

Enfield (New Waltham) Primary School

Inspection report

Unique Reference Number	117758
Local Authority	North East Lincolnshire
Inspection number	363875
Inspection dates	4–5 July 2011
Reporting inspector	Roger Sadler

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	122
Appropriate authority	The governing body
Chair	Mrs T Tabor
Headteacher	Mrs Carol Cromack
Date of previous school inspection	2 July 2008
School address	Enfield Avenue New Waltham, Grimsby Lincolnshire DN36 4RB
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in all five classes, taught by five teachers. The team analysed samples of pupils' work, particularly in mathematics and writing, and held meetings with members of the governing body, staff, pupils and parents and carers. They observed the school's work, including play times and assembly, and looked at records from the previous and current academic years. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. The school's data in relation to pupils' attainment, progress and attendance were compared with national data. Inspectors analysed the 48 questionnaires returned by parents and carers, along with questionnaires returned by pupils and staff.

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

- How well pupils progress in writing and mathematics in Years 1 to 6.
- Whether assessment information is effectively used to promote learning.
- How effectively monitoring and evaluation are used by leaders and managers to support school improvement.

Information about the school

Almost all pupils attending this smaller-than-average primary school are from White British families and speak English as their main language. Fewer pupils than is typical are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is well above average. Since the previous inspection, the school has gained the Healthy School status and the Activemark for physical activity. There has been a major building programme on site for the last two terms which is now nearing completion.

A private provider arranges a daily breakfast and after-school club on the school site. These arrangements are inspected separately.

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

This is a satisfactory school. Emphasis is placed on promoting pupils' personal development and on good-quality care, guidance and support for pupils. Consequently, many aspects of pupils' personal development are good. For example, pupils behave well, and older pupils in particular readily accept responsibilities for contributing to the school and wider community. Pupils arrive punctually and their attendance is above average, reflecting pupils' enjoyment of school. Pupils feel safe in school and act with regard for the safety of others. Many parents and carers hold the school in high regard and recognise that their children are well cared for and are happy in school.

Pupils make good progress in the Early Years Foundation Stage where provision is consistently good. Throughout Years 1 to 6, pupils make satisfactory progress and attain average standards by the end of Year 6. Opportunities are missed to develop particular writing skills in subjects such as history, geography and science and this slows progress in writing. Although more-able pupils in Year 6 did well in mathematics in this year's national assessments, their results in writing were not as good. Sometimes not enough additional support or challenge is targeted at pupils capable of exceeding the standards expected of their ages; this means that their progress is not accelerated as much as it could be. Those with special educational needs and/or disabilities make good progress throughout the school because their progress is carefully and frequently monitored and because provision for them is subsequently reviewed in the light of the latest assessments. This is not as strongly the case with other pupils, however, and the headteacher recognises the need to introduce regular meetings with each teacher to review and support the progress of each individual pupil. Teaching is satisfactory overall, and sometimes good in some classes. In lessons, teachers too rarely provide clear criteria or use checklists to help pupils assess and improve their work and this slows pupils' learning. Inconsistencies in the ways that teachers use targets with pupils occur because guidance for staff, and follow-up monitoring to ensure a consistent approach, have not been sufficiently well organised, regular and effective.

Each subject has a designated leader and they show great enthusiasm for improving their subjects. Their work in checking the quality of provision and pupils' attainment in their subjects is underdeveloped, however. This apart, self-evaluation is generally accurate and staff share a common understanding of which aspects require improvement. This, together with recent improvements, for example rising attainment in mathematics, in the quality of the school's curriculum and in pupils' knowledge of other cultures in modern Britain, shows the school has satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspection before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve the quality of pupils' writing by:
 - ensuring that particular writing skills are developed in subjects other than English
 - providing additional support and challenge to those capable of exceeding standards expected of their age.
- Improve the quality of teaching by:
 - providing pupils with specific criteria or targets to help them assess and improve particular aspects of their work
 - providing staff with clear guidance and regular follow-up checks to help teachers adopt a consistent approach to aspects such as how targets are set or how work is marked.
- Improve leadership and management by:
 - the effective use of assessment information through regular meetings between senior leaders and each teacher to identify and discuss provision for any pupil at risk of not achieving his or her full potential
 - checking through lesson observations that teachers are implementing agreed policies
 - ensuring that the school improvement plan has clear, measurable success criteria.

