

Capel Manor Primary School

Inspection report

Unique Reference Number	101981
Local Authority	Enfield
Inspection number	355104
Inspection dates	16–17 November 2010
Reporting inspector	David Shepherd

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Terry McGee
Headteacher	Sue Wilcox
Date of previous school inspection	6 November 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 12 lessons and 12 teachers were seen. Meetings were held with all staff, a group of pupils and the Chair and three other members of the Governing Body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its 2010 data. Questionnaires from 124 parents and carers, 111 pupils and 11 staff were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why has attainment in English, particularly in writing, declined during the past three years and that in mathematics improved?
- Why do girls not attain similar levels in English to their peers in other schools?
- How effective are assessment practices throughout the school?
- What is the impact of the monitoring procedures on raising attainment and accelerating progress?

Information about the school

This is an average-sized primary school that serves a culturally diverse community. About a third of pupils are White British. The next largest groups are from Eastern Europe, Caribbean and African backgrounds. In total over half of the pupils are of minority ethnic heritages, and approximately half of these pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. The needs of these pupils mainly relate to speech, language and communication, behavioural, emotional and social difficulties and specific learning difficulties. A lower than average number of pupils have a statement of special educational needs. The proportion of pupils are known to be eligible for free school meals is higher than average. The Early Years Foundation Stage is made up of two Reception classes. The school has achieved the Healthy Schools award and an International award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Capel Manor Primary School provides a satisfactory quality of education and pupils' achievement is satisfactory. This is not as positive an outcome as at the previous inspection, when both were judged to be good. A major factor in this is that around two thirds of the staff have joined the school or changed their roles during the past two years and the impact of their work has yet to be seen. The acting headteacher, ably assisted by the part-time acting deputy headteacher, is supported by an enthusiastic staff who work hard and are keen to do well to improve provision. This is appreciated by most parents and carers who are very supportive of the school. As one parent wrote, 'I am a proud parent because we have an excellent team of staff that is fulfilling its duties. Thank you Capel Manor staff.' This was a typical view.

Children join the Reception classes with skills that are as expected for their age. They make good progress in the Early Years Foundation Stage and are above the expected starting point for their age by the time they join Year 1. Pupils make good progress overall in Key Stage 1 and this is why attainment has been significantly above average for the past two years. Pupils, including those with special educational needs and/or disabilities, make satisfactory progress overall in Years 3 to 6. Their attainment in mathematics at the end of Year 6 has risen during the past three years and is slightly above average. Mathematics has been a priority for the past two years and this has contributed to rising attainment in this subject. Attainment in English, particularly in writing, has declined during this time and is now average. This is because the amount of writing undertaken by pupils varies between classes. Overall, pupils' achievement is satisfactory, given their starting points.

Pupils make good progress in lessons when teachers ensure that activities are matched to pupils' abilities. Occasionally, when teachers do not do this, the pace of learning is not as quick as it should be and some pupils become easily distracted from their learning. Boys make good progress overall and reach higher levels than their peers nationally in English and mathematics by the end of Year 6. This was not the same for girls last year because a number of them had special educational needs and/or disabilities. Teachers provide pupils with encouraging feedback about their work. However, sometimes, they do not provide pupils with enough guidance about the next steps in their learning. Some teachers do not expect pupils to reach high enough levels of attainment.

Pupils make a good contribution to the smooth running of the school. The lunchtime playground friends system, where pupils in Year 6 look after younger pupils, helps to create a family ethos in school. The school has good links with its local community. It also works effectively with a range of partners and agencies to promote the well-being of pupils. Consequently, this is a friendly school where pupils are looked after well, feel safe and enjoy their work. Attendance is average.

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The school's curriculum is satisfactory and is enriched by a wide range of visits and visitors to the school. The breakfast and after-school clubs provide pupils with good opportunities to develop their social skills.

