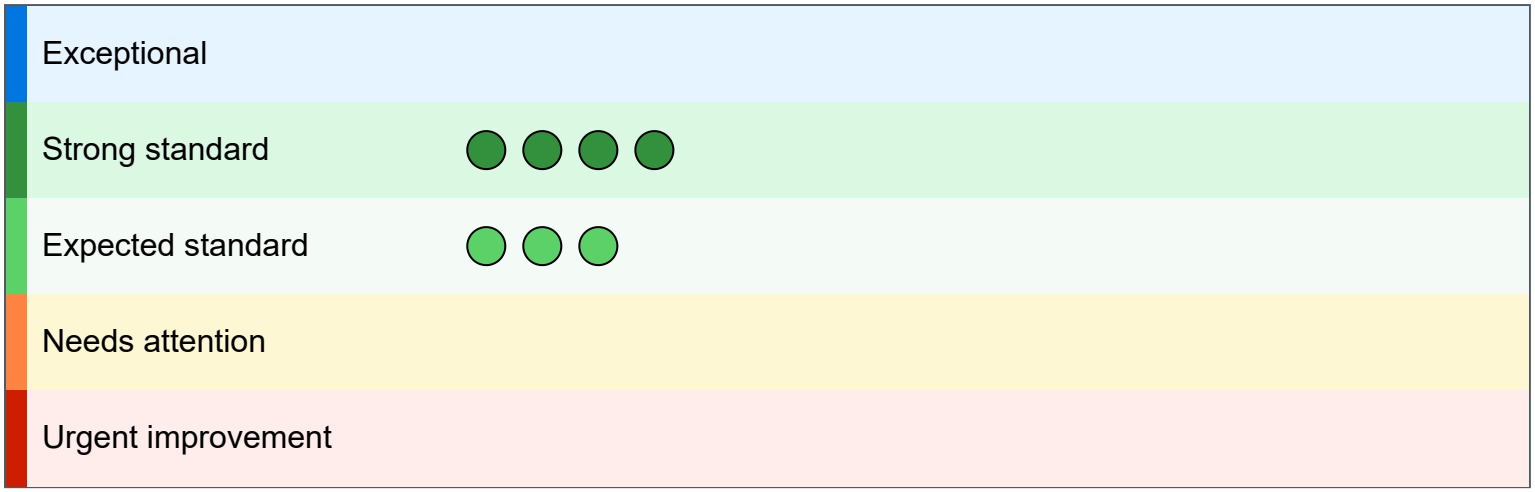
Prince of Wales Primary School

Address: Salisbury Road, Enfield, EN3 6HG

Unique reference number (URN): 102002

Inspection report: 27 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard

Children settle quickly into the early years because staff create calm, welcoming spaces, where learning is purposeful. Staff establish clear routines that help children to learn to follow instructions. They use conversations throughout the day to build children's language, modelling full sentences and introducing new vocabulary. Children respond confidently, taking turns to speak and listen during activities, such as role play, baking or group time.

The curriculum is ambitious and thoughtfully planned across the areas of learning. Classrooms and outdoor areas are well organised, giving children regular chances to explore and build their knowledge in early reading, writing and mathematics. Well-chosen activities enable children to recognise words, attempt early writing and practise number skills.

Leaders prioritise reading. Staff teach phonics very effectively so children begin to read and write with growing confidence and fluency. Staff monitor children's progress closely and act quickly when extra help is needed, including for children with special educational needs and/or disabilities. Staff support children's fine-motor development, communication and early mathematics through targeted activities, such as counting, pencil grip, letter formation and vocabulary-rich small-group work.

Partnerships with parents and carers are well established. Leaders involve families in school life through events, such as sports days. Parents receive clear information about routines and learning. Children leave the Reception Year very well prepared for Year 1.

Inclusion

Strong standard

Leaders have created a strong and inclusive culture in which pupils' individual needs are identified and assessed quickly. They know the school community well and use this to ensure that disadvantaged pupils, pupils with special educational needs and/or disabilities and those known or previously known to children's social care receive timely and effective support. Leaders reduce barriers to learning and wellbeing systematically, through thoughtful adaptations to teaching, targeted support and reasonable adjustments.

Leaders work closely with parents and carers, previous schools and external agencies to gather essential information about new pupils so that support begins without delay. They check pupils' progress closely and use the information they gather to refine or adapt support where needed.

Staff receive regular training in the school's step-by-step process for identifying pupils' needs and putting the right support in place. They use this training and guidance effectively to adapt learning in the classroom. Leaders allocate resources, including additional funding, strategically. This includes, for example, the provision of extra staff and specialist interventions, such as phonics support, speech and language groups and nurture provision. Classrooms are set up purposefully to promote inclusive practices, for instance, through visual supports, consistent language for learning and plans that guide teaching.

Leaders maintain high expectations for all pupils and work effectively with external partners, such as the local authority. Their oversight ensures that inclusion remains the golden thread running through the school's work.

