

# Prince of Wales Primary School

Salisbury Road, Enfield EN3 6HG

<b>Inspection dates</b>	6–7 July 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher knows his school and the community well. Since the previous inspection, he has been unstinting in his commitment to drive improvement across all areas.
- Governors understand their responsibilities well. They are committed to training and open to change. They are passionate about the school and determined to continue supporting and challenging leaders in order to improve it further.
- There has been a significant improvement in the quality of teaching, learning and assessment. Teachers have high expectations, and key leaders have an accurate understanding of strengths and areas for further development.
- Standards have risen across the school in reading and mathematics, but most significantly in writing. Methodical teaching routines and a relentless focus on consistency by the subject leader have driven this improvement.
- The school has a deep-rooted focus on its values. As a result, it is a happy and harmonious community. Pupils enjoy school and spoke with confidence about the importance of their education.
- The early years provision is highly effective. It ensures that children make strong progress from their starting points and leave the early years well prepared for key stage 1.
- Teachers are positive about the initiatives that have been introduced. They are committed to the broad curriculum and create many extra opportunities that enable pupils to thrive.

### It is not yet an outstanding school because

- Not all leaders are equally strong. The best practice and initiatives in some areas have revitalised the school and this needs to be achieved by all leaders.
- Persistent absence remains higher than average. The figure is reducing but the poor attendance of some pupils remains a concern.

## Full report

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

- Strengthen leadership and management by:
  - providing opportunities to develop the expertise of less effective leaders in raising standards so that the best practice that exists in most areas runs through the whole school.
- Consolidate the work with parents and the wider community to improve the attendance of pupils who are persistently absent from school.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher has worked with determination to tackle the areas for improvement identified at the previous inspection. He has achieved a shared sense of purpose with the wider staff, who are committed to taking the school forward.
- The established programme for monitoring the quality of teaching and learning is having a positive impact. Leaders walk through lessons to look at learning in class, collect in books to check the pupils' progress and provide regular feedback to colleagues so that there is a culture of continuing improvement.
- Performance management systems are used effectively and governors ask pertinent questions to ensure that the process is robust. The headteacher has not shied away from difficult conversations when staff have not met the required standard. Consequently, the quality of teaching, learning and assessment is good and improving.
- Leaders are increasingly confident about their roles in driving up standards. However, there is still some variability in making sure that all teachers implement expected practice to achieve consistency across all classes and subjects.
- Professional development takes place on a weekly basis, and staff value the time that is spent sharing good ideas to improve what goes on in the classroom. Furthermore, staff attend external meetings where pupils' work is moderated to ensure that judgements are accurate. Staff also take part in external courses to enable them to develop and add value to the school's drive for ongoing improvement.
- Newly qualified teachers and those in training are well supported. The school uses the local authority training programme, and those new to the profession appreciate the opportunities presented to develop their skills and widen their experience. The school takes care to develop the training undertaken by newly qualified teachers so that they become highly effective practitioners.
- The broad curriculum provides rich opportunities for pupils to enjoy a variety of engaging activities. Running through all of the subjects is a focus on developing writing so that the skills taught in literacy classes are reinforced in other subjects. Pupils enjoy recording their achievements in science and humanities, using big class books of pictures and annotation.
- The school makes full use of its extensive outdoor spaces to teach the pupils about growing vegetables and fruit and caring for animals, such as chickens, so that they understand more about the environment and where food comes from.
- Leaders describe the school as 'value-led'. They ensure that pupils' spiritual, moral, social and cultural development is fostered strongly. Pupils celebrate the different cultures and backgrounds in the school and wider community through assemblies and a wealth of different events. For example, a local rabbi was talking to pupils at the school on the first day of the inspection.
- Pupils' caring attitudes are reinforced, and each month has a clearly explained and high-profile value. In June, it was good manners and in July friendship. Pupils engage in showing these values and are eager to win the 'baton', which is given each week to recognise and celebrate success in these areas.
- Sports funding is well used. Specialist sports coaches are employed to supplement the work of class teachers, and there is a commitment to ensuring that all pupils leave the school able to swim. A good range of extra-curricular activities, which change throughout the year, provide the opportunity to experience new sports and activities, such as rugby and dance, or to take other sports, for example gymnastics, to a higher level. Pupils understand the importance of being fit and healthy and spoke with enjoyment about the range of activities they could get involved in.
- Pupil premium funding is used well, and there is a detailed analysis of impact. This is largely done on an individual pupil basis. School leaders are working on refinements to the assessment systems, which will enable the tracking of progress for key groups to be more efficient.
- **The governance of the school**
  - The governors are a highly committed group and take their roles and responsibilities seriously. They are passionate about improving the school and are well led by an experienced chair of governors.
  - Governors have a detailed and accurate understanding of the school, they have scrutinised information about pupils' progress at meetings and ask challenging questions of the school leaders.
- The arrangements for safeguarding are effective. The school keeps detailed records of any concerns about the welfare of pupils, and leaders provide timely and appropriate referrals to external agencies. They work well with the local authority to support vulnerable pupils. Pupils are well educated about risks