The leadership team knows the strengths and weaknesses of the school well. However, the leadership team and middle leaders have not all received the training they need to enable them to concentrate on the impact of their work on pupils' progress and attainment in their areas of responsibility. The partnership with parents is outstanding. Partnerships with other local schools make a good contribution to extending pupils' learning and promoting their well-being. Given the significant changes in staff and the progress currently being made in addressing areas of concern, the school has a satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise attainment in writing by:
 - ensuring consistency in provision between classes
 - taking opportunities to develop writing across the curriculum
 - improving the presentation of work.
- Improve the quality of teaching so that at least 80% is good by ensuring that:
 - the pace of learning is accelerated, especially in Key Stage 2
 - pupils' misunderstandings during lessons are corrected
 - marking indicates to pupils the next steps in their learning.
- Improve the effectiveness of leaders and managers by:
 - focusing on improving pupil outcomes.
 - training senior and middle leaders in techniques of monitoring and evaluating attainment and progress in their areas of responsibility

Outcomes for individuals and groups of pupils

3

Pupils respond readily to their teachers and settle down quickly to their work. For example, pupils in Year 4 were keen to identify interesting adjectives and nouns and devise imaginative similes as they developed their ideas for poetry. Similes such as 'an apple as red as a rose' were typical of others that were suggested by pupils as they worked cooperatively in their groups. Pupils in Year 2 were keen to try to beat their teacher as they identified words from a clue that helped them improve their spellings and understand the sounds made by letters. The teacher gave clues such as 'What do you use to make a call?' and the sounds being learnt were '_o_e'. Pupils with special educational needs and/or disabilities receive well-targeted support and they make satisfactory progress in line with their different abilities. Pupils who speak English as an additional language also receive satisfactory support and they make the same progress as their peers. There are no significant differences between the achievements of different minority ethnic groups.

Pupils know about healthy foods and the importance of exercise. They enjoy physical activity led by sports coaches in lessons as well as at playtimes and lunchtimes. This

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indicates the impact of gaining the Healthy Schools award. Pupils make a good contribution to the school. Year 6 pupils are proud of the contributions they make as playground friends during lunchtimes. They also help serve at the salad bar during lunchtimes and this is appreciated by the pupils who are being served. Pupils demonstrate good social skills by sharing equipment and materials and by working well in groups. During the inspection behaviour was good, although some pupils indicated in their replies to the questionnaire that this is not always the case. Pupils raise funds for charities on a termly basis. They learn about the beliefs, values and ways of life of people who think differently from themselves.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

A strength of the teaching is the way in which teachers encourage pupils to share their ideas with each other in small groups. This helps them develop their ideas further. Teachers engage pupils in a wide range of practical learning that motivates them to learn. Strong relationships and respect between pupils and adults are a significant feature in all classes and these help create a busy and positive learning environment. Support by teaching assistants sometimes encourages pupils to think for themselves but, on other occasions, pupils are not challenged enough and are just told answers. In some lessons, teachers talk too long before settling pupils down to their tasks. This causes some pupils, particularly in Key Stage 2, to lose their concentration and their learning is not as rapid as

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it should be. This is why progress is not as good in Key Stage 2 as it is in Key Stage 1. Teachers sometimes provide good guidance to pupils during lessons. They mark pupils' books systematically and sometimes include a comment about what pupils could do to improve. However, overall there are not enough guidance and comments to guide pupils in their learning. The presentation of work in books is sometimes untidy.

Pupils' books indicate that some links are being made between different subjects. However, opportunities to consolidate writing skills in other subjects have not been taken and the amount of extended writing is inconsistent between classes. Provision to promote pupils' personal development is included effectively throughout the curriculum. Enrichment activities are varied and include an extensive range of instrumental tuition, visits and visitors to the school. ♦

Support for pupils is effective and this is a reason why pupils and their parents have every confidence in the school and its teachers. As one parent wrote, 'The staff care very much for children, academically and on a personal level by caring for their well-being.' Intervention groups are held for those with both learning and physical needs. Nearly all pupils comment in their questionnaire that they receive good support and care from the staff and this helps them in their work. Procedures for maintaining attendance are effective. Transition arrangements between Reception and Year 1 and on transfer to secondary education are good.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher, leadership team and governing body are all ambitious for the school and its pupils to be doing better. The leadership team knows the school's strengths and weaknesses and has diagnosed where improvements are needed. Most senior and middle leaders have not been in post long enough for the impact of their work to be felt in rising attainment. The exception to this is mathematics, which has been the main school focus for two years. School data are analysed well and the resulting information is used to help pupils in their learning. The governing body is supportive and encouraging to the school. Nevertheless, it is not as influential as it might be in evaluating the work of the school. Equality of opportunity and tackling discrimination are promoted satisfactorily and have resulted in similar progress being made by pupils, irrespective of their ethnicity or special educational needs and/or disabilities. In Year 6 last year, boys made better progress than girls because they were more able. School leaders and governors have a good understanding of safeguarding procedures and the school adopts effective practices in this respect across all areas of its work. The school has outstanding relationships with

