

Suffolks Primary School

Brick Lane, Enfield, Middlesex, EN1 3PU

Inspection dates 21–22 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is improving rapidly. Attainment is rising and the amount of progress pupils make is clearly good. Standards are currently broadly average and the drive to ensure that the most able pupils achieve as well as they can has been very successful.
- Pupils' spiritual, moral, social and cultural development is good. This plays a part in the good standard of behaviour and safety evident in the school. Pupils are polite and courteous and willingly take on responsibilities. They enjoy their learning and their attitudes are extremely positive.
- Most parents would recommend the school to others and are very pleased with its work.
- The large majority of teaching is good or better because leaders have rightly concentrated their efforts on improving it. Staff work well together to plan exciting lessons which motivate pupils to want to learn. Teachers have high expectations of all pupils which ensure they become confident in their ability to succeed.
- The effective leadership of the acting headteacher and the governing body continues to drive improvement. Clear direction from leaders ensures that all staff share the vision for the future of the school and work together as a team to achieve it.

It is not yet an outstanding school because

- The quality of teaching is not consistently good across all four classes in the Early Years Foundation Stage. The quality of learning opportunities is not as good in the outdoor area as it is in the classrooms.
- The quality of mathematics teaching in Key Stage 1 is not always consistently good. There are not always enough opportunities for pupils to learn independently or to solve problems for themselves.

Information about this inspection

- The inspectors observed 21 lessons or part lessons taught by teachers and teaching assistants. The acting headteacher accompanied the inspectors on a number of visits to lessons, including those in the Early Years Foundation Stage and in Key Stage 2.
- Meetings were held with pupils, a member of the governing body, staff and a representative from the local authority.
- The inspectors took account of the 22 responses to the online Parent View survey and the school's own latest questionnaire for parents. They also took into account the 48 responses to the staff questionnaire.
- The inspectors observed the school's work and examined a range of documents, including the school's own records of pupils' progress and attainment, monitoring documents, records relating to the performance management of staff and those relating to behaviour, safeguarding and attendance.

Inspection team

Glynis Bradley-Peat, Lead inspector	Additional Inspector
Christopher Crouch	Additional Inspector
Sandra Teacher	Additional Inspector

Full report

Information about this school

- This is a larger-than-average sized primary school.
- The proportion of pupils receiving pupil premium (additional funding given for looked after children and those known to be eligible for free school meals) is much higher than the national average.
- More disabled pupils and those with special educational needs are supported through school action than found nationally. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is much higher than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Higher proportions of pupils than found nationally join and leave the school at other than the usual times of admission.
- A speech and language unit in the school is run by the local authority.
- Since the previous inspection, the headteacher has left the school and the deputy headteacher is acting as headteacher for this term. A new headteacher starts at the school in January 2013.

What does the school need to do to improve further?

- Improve the quality of teaching and learning in the Early Years Foundation Stage by:
 - focusing planning on what children are to learn rather than on what they are going to do
 - planning more effectively for the high number of children who speak English as an additional language
 - developing the outdoor area so that it becomes a rich learning environment and matches that offered in the classroom.
- Focus on improving the quality of teaching in mathematics at Key Stage 1 so that standards rise more quickly by:
 - ensuring that teachers plan activities that develop pupils' independence and give them opportunities to solve problems in all lessons
 - providing frequent opportunities for pupils to become familiar with basic number facts so that they can more easily apply what they have learnt
 - ensuring that the new calculation policy is used consistently by all staff.

Inspection judgements

The achievement of pupils is good

- From very low starting points in the Nursery classes, children make a good start to their education and learn well overall, although teaching is not always consistently good across all Nursery and Reception classes.
- In Key Stage 1, pupils' attainment in reading and writing has risen steadily after a dip following the last inspection, although it remains below average. In mathematics, standards are rising at a slower rate because some pupils do not always know basic number facts well enough. This hampers their ability to apply what they have learnt when solving problems.
- In Key Stage 2, standards have been rising overall since the last inspection but markedly so in mathematics, where the gap between the school's results and those found nationally is closing rapidly. The proportion of pupils who gain the higher levels in the national assessments has risen significantly as a result of the effective support in place for the most able pupils.
- In English, there was a dip in 2012 following rapid improvements in the previous two years. This was caused by some of the boys not reaching the expected level in writing. The school reacted quickly in response. Extra support and help have ensured that boys currently in Year 6 are already reaching their targets, which are being adjusted to provide even more challenge.
- Pupils make consistently good progress in English and mathematics across each year group in Key Stage 2. The proportion making better than expected progress is higher for most groups of pupils when compared with national figures, including disabled pupils, those with special educational needs and pupils who speak English as an additional language. This is because they benefit from skilled additional support in mathematics and literacy which enables them to meet their targets. The very few pupils in the speech and language provision achieve similarly to their peers.
- The attainment and progress of the most able pupils are improving rapidly because more is expected of them. Small group work which focuses on developing independence in solving problems and investigating in mathematics is having a particularly good impact.
- Effective help in lessons from teachers and teaching assistants ensures that there is no gap between the performance of pupils eligible for pupil premium and those who do not receive it in writing and mathematics. The gap in reading is closing. The school promotes equality of opportunity well.

