

# Prince of Wales Primary School

Salisbury Road, Enfield, EN3 6HG

**Inspection dates** 13–14 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The attainment of pupils often falls below where it should be in Years 3 to 5, giving teachers in Year 6 the challenge of seeing that they catch up again.
- Pupils' progress is uneven in Key Stage 2 because of weak teaching in the past and inconsistency in current teaching.
- Teaching has been interrupted by many staff changes, with some classes having had up to three different teachers over the year.
- Teachers' expectations of pupils' writing are not always as high in other subjects as they are in English.
- Pupils' progress in mathematics varies because, at times, work is not challenging enough.
- The work pupils are set is sometimes too easy for them, especially the most-able pupils, and this slows their progress.
- Marking does not always explain to pupils how to improve their work. Teachers do not consistently check that pupils have acted on their advice.
- The school's leaders, managers and governors have not yet secured consistently good teaching across the school. Therefore, there is still a legacy of underachievement in some classes.
- Governors are not clear about the impact of the school's additional government funding on the achievement of eligible pupils.

### The school has the following strengths

- Children get off to a good start in the Nursery because learning is exciting and stimulating.
- Pupils who are in the early stages of learning English achieve well.
- Pupils make good progress in Year 6 to reach broadly average standards.
- Pupils behave well and have positive attitudes to learning. They feel safe at school.
- The headteacher and deputy headteachers have been successful in eliminating inadequate teaching and in improving pupils' behaviour.

## Information about this inspection

- The inspectors observed 28 lessons or parts of lessons, including 14 jointly with the headteacher and deputy headteachers.
- Members of the inspection team heard pupils read and, with the headteacher, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and subject materials, evidence of the school's partnership work and information for families.
- Meetings were held with two groups of pupils chosen at random and other pupils in playground and in class. Discussions were held with senior leaders, subject leaders, teachers and other staff, the Chair of the Governing Body and two other governors, and a representative from the local authority.
- The inspectors took account of the 70 responses to the online questionnaire, Parent View, and spoke informally to parents and carers in the playground. They also considered the school's own survey of parents and carers.
- The inspectors considered the 55 staff questionnaires that were completed.
- At the time of the inspection, Year 6 pupils were undertaking their national assessment tests.

## Inspection team

Nick Butt, Lead inspector	Additional Inspector
Marion Hunter	Additional Inspector
Ian Pattrick	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The school has recently expanded to have three classes in each year group, apart from Year 3 and Year 6, which have two.
- Most pupils are from a range of minority ethnic groups. A high proportion of pupils speak English as an additional language, with some at the early stages of learning the language. A total of 48 different languages are spoken in the school.
- The proportion of pupils supported by the pupil premium (additional funding which, in this school, supports pupils known to be eligible for free school meals and children in the care of the local authority) is very high.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average. The proportion at school action plus, or with a statement of special educational needs, is average.
- There have been many changes of teaching staff since the previous inspection. This year, the senior leadership team has been restructured and comprises the headteacher, two deputy headteachers and several assistant headteachers, each with specific roles. However, due to staffing issues, some of the assistant headteachers have had to go back into the classroom to teach.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment by the end of Key Stage 2.