and decision-making that will keep them safe. Pupils spoke confidently about e-safety and the National Society for the Prevention of Cruelty to Children was delivering an assembly about being safe during the inspection. Staff are appropriately trained and understand their responsibilities in protecting children, for example by recognising warning signs of exposure to extremism or those who might be at risk of female genital mutilation.

## Quality of teaching, learning and assessment is good

- Teachers plan interesting and engaging work for pupils. Activities encourage pupils to think for themselves, and there is effective use of 'talk partners' and challenging questioning across the age range.
- Many tasks encourage pupils to think for themselves and solve real-life problems. As a result, the pupils make good progress and enjoy working things out for themselves.
- A large number of teaching assistants support children who have special educational needs and/or disabilities. They collaborate well with the teachers and ensure that pupils take part in a full range of activities and discussions.
- Teachers give regular feedback, and pupils understand where they are making progress, using their 'I can' statements. The school is training the pupils to re-do work or respond thoughtfully to feedback. Where this routine is already established, it is having a clear impact on rates of progress.
- Teachers work well together. Subject leaders provide detailed curriculum support to less experienced colleagues. This is particularly important in mathematics where the school is moving to a more challenging curriculum focused on mathematics mastery.
- There are significant intervention groups to support those pupils falling behind in mathematics or reading. The positive impact of these sessions is particularly clear at key stage 1 and this is supporting the good outcomes at the end of key stage 2.
- Provision for the most able pupils is strong. Middle leaders are mindful of providing stretch for this group in lessons and in work in books. Conversations with the most able pupils during the inspection supported this. Pupils were able to show work they had found particularly difficult and how they had approached tackling it.
- Additional sessions are planned for the most able. For example, a mathematics and music programme for the strongest mathematicians enables them to learn to play the violin or viola and see the connections between these two disciplines.
- Homework is regularly set and well organised in homework books. The variety and nature of tasks are somewhat limited and, consequently, homework does not maximise the opportunity to consolidate and extend class learning.
- The teaching of phonics (the sounds that letters make) is a strength, and pupils are able to use this knowledge to tackle difficult and new words as they move up the school.
- The school environment, both in classrooms and communal areas, is stimulating and engaging. Displays celebrate pupils' work and make connections with the local and wider community, for example by using historical photographs of places in the local area.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are polite and friendly to each other and visitors. The significant number who join the school at some point during their primary education are welcomed and helped to settle in quickly.
- Pupils are attentive in class and want to do well. They follow established routines both in the classrooms and in the outside spaces.
- Pupils know how to keep themselves healthy. The emphasis on every pupil growing fruit and vegetables, combined with adults talking to pupils at lunchtime about the good range of food on offer in the dining hall, means that the pupils are highly aware of this aspect of personal development.
- Pupils are able to contribute to the smooth running of the school by taking positions of responsibility, such as school councillor, peer mentor or lunchtime mentor. They feel that the school values them.

- Pupils say that bullying is rare and a very large majority are confident that the school will resolve any issues well.

### **Behaviour**

- The behaviour of pupils is good. Pupils are smartly dressed and show pride in their work.
- Pupils conduct themselves well and are clear about the school's expectations of them through clear playground rules and routines for good conduct in class.
- Some pupils require support to meet the school's high expectations of behaviour, but this is effectively provided through a range of strategies, including the work of the learning mentors or interventions such as music therapy.
- Overall, attendance at the school has improved since the previous inspection and is now in line with the national average. The school puts considerable energy into celebrating individual and class attendance and communicates the importance of high attendance to families through the weekly newsletter.
- A small number of pupils are persistently absent and, although this figure is reducing, it remains a priority for the school.

