard. They do. Pupils respond extremely well to these high expectations and rise to the challenge. The school's values shine through the impressive opportunities available here for pupils.

Pupils behave well in lessons, showing positive attitudes towards their learning. Their behaviour is calm and orderly in the school and in the playground. Pupils learn to collaborate well with each other and demonstrate this exceptionally well every day through pairwork and teamwork.

The school's work to promote pupils' personal development and welfare is impressive. Leaders make sure that every pupil takes part in a wealth of experiences during their time here. These include a range of school visits, such as trips to parks, museums and theatres, as well as the chance to attend a variety of clubs. Pupils talk proudly and fondly about performing on stage or receiving trophies for their participation in competitions.

What does the school do well and what does it need to do better?

The school's curriculum is ambitious, clear and coherent. It exceeds the expectations of the national curriculum. Leaders have carefully considered pupils' low starting points. They have carefully added topics and learning opportunities that broaden pupils' understanding and experiences. Leaders regularly review and adapt it to make sure it is

fit for purpose for all pupils, including those with special educational needs and/or disabilities (SEND). As a consequence, pupils here achieve extremely well. Due to the large percentage of pupils who speak English as an additional language, the school has ensured the curriculum is language rich. For example, when teaching subjects such as mathematics, pupils' learning is enriched using books, songs and rhymes. Key vocabulary is introduced prior to lessons and revisited repeatedly, so that by the time pupils leave the school they are articulate in English. In music, pupils develop their skills in playing an instrument and have many opportunities to sing in front of big audiences.

All staff receive appropriate, bespoke and regular professional development. Consequently, they have strong subject knowledge and deliver the full curriculum with confidence and clarity. They routinely check pupils' understanding and are quick to notice and address any misconceptions. Staff adapt learning skilfully so that pupils with SEND are supported to achieve well. The school works closely with parents and carers and outside agencies so that all pupils with SEND progress well in all areas.

The school ensures that every pupil learns to read. Pupils falling behind are identified swiftly, and through effective and targeted help are supported to catch up. Reading, including the teaching of phonics, is taught from the very start of the Reception Year. No time is wasted. This continues into key stage 2, where age-appropriate adaptations have been made to the phonics programme. Reading remains a priority. All staff promote a love of reading. Pupils enthusiastically share their favourite books and authors.

Early mathematics is equally well considered. Children in early years regularly practise the skills of early number. This is built on year on year, resulting in pupils achieving well and being fully prepared for their next stage in education.

Raising attendance remains an ongoing priority. The school has clear systems and processes in place for monitoring absence. Staff work closely with families so they understand the importance of regular attendance.

Leaders have made it their responsibility to provide all pupils with a wealth of experiences. These are carefully chosen so that pupils' learning is enhanced. There is a vast number of lunchtime and after-school clubs on offer. No matter what a pupil is interested in, they will find a club that interests them. Pupils learn how to be good citizens and how to help their community through charity work, litter picking and visiting local care homes. Pupils understand what equality means and are confident that everyone is respected and celebrated here. They contribute to school life through the great number of roles and responsibilities they take on.

Pupils learn how to keep themselves both physically and mentally healthy. They can talk to any member of staff about any worries or concerns they may have. They learn about how to keep safe in and outside school, including online.

Staff are proud to work here. They appreciate the ongoing training and support. Their opinions matter and they regularly contribute to changes implemented in the school. Governors know the school well and both support and challenge leaders. Parents are

overwhelmingly happy. They value the effort staff put into enabling their children to thrive.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in November 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109534
Local authority	Luton
Inspection number	10345089
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	628
Appropriate authority	The governing body
Chair of governing body	Kaleem Shafi
Headteacher	Natalie McKiernan
Website	www.denbighprimary.com
Dates of previous inspection	27 and 28 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to school leaders, including the headteacher, as well as other staff. They spoke to governors, including the chair of the governing body. The lead inspector spoke with a representative from the local authority.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors gathered the views of pupils, parents and staff through discussions and through the Ofsted surveys.

Inspection team

Aliki Constantopoulou, lead inspector

His Majesty's Inspector

Jennifer Brassington

Ofsted Inspector

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