

Prince of Wales Primary School

Salisbury Road, Enfield, EN3 6HG

Inspection dates

6–7 December 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement is not consistently good throughout the school.
- Too many lessons are ineffective, resulting in some pupils not making as much progress as they should.
- Where the teaching is not good, poor behaviour prevents pupils from learning.
- Leaders' monitoring of teaching quality and how much progress pupils are making is too variable .
- In some lessons the work is not closely matched to pupils' abilities and previous knowledge so not all pupils are adequately challenged, especially the more able.
- Pupils do not always know their targets or what they need to do to improve.
- Middle leaders are not consistently sharing effective practice about teaching and learning with colleagues across the school.

The school has the following strengths

- A well led Nursery and Reception gets pupils off to a good start. In particular, English language skills are developed well.
- Teaching is strong in Years 5 and 6 with clear explanations given and high expectations of work and behaviour.
- As a result of effective support, disabled pupils and those with special educational needs, and those from most ethnic minority groups are performing in line with, or above, their national counterparts.
- The governing body and senior leadership team have a clear picture of where the school is now, and what steps they need to take to improve the school.
- Key Stage 2 test results showed an improving picture in 2012, and the school's tracking indicates that this improvement will be maintained.
- Pupils' home cultures are respected and celebrated.

Information about this inspection

- Inspectors observed 29 lessons of which six were joint observations with members of the senior leadership team.
- Inspectors analysed data relating to progress and attainment.
- They scrutinised the school's own documentation including self-evaluation and records relating to safeguarding and behaviour.
- Pupils' work was examined.
- The views of 12 parents who responded to the on-line questionnaire (Parent View) were taken into account.
- The views of staff were ascertained from discussions and from the staff questionnaire for which there were 31 responses.
- Meetings were held with the Chair and Vice-Chair of the Governing Body, a representative from the local authority, and with pupils and senior staff.

Inspection team

Janet Maul, Lead Inspector

Additional Inspector

Victoria Turner

Additional Inspector

David Sleightholme

Additional Inspector

Full report

Information about this school

- Prince of Wales is a larger-than-average-sized primary school.
- The headteacher joined the school in September 2012.
- A very large majority of the pupils are from ethnic minority groups most of whom join the school with little or no spoken English. The two largest groups of minority ethnic pupils are those of Black African heritage and an Turkish/Kurdish pupils including a significant Alevi group..
- The proportion of pupils supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils supported through the pupil premium (additional funding provided by the government) is well above that found nationally.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- No alternative provision is used by the school.
- The school runs a breakfast club on the site. The local authority runs an after-school club which is subject to a separate inspection.

What does the school need to do to improve further?

- Improve teaching so that it is typically good across the school by:
 - sharing good practice throughout the school teaching community, for example through team teaching or peer observation
 - ensuring that work is properly matched to pupils' skills, abilities and prior knowledge, especially in Years 2, 3 and 4
 - monitoring progress in all classes by the senior leadership team and middle leaders, intervening swiftly if sufficient progress is not being made
 - ensuring there is greater challenge for more able pupils throughout the school
 - developing the target setting process, so that all pupils understand what they need to do to improve.
- Develop the role of middle leaders by ensuring that they:
 - become models of best teaching practice within their teams, modelling high quality teaching consistently
 - develop their leadership skills, by better understanding pupil progress information and sharing with their teams.
- Improve behaviour, especially in lessons and during assemblies, by providing more whole staff training to ensure all staff understand behavioural expectations and rewards and sanctions, and that all take responsibility for implementing the rules.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement in Key Stages 1 and 2 requires improvement because pupils, while making expected progress, should do better. It is not good because improvements in progress and standards are variable across the year groups due to inconsistencies in the quality of teaching.
- At the end of Year 1, pupils attained lower scores than pupils nationally in the phonics screening test which checks their understanding of letters and sounds. These weak phonic skills impede pupils' progress in reading and writing. At the end of Year 2, the 2012 national assessment results show that pupils had not caught up sufficiently, and were significantly behind other pupils nationally in reading, writing and mathematics.
- In 2012, Year 6 pupils made expected progress. This was an improvement on previous years where progress had been significantly below that expected. The school's assessment data, analysis of work and lesson observations indicate the current Year 6 pupils are on track to maintain similar rates of progress in both English and mathematics. This is a result of the good teaching in both Years 5 and 6.
- Most children enter the Nursery with skills and knowledge well below those expected for their age. A large majority has little or no spoken English language. Social skills are also well behind those of most children of a similar age.
- Children make a good start in Nursery where they settle in quickly and feel at ease in their surroundings. Children in the Reception classes benefit from a wide range of play based activities and regular teaching of letters and sounds to give them a secure grounding in basic reading and writing skills. Children make good progress in Nursery and Reception, but nevertheless leave with attainment below average.
- Pupils supported through the pupil premium funding are making progress in line with similar groups nationally. Improved provision, mainly through additional adult support, has improved the attainment of this group of pupils.
- A successful scheme of work has been developed to raise self-esteem amongst the Alevi pupils. The senior leadership team has identified that this is starting to accelerate their progress and raise attainment. The other large group of pupils, those of African origin, perform in line with other pupils in the school and pupils with a similar heritage nationally.
- Pupils who speak English as an additional language do not perform as well at the higher levels in tests than similar pupils nationally.
- Disabled pupils and those with special educational needs achieved similarly to their classmates and pupils nationally.