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

- Improve teaching so that it is consistently good or better by ensuring that all teachers:
  - set work that challenges all pupils, including the most able
  - show pupils how to improve their work and make sure that they act on their guidance.
- Raise pupils' achievement in writing and mathematics, especially in Years 3 to 5, by:
  - improving the quality of writing in subjects other than English
  - making sure that pupils develop their mathematical understanding at an appropriate pace.
- Improve the effectiveness of leadership and management by ensuring that:
  - the school's senior and middle leaders are held accountable for the quality and amount of work produced by pupils in their areas of responsibility
  - the governing body holds senior leaders more firmly to account, especially with regard to the impact of additional funding.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Progress has been uneven over time in Key Stage 2 because of weak teaching in the past. The amount of progress pupils make in different year groups varies. There is a trend of underachievement in Years 3 to 5. Staffing changes have interrupted pupils' progress in some classes.
- Children join the Nursery with skills well below those typically expected, particularly in communication and language, and personal and social development. They make good progress in the Nursery because learning is well organised, and engages and interests the children.
- Pupils make the expected progress in Key Stage 1. This year, they have achieved well in Year 1 particularly. The quality of work in pupils' books shows that they have made good progress over time. In 2013, standards were below average in reading and writing, and broadly average in mathematics by the end of Year 2. This was an improvement on the results in 2012.
- The attainment of current Year 2 pupils is average but not so many are reaching the higher levels of attainment.
- While in some year groups, such as Year 6, the most-able pupils are suitably challenged, this is not the case in all year groups. At times, these pupils are set work that is too easy for them, and this limits their progress.
- Good teaching in Year 6 has helped pupils to catch up from previous underachievement. In 2013, standards in reading and mathematics at the end of Key Stage 2 were average and standards in writing were above average. Current Year 6 pupils were well below where they should have been at the start of this academic year, but consistently strong teaching and support have enabled them to make very rapid progress. They are now reaching average levels of attainment with more attaining at the higher levels.
- Pupils enjoy reading and are able to sound out unfamiliar words. Across the school, pupils read widely, supported well by an online reading programme.
- A focus on improving writing in 2013, with more emphasis on spoken language, including debating, had a positive impact. However, pupils' books show that the quality of writing is sometimes not as good in other subjects as it is in English.
- Pupils' progress in mathematics is uneven because, at times, their work is not challenging enough. They sometimes spend too long practising procedures they already know well.
- Pupils at the early stages of learning English are supported through a well-chosen range of activities that help them keep up with their peers. This means they achieve well.
- The progress of disabled pupils and those with special educational needs is similar to that of other pupils and varies according to the quality of teaching. There is some good support for individuals and groups that meets their specific needs, resulting in these pupils becoming more confident.
- In 2013, pupils eligible for the pupil premium were a year behind the others in the school in writing and mathematics, and just over two terms behind in reading. The school has invested heavily in extra teaching for these pupils, resulting in the gaps closing this academic year. The progress of eligible pupils across the school varies in line with the quality of the teaching.

### The quality of teaching

### requires improvement

- Over time, weaker teaching has slowed pupils' progress. Leaders are helping several inexperienced teachers to improve their practice and understanding of the school's approaches.
- Expectations about what pupils can do and achieve are not consistently high across all classes. At times, the work set is too easy and, as a result, pupils' progress slows. This is especially the case in mathematics and humanities.
- The school's revised marking policy is not consistently applied. The effectiveness of teachers' advice to pupils about how they can improve their work varies. Pupils do not always have

enough time to act on the guidance given by teachers in their marking so that they do not benefit from the advice.

- The school has employed teachers and teaching assistants with expertise in literacy and numeracy who are making a significant difference to pupils' progress by helping individual pupils fill gaps in their learning.
- Teaching in the Early Years Foundation Stage is good. Adults establish routines quickly, so that children know what is expected. They provide a stimulating range of activities that develop their reading and writing well. Children work with concentration and are confident talking to adults, such as when they were preparing vegetables in the role-play kitchen.
- Older pupils are encouraged to reflect upon their learning and think deeply. For example, Year 6 pupils, considering how to combat climate change, were discussing their ideas together maturely while being guided skilfully by the teacher in developing their understanding.