### **Outcomes for pupils**

**are good**

- Strong key stage 2 outcomes have been maintained in the unvalidated results for 2016. Outcomes in writing are particularly high relative to the national figure.
- The proportion of Year 1 pupils passing the phonics test is lower than the national figure, but it is increasing and half of the pupils scored very highly in this test in 2016.
- The school's tracking information indicates that current pupils are making strong progress. This is supported by work in lessons and in books.
- Most-able pupils perform particularly well in writing and mathematics.
- Showing pupils what a good answer looks like, the use of detailed plans or 'scaffolding' and small group work, all help pupils for whom English is a new language to catch up effectively.
- There are gaps between the attainment and progress of disadvantaged pupils and those of other pupils in some subjects and year groups. However, these gaps are closing steadily. Where there are gaps, government funding for this group is being used to provide effective intervention work, often in small groups or one-to-one sessions.
- Reading has a high profile in the school. There are two well-equipped libraries and a number of reading programmes to develop reading skills. The school aims to engender a love of reading, and pupils were happy to show their current reading books and their reading records for the year.
- Pupils are well prepared for the next stage of their education. Well thought-out transition sessions prepare the oldest pupils for secondary school and, equally, for the pupils moving on from key stage 1.
- High mobility is a challenge for the school. Leaders track the number and progress of pupils who join the school after reception in order to provide effective additional support where it is needed.

### **Early years provision**

**is good**

- The leader of the early years foundation stage has a clear vision and demonstrates strong and highly effective leadership.
- The proportion of children reaching a good level of development is in line with the national average, using currently unvalidated data for 2016. This represents strong progress because of the very low starting points for many children entering the Nursery.
- The curriculum is stimulating and engaging, and the outside play spaces are particularly rich and varied. As a result, children show a high level of focus and engagement in what they are doing.
- Children have good personal and emotional skills. They learn to work together. They enjoyed celebrating each other's successes at the sports day during the inspection.
- The assessment system is used well, and key workers work with the children and parents to maintain 'memory books' which are available to be viewed and added to at all times.
- Parents and carers said they feel well informed about their children's progress, and there are plenty of

opportunities for them to get involved with their children, for example by reading with them or attending one of the talks for parents or sessions organised by the school.

- Safeguarding is effective. Procedures are robust and understood by staff.
- Children feel safe and the wide range of activities provide many opportunities for them to explore their environment and understand risks and the consequences of actions within a secure environment.

## School details

<b>Unique reference number</b>	102002
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10011891

This inspection 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>	630
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Way
<b>Headteacher</b>	Jan Bless
<b>Telephone number</b>	01992 762840
<b>Website</b>	<a href="http://www.princeofwales.enfield.sch.uk">www.princeofwales.enfield.sch.uk</a>
<b>Email address</b>	<a href="mailto:office@princeofwales.enfield.sch.uk">office@princeofwales.enfield.sch.uk</a>
<b>Date of previous inspection</b>	13–14 May 2014

## Information about this school

- Prince of Wales Primary is a larger than average primary school with early years provision for Nursery and Reception children.
- The proportion of pupils supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is high.
- The percentage of pupils from a broad range of minority ethnic groups is high. A large number of these speak English as an additional language, and this is greater than the national average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is high.
- The proportion of pupils who join or leave the school at times other than usual is much higher than average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school meets the requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed 36 lessons or parts of lessons across all year groups, some paired with senior and middle leaders. Books were scrutinised as part of the lesson observations. In addition, a separate scrutiny of most-able pupils' books across all year groups was carried out.
- Inspectors observed behaviour in the corridors and in the play spaces at breaks and lunchtimes.
- Meetings were held with the headteacher and senior leaders, members of the governing body, middle leaders, the inclusion team, the special educational needs coordinator, the safeguarding leader, newly qualified teachers or those in training and a representative from the local authority.
- Formal meetings were held with various groups of pupils including the most able, recently excluded pupils and members of the school council.
- Inspectors listened to Year 2 pupils reading.
- A large number of documents were scrutinised, including the school's self-evaluation, information on the current progress of pupils, behaviour logs, attendance and punctuality information, as well as policies and procedures, including those for pupil premium spending, the curriculum and for spiritual, moral, social and cultural development.
- The single central record and safer recruitment procedures were checked.
- Inspectors took account of 34 responses to the staff survey, 41 responses to the pupil survey, 24 text responses from parents and 25 submissions to Parent View, the Ofsted online survey. In addition, inspectors spoke to parents at the early years sports day.

## Inspection team

Victoria Linsley, Lead inspector	Seconded Inspector
Helen Bailey	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector
Helen Rai	Ofsted Inspector



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