The quality of teaching

requires improvement

- The quality of teaching is too variable throughout the school, ranging from outstanding to inadequate. The quality of teaching is most variable in Years 1 to 4, with some good lessons but too many that do not promote rapid progress. Too often the lessons in these classes are not matched sufficiently well to pupils' ability, with some work being too easy and some too hard.
- In weaker lessons, teachers do not make sufficient use of assessment information when planning lessons and, consequently, many pupils do not make the progress of which they are capable. Where teaching requires improvement, pupils occasionally become bored, lose interest and behave poorly.
- Teaching is good in Nursery and Reception, giving the pupils a good start in school. Activities are well planned to encompass the whole Early Years Foundation Stage curriculum. Teachers and teaching assistants develop children's language skills through well-planned opportunities

for talk, and skilful questioning.

- The inspectors saw strong teaching throughout Years 5 and 6, with well-planned lessons which were matched to pupils' learning, skilfully delivered. In the best lessons pupils were engaged with the work and keen to show what they had learnt. For example, in a Year 5 literacy lesson, pupils were enthusiastic about sharing their newly learnt vocabulary related to the novel *Street Child*.
- In a class of challenging Year 5 boys, behaviour was good due to the brisk pace of the lesson, the planning that had gone into ensuring relevance, and the quality of adult pupil relationships.
- High quality support is available for pupils who need additional help, with good examples being the Reading Recovery Programme and the nurture group where staff develop pupils' learning and social skills to enable pupils to successfully rejoin their mainstream classes.
- When the inspectors asked pupils about their targets some knew them, but many did not. The targets are displayed at the back of books, but their use is not embedded into practice in all classes.
- Marking has recently been revisited by the senior leadership team, and it is now of a generally high standard with developmental comments given to pupils. There are now more opportunities for pupils to respond to their marking and teachers' comments.

The behaviour and safety of pupils

requires improvement

- Behaviour and safety require improvement because some degree of disruption in lessons limits the progress of a minority of pupils.
- Moving around the school there was some unsatisfactory behaviour, for example some running in corridors, but many examples were also seen of pupils holding doors open for adults and standing back to allow each other to pass.
- In Year 2 science and music lessons, excellent behaviour management by the teacher ensured an orderly, positive learning environment. However, the use of effective management is not seen across the school, and where lessons were not well taught, and activities not closely matched to pupils' abilities, poor behaviour is seen.
- Pupils told inspectors that they were aware of different forms of bullying, for example racist and cyber bullying, and could talk sensibly about what they should do about it. They reported that incidents had happened but were infrequent and had been addressed properly by the staff. There is a robust recording system in place.
- Pupils from different cultures and backgrounds generally get on well and work and play together sensibly and say they feel safe in school.
- Prince of Wales School takes in many pupils who exhibit very challenging behaviours. These pupils are managed well. As a result of its effective procedures, the school has been very effective in dramatically reducing the number of exclusions.
- Positive behaviour management was seen across the school. Adults consciously reinforced the idea that pupils can choose to make good choices regarding behaviour. This was particularly evident in the nurture group where pupils are well supported.
- Attendance is slightly below the national figure, but above the average for schools with a similar level of free school meals. The school's celebration of good attendance, by publishing figures in the school newsletter and rewarding the class with best attendance certificates, is helping to improve attendance rates.