Outcomes for individuals and groups of pupils

3

Many children generally enter the Early Years Foundation Stage with knowledge and skills a little below those typical for their age. Throughout the school, pupils behave well and sustain good levels of concentration in lessons and this helps them enjoy their learning. Pupils make best progress in the classes where teachers use more effective techniques to help pupils assess their work and see exactly where they need to concentrate their efforts. Lower-attaining pupils and pupils with special educational needs and/or disabilities in all classes make good progress in lessons and during their time at school. This is because their needs are well-known to the school, frequently monitored by leaders and teachers and because these pupils receive good-quality support individually or in small groups. Overall, pupils' achievement is satisfactory and pupils enjoy school. There are signs that attainment is rising. For example, the proportion of Year 5 pupils who are on track to meet or exceed standards expected for their age by the time they leave the school is greater than over the last two years.

Pupils' spiritual, moral, social and cultural development is good. Their cultural development has improved significantly since the previous inspection due to some effective work by the school to provide pupils with experience and knowledge of the diversity of life in modern Britain. Pupils take a strong role in the school community, especially the older pupils, as 'young leaders' or as members of the council. The school's work towards Healthy School status and the Activemark and its sports partnership work have helped provide pupils with a good understanding of a healthy diet and the need for regular exercise. Their satisfactory achievement in basic skills, and their good relationships and behaviour, ensure

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pupils are provided with appropriate preparation for the next stage of their education and the world of work beyond school.

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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	2
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?

In all classes relationships are good and staff manage behaviour effectively. This helps pupils concentrate well in lessons. Teachers and pupils share the use of interactive whiteboards well to add impact and clarity to whole-class learning. Teaching assistants make a strong contribution to the good learning of pupils with special educational needs and/or disabilities or others who are struggling with their learning. They do this by working with them in small groups, especially in classes for younger pupils. Although teachers usefully share with pupils what learning is planned for the lesson, pupils are not always provided with clear criteria or targets to help them assess their own work and see where they should focus their efforts to improve. This slows their progress a little. Sometimes, teachers spend too long teaching the whole class, limiting time for independent work.

The curriculum and teachers' lesson plans are suitably modified to meet the needs of the more-able and middle-attaining pupils and are adapted very well to meet the learning needs of pupils with special educational needs and/or disabilities through a good range of appropriate special programmes. The curriculum is rich and varied. Pupils say they enjoy the weekly French lessons and they clearly benefit from the whole-class recorder teaching

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they receive in some classes. The school has a wide range of interesting and well-supported clubs and activities which contribute to pupils' social development. Sport and other physical activity are strong in the school and many enjoy the specialist coaching they receive in school and in after-school clubs. The school's well-developed personal, social and health education programme makes an important contribution to pupils' good personal development and well-being. The curriculum is enhanced well by visits and visitors to the school including the recent residential visit to an outdoor activities centre in Norfolk.

Good-quality care ensures the personal needs of all pupils are met, including those whose circumstances make them potentially vulnerable and those with special educational needs and/or disabilities. The headteacher and each class teacher have a detailed knowledge of individual pupils' personal development needs and teachers modify provision to meet these needs. The school ensures that pupils are aware of how to keep themselves safe within and outside school including when they use the Internet. Staff work effectively with families and other professionals to ensure that the pupils' needs are fully met. As a result, pupils trust the adults in school and know who to turn to if they have any concerns.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Each term the progress of each pupil with special educational needs and/or learning difficulties is analysed by leaders. Provision is then carefully reviewed with each teacher to ensure that these pupils' needs are fully met. This helps ensure that these pupils make good progress and that staff share a common commitment to ensuring these pupils do their best. Although the school annually reviews the progress of other pupils, assessment information is not used as rigorously by leaders to monitor the progress and modify the support provided for all pupils as the year progresses. Teachers are observed teaching and provided with constructive feedback on their work and the headteacher has a satisfactory overview of each teacher's development needs. Staff training is sound but follow-up checks on subsequent actions are sometimes not sufficiently rigorous or well-organised to ensure that initiatives, such as how pupils are involved in their own learning, are consistently implemented in all classes. Each subject has a designated leader but the school recognises the need to develop their role in monitoring and evaluating the progress of pupils and the quality of provision in their subjects.