The quality of teaching is good

- Teaching is typically good and has improved significantly since the last inspection. This is because all staff have received effective training which has been put into practice. The skills and confidence of teachers in particular have been enhanced well and they work successfully together as a team.
- Staff are enthusiastic and clearly enjoy their teaching. This sets a shining example for pupils which motivates and encourages them to always do their best.
- Teachers use assessment information well to plan their lessons. This ensures that pupils make progress from the very start of each lesson and that they are challenged to achieve their best. Teachers also check pupils' progress carefully during lessons.
- Teachers' good subject knowledge leads to interesting discussions with pupils and questions which deepen understanding, as for example in developing pupils' understanding of data sets in Year 6.
- Generally, pupils are clear about what they are supposed to be learning and as a result they know how well they are doing. This is less the case in the Early Years Foundation Stage where teachers' planning focuses more on what children are going to do rather than on what they are to learn. In addition, planning does not always provide well enough for those children whose

first language is not English.

- The outdoor area in the Early Years Foundation Stage does not yet provide the rich learning environment evident in the indoor classroom. Therefore, when children opt to learn outside, the progress that they make slows.
- The new calculation policy in mathematics is not always used consistently to ensure that pupils develop their basic number skills, particularly in Key Stage 1.

The behaviour and safety of pupils are good

- Pupils clearly enjoy coming to school. They arrive each day full of excitement about what they are going to learn and do during the day. Behaviour is typically good and attendance is broadly average.
- There is a clear system to secure good behaviour, which is well known by both staff and pupils; it is applied consistently. This ensures that pupils are clear about what is expected of them and that they respect one another. Pupils have good attitudes, are polite and helpful to visitors and support younger children through a 'buddying' system.
- Pupils and parents feel that bullying is rare. Issues around bullying are addressed through the curriculum, and the recent 'anti-bullying week' included a drama workshop and high-profile assemblies. Pupils are familiar with the different types of bullying and demonstrate a strong sense of fairness and support for each other on the very few occasions when difficulties arise.
- Pupils understand both their rights and their responsibilities. Their understanding about living in a community is good and they take pride in assuming a number of jobs, such as being part of and contributing to the work of the school council and undertaking 'young sports leader' responsibilities.
- The good spiritual, moral, social and cultural development of pupils shines through and contributes well to their good behaviour and the way they consider the feelings of others.
- Pupils are keenly aware of what constitutes safety. They talk clearly about 'stranger danger' and how to 'follow the rules' about using the internet wisely.

The leadership and management are good

- Although the headteacher has recently left the school and the new headteacher does not start until January, the acting headteacher has ensured that the smooth running of the school has continued.
- There is a strong sense of teamwork where everybody shares the same goals for the school. All want the pupils to achieve as well as they can.
- The management of performance ensures that effective staff are rewarded and those who need support are helped and monitored.
- Careful consideration is given to the type of training for staff which will benefit the school and satisfy its aims. This has a good impact, for example, in promoting better achievement for the most able and for boys in their writing.
- The school clearly knows its strengths and weaknesses and has identified actions to ensure improvement continues. These actions are regularly reviewed. Some senior and middle managers are new to their role and have settled in quickly. They are swiftly getting to grips with their responsibilities.
- The curriculum is becoming increasingly lively and exciting. Leaders continue to work hard to make the curriculum even more creative and inspiring. Art and music develop the particular talents of pupils. The school regularly reviews and amends the curriculum to ensure the best learning experience possible for all pupils.
- The local authority and an external consultant are providing effective support and challenge for

the school. The impact of their work is strong and has ensured that the school continues to improve in the absence of a headteacher.

- Parents are very supportive of the school and most would recommend it to other parents. Much effort is given to involving parents in the life of the school and to help them support their children at home through, for example, running a variety of courses.
- **The governance of the school:**
 - The governing body clearly knows the strengths and weaknesses of the school and states accurately that Suffolks is a good school. Governors' knowledge of performance management is good and they have a clear understanding of what systems the school has in place to reward good teachers and to tackle those who require improvement. They have a good understanding of the attainment and progress of pupils and know how well the school performs compared with other schools nationally. The governing body has asked questions to clarify the use of the pupil premium and has satisfied itself that it has been used effectively by conducting an analysis of its impact; budgeting skills are strong. The governing body is well trained and this ensures that governors are knowledgeable.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102005
Local authority	Enfield
Inspection number	400520

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	The governing body
Chair	Tony Carter
Acting headteacher	Gillian Sanders
Date of previous school inspection	26–27 November 2009
Telephone number	020 8804 1534
Fax number	020 8482 0963
Email address	office@suffolks.enfield.sch.uk

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