The leadership and management

require improvement

- Leadership and management require improvement as achievement, behaviour and safety and

the quality of teaching are not good.

- Senior and middle leaders have not monitored the quality of teaching and its impact upon pupils' progress systematically enough in the past, although this is now starting to improve.
 - The role of middle leaders is not yet well developed. Most middle leaders have played a role in managing their area of responsibility, for example organising events and relaying information, but less so in using their role to improve teaching through modelling best practice and then ensuring it is shared across teams of teachers. Their understanding of pupil progress information is still too limited. When the allocation of their roles has been finalised, the senior leadership team has clear plans in place to further develop the skills of middle leaders.
 - The headteacher and two deputies work well together. They have a clear picture of the strengths and weaknesses of the school, and know what they need to do to move the school forward.
 - Since joining the school the headteacher has held individual interviews with all members of the Senior Management Team to ensure they understand the expectations of their roles.. The headteacher has made these clear and is holding underperforming teachers to account.
 - Staff questionnaires are overwhelmingly positive about the school and its leadership.
 - Pay does not always reflect performance, and the headteacher, supported by the governing body, is keen that pay and performance should be more closely aligned. However, there has not yet been time for the headteacher to have impact in this area.
 - Teaching assistants manage behaviour well, and use good questioning techniques to promote learning. Teachers and teaching assistants have a weekly briefing with the headteacher which has helped staff to share values and expectations.
 - The pupil premium is appropriately allocated to ensure vulnerable pupils get the support they require, for example the employment of additional teaching assistants to support pupils with specific intervention programmes, employment of a learning mentor, and staff for nurture groups to support pupils with behavioural issues. A Reading Recovery teacher has also been employed to improve reading in Year 1 and to train teaching assistants in Years 1, 2 and 3.
 - The school identified an underachieving group of Alevi pupils of Turkish and Kurdish heritage. One of the deputy headteachers introduced an Alevi scheme of work which teaches about the Alevi culture and, as a result, these pupils have grown in confidence and self-esteem as well as improving attainment.
 - So far, a thorough analysis of the improvement in attainment for pupils receiving the pupil premium has not been undertaken, although some data are available for individual groups, for example those engaged in Reading Recovery and the Alevi pupils.
 - The school promotes pupils' spiritual, moral, social and cultural development by teaching about different faiths for which displays were in evidence throughout the school. The school has a 'language of the week' to celebrate diversity, and different cultures are celebrated through music. Polite behaviour is modelled by adults who are respectful of pupils and good role models. Because of the challenge posed by some pupils, moral and social development is central to the school's ethos. Spiritual development is less evident.
 - The school works hard to engage parents and positive relationships were seen with individual parents.
 - **The governance of the school:**
 - The governing body is supportive and committed to the school. It ensures that the site is safe and pupils are well looked after and that statutory requirements are met. Governors are involved in the school's self-evaluation and monitoring of performance and they have an increasingly accurate picture of how the school is performing in relation to schools nationally and to schools in similar circumstances. Governors are increasingly aware of the quality of teaching in the school and have a developing understanding of what needs to be done to improve it. They have approved a new policy for managing staff performance and are keen to support the headteacher as he ensures that pay reflects performance. The governing body has
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taken the opportunity of the leadership change to bring greater challenge to its relationship with the school. Governors have a good understanding of the school's finances and they have helped to ensure that the pupil premium is well used to support pupils and accelerate their progress.

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	3082053
Local authority	Enfield
Inspection number	404797

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	590
Appropriate authority	The Governing Body
Chair	Pauline Stone
Headteacher	Jan Bless
Date of previous school inspection	15–16 September 2010
Telephone number	01992 762840
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