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

- The behaviour of pupils is good. They behave well in class and around the school. The school has a calm, positive atmosphere, and relationships between pupils and adults are excellent.
- All staff manage pupils' behaviour well. Considerable work has gone into the development of successful behaviour management which has resulted in a rapid improvement in pupils' attitudes to learning and their conduct around the school. Pupils understand the importance of behaving well and enjoy receiving rewards.
- In class, pupils are eager to learn. Even when the teaching is not particularly engaging, they mostly apply themselves as best they can, making the most of what is on offer. However, when teachers do not explain what they expect, pupils do not produce the high-quality work of which they are capable.
- Pupils respect each other and the values promoted by the school. Displays around the school reinforce the types of behaviour that are expected. Pupils say that the headteacher and other teachers listen to them and that their views are valued.
- The school can point to examples of pupils whose behaviour and attitudes have improved considerably as a result of the support they and their families have received.
- The school's work to keep pupils safe and secure is good. Pupils say that bullying is not an issue for them. They understand about different types of bullying including cyber-bullying. They know about keeping safe on the internet.
- Pupils value taking responsibility, for example, as members of the school council, reading and mathematics mentors, and games makers.
- Attendance is improving and is close to average. Pupils are increasingly keen to come to school.

### **The leadership and management require improvement**

- Leaders, managers and governors have not yet secured consistently good teaching and progress across the school. There is a legacy of underachievement in some classes due to inadequate teaching in the past, although this legacy is diminishing.
- Some senior and middle leaders are not yet taking full responsibility for the quality and amount of work produced by pupils in their areas, and this contributes to pupils' uneven progress.
- The headteacher and deputy headteachers are ambitious for the school and make clear to all staff that pupils must be given every opportunity to do their very best. They have successfully tackled inadequate teaching so that the quality of teaching overall has improved. Their work to improve behaviour has paid dividends and the school is a harmonious community.
- A restructuring of the leadership team this year has given more responsibility to different members of staff, including some who are not teachers. While these changes have had a positive impact, the need for key leaders to go back into class to cover vacancies has reduced their influence on school improvement.

- Leaders track the progress of individuals and groups of pupils carefully. They are becoming more proficient at stepping in promptly to organise additional support where a pupil is at risk of falling behind.
- The school's diversity is celebrated richly through the topics that are taught and special events such as 'cultural fortnight' which involves different parent groups and the wider community. There is a wealth of displays around the school that celebrate pupils' work and their acceptance of one another. This contributes very well to pupils' spiritual, moral, social and cultural development.
- The school's values are at the heart of its work. All pupils aspire to be 'gold medal learners' and staff show by example that they have not stopped learning either. All pupils are treated equally whatever their circumstances and included in all activities. Discrimination of any kind is not tolerated.
- The school makes good use of its extensive grounds. For example, pupils are involved in growing vegetables and rearing hens.
- The new primary school sport funding is being spent on extra swimming lessons, cycling tuition, scooter training and additional sports clubs such as boxing, fencing and cheer leading. The school has invested in an innovative running track that promotes personal fitness. Teachers are being trained and the school is a member of the local sports partnership which promotes inter-school tournaments. These initiatives have increased pupils' participation in sport with clear benefits to their health and well-being.
- The school has an award for its 'Travel Plan' which supports pupils in coming to school safely by means other than car.
- Parents and carers are generally supportive of the school, although not all welcome the changes brought in by the new leadership team. The school goes out of its way to engage with all groups of parents and carers, and encourages them to get involved with their children's education.
- The local authority has provided good support for the school since the previous inspection, particularly in developing the role of the school's leaders, improving mathematics and supporting pupils who are at the early stages of learning English.
- **The governance of the school:**
  - Until recently, governors have not held the headteacher and senior leaders sufficiently to account. Governors know what additional funding is spent on, but are less sure about its impact on pupils' achievement. The new Chair of the Governing Body is knowledgeable and energetic, and has made effective changes to the way the governing body carries out its duties. Governors have identified where they can improve, for example by putting themselves forward for training and in developing their expertise in the use of data. Governors know how well pupils are doing compared with those in other schools and about the quality of teaching. They keep a close eye on finances and do not approve pay rises for staff unless they are related to good performance. They ensure that all safeguarding requirements are met.

## 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>	102002
<b>Local authority</b>	Enfield
<b>Inspection number</b>	442122

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>	604
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lesley Morton
<b>Headteacher</b>	Jan Bless
<b>Date of previous school inspection</b>	6 December 2012
<b>Telephone number</b>	01992 762840
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