Leadership and governance

Strong standard

Leaders have robust systems for checking the quality of the school's work. They gather detailed information about pupils' learning, attendance and welfare, and use it to identify and prioritise what needs to improve. Leaders and governors always act in pupils' best interests. Because many pupils face barriers to their learning or wellbeing and many join or leave mid-year, leaders have rightly made inclusion the foundation of the school's work. This ethos shapes the evidence-based professional learning that all staff receive and strengthens the support pupils experience each day. As a result, pupils thrive, particularly those who are disadvantaged, pupils with special educational needs and/or disabilities and those facing additional challenges.

From this strong base, leaders have recently focused on improving attendance for certain groups and strengthening teaching further so that pupils with higher starting points deepen their learning. These actions are already beginning to have a positive impact.

Governors know the school well. They offer the right blend of challenge and support and ensure that statutory duties are met. Their oversight helps to ensure that resources are used wisely and decisions remain focused on pupils' needs.

Leaders are attentive to staff wellbeing. They have reduced workload and ensure that staff feel listened to. Staff describe the school as a family. They value the support that they receive.

Leaders have established successful partnerships. They create opportunities for parents and carers to share their views, and work with other schools to share practice. For example, staff have filmed teaching sequences to deliver training externally, and governors from other schools attend meetings at this school to learn from leaders' approach.

Personal development and wellbeing

Strong standard

Leaders ensure that all pupils experience a wide range of opportunities that help them to grow in confidence, learn about the world and develop a strong sense of self. Leaders understand the community well and have built a programme that gives pupils rich and memorable experiences. Every year group takes part in several trips or visiting workshops. These include visits to the Tower of London and the seaside, as well as competitions, concerts and sporting events. The school's `board games curriculum' initiative helps to bring families and pupils together. Pupils learn practical skills through gardening. They plant and harvest produce that is used in school meals. These experiences build teamwork, responsibility and pride.

The assembly programme helps pupils understand the wider world and the different beliefs and experiences of those around them. Pupils learn about topics such as Holocaust Memorial Day and Alevism. Assemblies and personal, social and health education (PSHE) lessons are adapted sensitively when events affect the community, such as the Turkish

earthquake. Pupils think carefully about the choices they make. For example, through charity fundraising or the sustainability group, they have contributed to the meadow garden and plant trees across the local area plus monitor the air quality around the school.

Pupils learn how democracy works by taking part in decision-making. For instance, elected pupil leaders help to shape changes to the school, including improvements to the playground. They also take part in a visit to Parliament. Leaders have designed the 'I really do matter' theme, so that pupils understand the things that make each of them unique and that everyone must be treated with respect.

The PSHE and relationships and sex education and health education curriculums are well planned. Leaders make sure that they support disadvantaged pupils and those with special educational needs and/or disabilities to learn this curriculum well. Pupils understand how to keep themselves safe, including online, and what makes a healthy relationship.

Expected standard

Achievement

Expected standard

Across all year groups and subjects, pupils talk confidently about their learning. They use subject-specific vocabulary well and remember important knowledge from their previous learning. The work pupils produce is of a notable standard, showing that pupils progress well through the curriculum.

Published outcomes show that pupils' attainment is close to national figures in the Year 1 phonics screening check and in the Year 6 reading, writing and mathematics tests at the expected standard. Pupils achieve particularly well in the Year 4 multiplication tables check, where results are consistently above average. Disadvantaged pupils achieve well above their national peers in Year 6 mathematics at the expected standard. However, the proportions of pupils reaching the higher standard in reading and greater depth in writing remain below national averages.

Overall, pupils' achievement across subjects prepares them well for secondary school. However, some pupils with higher starting points do not reach the greater depth of knowledge of which they are capable.

Attendance and behaviour

Expected standard

Leaders and staff work closely with parents and carers to promote regular attendance. For example, they use first-day calling, supportive meetings and celebrations for regular attendance to encourage pupils to come to school each day. Many pupils face complex circumstances that make sustained attendance difficult. As a result, published attendance figures, which remain below national averages, do not fully capture the strength and positive impact of leaders' work. For disadvantaged pupils and pupils with special educational needs and/or disabilities, attendance and persistent absence figures are close to national averages. Leaders use their detailed knowledge of each family to ensure that support is targeted and refined so pupils' attendance becomes secure.

Leaders set clear expectations for behaviour from the early years onwards. Staff apply routines consistently, creating a calm, orderly environment, where pupils can focus on learning. Relationships between staff and pupils are warm and respectful. Pupils behave well in lessons, show positive attitudes and rarely disrupt learning. Staff use agreed approaches, including time-out tables and learning mentor support, to help pupils manage their emotions. Incidents of bullying or discrimination are rare and dealt with quickly and supportively.