The school improvement plan concentrates on appropriate aspects but sometimes success criteria for actions lack clarity. This makes it difficult for leaders, including the governing body, to evaluate the impact of the plan on pupils' attainment. The governing body

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supports the school well but governors are aware of the need to improve their skills in analysing and comparing the progress of the school's pupils with those in other schools. There are many on the governing body who are new to their roles and governors have a useful plan to undertake an audit of their skills in order that they may carry out their role more effectively. All pupils are valued, equal opportunities are promoted well and discrimination is not tolerated. This is shown by the good personal outcomes for all groups although this consistency has not been reached yet for academic progress. Good partnerships which enhance the quality of provision have been established with other local providers, social and health services, and especially with the local authority special educational needs support services. The school has sound links with parents and carers and some of these provide useful regular support to their children's learning in classrooms. The school makes a good contribution to community cohesion, especially by the ways in which the school promotes pupils' knowledge of a range of cultures in the local community, in modern Britain and in the rest of the world. Procedures for safeguarding pupils meet current requirements. Staff training in safeguarding is effective, and the school has good systems to identify potential risks.

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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
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

Children are carefully inducted into the Early Years Foundation Stage and helped to soon feel confident in school. From starting points that are mostly a little below expected levels, children make good progress in all areas of learning. By the end of Reception, many children's knowledge and skills are at average levels.

Children are treated with great sensitivity and kindness and parents and carers are confident that their children are well looked after, safe, secure and happy. Children work and play happily together and enjoy the good range of interesting activities provided.

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Children gained a great deal from their much-enjoyed visit to the strawberry fields during the inspection. A rich and varied range of activities followed the visit. Adults very skilfully exploited their enjoyment and enthusiasm of the morning's experiences to help them make very good progress in their reading, writing, speaking and listening and number work. Adults continually assess the learning of individuals and use this information well to inform their planning and teaching. Children listen and concentrate well in whole-class activities and work safely and cooperatively on independent activities.

Leadership and management are good. The staff effectively monitor and evaluate provision and work well as a team to tackle any areas that they judge need attention. Staff teamwork is particularly strong and staff have a clear plan of how the new outdoor and indoor areas can be used to further improve the quality of provision.

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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Less than a half of parents and carers returned the questionnaire, which is an above-average rate of response. Although most parents and carers are fully supportive of the school, around a fifth of those who completed the inspection questionnaire expressed some concerns about the behaviour of pupils. Inspectors investigated these concerns by observing behaviour in classes and around the school, holding discussions with pupils, staff and parents and carers and by examining records relating to pupils' behaviour. The school acknowledges that a small minority of pupils demonstrates very challenging behaviour on a few occasions which is a cause of concern to some pupils and parents and carers but individual behaviour issues are dealt with well. There was no other significant pattern in the responses to indicate with which particular aspects of the school parents and carers were not fully satisfied.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Enfield (New Waltham) 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 inspector received 48 completed questionnaires by the end of the on-site inspection. In total, there are 122 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	44	20	42	5	10	1	2
The school keeps my child safe	17	35	27	56	1	2	2	4
My school informs me about my child's progress	11	23	30	63	4	8	1	2
My child is making enough progress at this school	15	31	22	46	6	13	2	4
The teaching is good at this school	16	33	27	56	1	2	2	4
The school helps me to support my child's learning	12	25	26	54	5	10	2	4
The school helps my child to have a healthy lifestyle	11	23	31	65	4	8	1	2
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)	14	29	25	52	4	8	2	4
The school meets my child's particular needs	15	31	22	46	6	13	2	4
The school deals effectively with unacceptable behaviour	10	21	20	42	10	21	7	15
The school takes account of my suggestions and concerns	8	17	24	50	7	15	5	10
The school is led and managed effectively	11	23	22	46	6	13	7	15
Overall, I am happy with my child's experience at this school	15	31	23	48	5	10	2	4

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



6 July 2011

Dear Pupils

Inspection of Enfield (New Waltham) Primary School, Grimsby, DN36 4RB

Thank you for making the inspectors so welcome when we came to your school. We especially want to thank those of you who gave up part of your lunchtime to talk with us. My colleague and I enjoyed watching you learn and talking with you in lessons and around school.

Your school provides a satisfactory standard of education and you make satisfactory progress. Staff look after you well and we are pleased you enjoy lessons. You clearly like school and you attend regularly and arrive on time. You know how to act safely and think about the safety of others. You are being well prepared for life at your next school and for life beyond school. You show consideration for others, understand what is right and what is wrong, and are very friendly to each other. We hope you are proud of your good behaviour and manners. Those of you who find learning more difficult make good progress because the school helps you learn and you are given extra help in small groups.

There are many things that your headteacher, teachers, other staff and the governors want to improve, because they want your school to get even better. We have asked that the headteacher and governors concentrate especially on:

- helping to ensure that you do your very best in writing
- helping teachers to do their work even better
- ensuring the headteacher and teachers keep an even closer eye on the progress each of you makes.

Yours sincerely

Roger Sadler

Lead inspector

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