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parents and carers. It responds positively to parents' suggestions. Good partnerships that enrich the curriculum have been forged with local schools. The school makes effective use of its local community. The links with China and Mexico are providing useful resources for developing pupils' understanding of different cultures. The impact of the International award is seen through these links. National links are developed well through the many day and residential visits that take place.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage provides children with a good start to their schooling. When they start school, their skills are as expected for their age overall although their skills in language are not as well developed as in other areas of provision. Children make good progress in all areas of learning. Children feel well looked after. They are confident when working indoors or outdoors. They enjoy the fresh air and chat to adults about what they are doing. Behaviour is good and children get on well with each other and adults. Provision is outstanding. It is very well organised indoors and outdoors and gives children a rich range of stimulating experiences. Staff work exceptionally well as a team because leadership and management are good. Adults plan together effectively to provide a good balance between the different areas of learning. There is a good balance between activities that are teacher led and those designed to help children work independently. Links with parents and carers are outstanding. Induction procedures are effective and children quickly settle into school routines.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A high proportion of parents and carers responded to the questionnaire. A very large majority of those who completed the questionnaire are very supportive of the school. Most parents and carers are very happy with their children's overall experience at the school. They feel their children are making good progress and that the school meets their children's needs very well. Most parents and carers feel the leadership and management of the school are good. Inspectors judged that teaching and leadership and management were not as positive as the views of parents and carers suggest and concluded that these were satisfactory.

◆ There were a number of written comments, most of which were very supportive of the school. In these comments, parents and carers find the staff approachable and hard-working. For example, comments such as the following were typical of those received: 'Teachers and staff are very approachable'; 'My children are happy and content and secure at Capel Manor.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Capel Manor Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 124 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	65	38	31	3	2	1	1
The school keeps my child safe	76	61	45	36	1	1	1	1
My school informs me about my child's progress	63	51	56	45	4	3	0	0
My child is making enough progress at this school	58	47	58	47	7	6	0	0
The teaching is good at this school	68	55	49	40	3	2	1	1
The school helps me to support my child's learning	68	55	47	38	7	6	1	1
The school helps my child to have a healthy lifestyle	64	52	55	44	2	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	53	43	54	44	2	2	1	1
The school meets my child's particular needs	56	45	58	47	6	5	1	1
The school deals effectively with unacceptable behaviour	56	45	51	41	11	9	3	2
The school takes account of my suggestions and concerns	55	44	58	47	3	2	3	2
The school is led and managed effectively	54	44	61	49	5	4	0	0
Overall, I am happy with my child's experience at this school	77	62	42	34	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2010

◆ Dear Pupils

◆ Inspection of Capel Manor Primary School, Enfield EN1 4RL

Thank you for making inspectors so welcome when we visited your school recently. We enjoyed meeting and talking to you about how you feel the school is preparing you for the future. You go to a satisfactory school. There are a number of good things about your school that we liked.

- You enjoy school and work hard.
- You do especially well in learning how to calculate with numbers.
- You get on well with each other.
- The Reception classes give you a good start to your schooling.
- You like the way adults in school look after you and you think they are doing a good job.
- You like your teachers and teaching assistants and try your best to please them.

We have asked your acting headteacher, teachers and the governing body to do three things to make your school better. These are to:

- help you to write better by making sure you practise writing more than you do
- improve the teaching by making sure you begin your activities quicker than you do now and by letting you know how to improve your work
- judge how well you learn in each subject by monitoring your work in different subjects.

All of you can help by continuing to work hard and do your best.

Yours sincerely

David Shepherd Lead inspector

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