Curriculum and teaching

Expected standard

Leaders have a well-informed overview of the curriculum and teaching across the school. They understand the community they serve and use this knowledge to shape a curriculum that is broad, balanced and gives pupils purposeful and interesting experiences. It builds pupils' knowledge steadily and prepares them well for their next steps. The curriculum is carefully planned so that learning develops in a logical way across all subjects.

From the early years onwards, staff use their checks on learning effectively to identify knowledge gaps and act swiftly to address them. Leaders ensure that all pupils, including those with additional needs, receive appropriate support. This includes targeted help in reading, writing and mathematics, alongside well-considered adaptations that help pupils access the full curriculum.

Staff benefit from regular and well-focused professional learning. This strengthens their subject knowledge and supports effective teaching. As a result, teachers present new learning clearly and help pupils revisit important ideas so they can deepen and secure their understanding over time.

Many pupils have low starting points or join the school mid-term. Leaders have rightly prioritised improving teaching to ensure these pupils settle quickly and catch up well. Their current focus is on ensuring that teaching also enables pupils with higher starting points to achieve the deeper understanding of which they are capable.

What it's like to be a pupil at this school

Before the school day officially begins, pupils feel welcome. They can join a 'book and biscuit' reading session or 'skip to the beat' in the playground. Pupils love learning and are eager to gain new knowledge. They appreciate how staff help them to learn well. When they arrive in the morning, pupils settle to work quickly and these positive attitudes continue throughout the day.

Staff understand pupils' needs extremely well. They make effective adaptations for pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face other barriers to their learning or wellbeing. All pupils are fully included in school life. They achieve well and leave well prepared for secondary school.

Pupils are friendly, kind and proud to belong to their school. Older pupils look after younger ones, for example, by organising games and sports equipment at lunchtime. They welcome

new pupils warmly so that everyone feels part of the community. Pupils have respectful relationships with staff, who they know care for them. As a result, pupils feel safe. Reports of bullying are rare and leaders deal with concerns quickly and effectively. When pupils make mistakes in their behaviour, leaders help them to understand how to make better choices. Parents and carers are encouraged to get involved in supporting pupils' social development, including at the annual picnic.

Most pupils attend regularly and benefit fully from the school's rich curriculum and wider experiences. They enjoy many enrichment opportunities, including visits to museums and the theatre. Pupils contribute actively to school life through initiatives, such as the junior leadership team, which introduced the friendship bench, where anyone who feels lonely can find a friendly face. Pupils support local and international communities, including through foodbank donations and fundraising for sanitation projects in countries, such as Nepal and Pakistan. These experiences prepare pupils to be citizens in modern Britain.

Next steps

• Leaders should ensure that teaching gives pupils with higher starting points more opportunities to deepen their knowledge and understanding, so that more pupils achieve as highly as they could over time.

About this inspection

The chair of the board of governors in this school is Laraine Hodgson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other school leaders, groups of staff, groups of pupils, the chair and other governors, the local authority representative and a school improvement adviser during the inspection.

Inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher : Mr Jan Bless

Lead inspector:
David Radomsky, His Majesty's Inspector

Team inspectors:
Sarah Lack, Ofsted Inspector
Alice Clay, Ofsted Inspector
Jeremy Loukes, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 27 January 2026

School and pupil context

Total pupils

552
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

690
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

50.39%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.98%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.65%
Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25 (revised)	59%	62%	Close to average
2023/24 (final)	60%	61%	Close to average
2022/23 (final)	49%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	74%	Close to average
2024/25 (revised)	69%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	69%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	72%	Close to average
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	65%	72%	Close to average
2022/23 (final)	61%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	73%	Close to average
2024/25 (revised)	76%	74%	Close to average
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	60%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	46%	Close to average
2024/25 (revised)	56%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	51%	46%	Close to average
2022/23 (final)	41%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	62%	Close to average
2024/25 (revised)	68%	63%	Close to average
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	65%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (revised)	66%	59%	Close to average
2023/24 (final)	56%	58%	Close to average
2022/23 (final)	53%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Above
2024/25 (revised)	76%	61%	Above
2023/24 (final)	76%	59%	Above
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	68%	-18 pp
2024/25 (revised)	56%	69%	-13 pp
2023/24 (final)	51%	67%	-16 pp
2022/23 (final)	41%	66%	-25 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-10 pp
2024/25 (revised)	68%	81%	-13 pp
2023/24 (final)	73%	80%	-6 pp
2022/23 (final)	65%	78%	-14 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-19 pp
2024/25 (revised)	66%	78%	-12 pp
2023/24 (final)	56%	78%	-22 pp
2022/23 (final)	53%	77%	-24 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-11 pp
2024/25 (revised)	76%	81%	-5 pp
2023/24 (final)	76%	79%	-4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.6%	5.2%	Above
2023/24 (3 term)	7.0%	5.5%	Above
2022/23 (3 term)	8.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	20.0%	13.3%	Above
2023/24 (3 term)	22.6%	14.6%	Above
2022/23 (3 term)	27.6%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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