

Capel Manor Primary School

Bullsmoor Lane, Enfield, EN1 4RL

Inspection dates 11–12 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

- Pupils' achievement is not good enough because there is too much variation in the quality of teaching and too few lessons are good or better. As a result of this, pupils' progress is uneven.
- Too few pupils are reaching the higher levels in their work, especially in reading and mathematics, because activities in lessons are sometimes not challenging enough, particularly for the most-able pupils.
- The teaching of phonics (the sounds that letters make) is not yet good and this limits pupils' progress in reading.
- The quality of small-group and one-to-one support is variable and does not always ensure that pupils in need of support make rapid enough progress.
- Pupils say they feel safe at school, but there are times when poor behaviour in lessons disrupts their learning. Pupils' attendance levels are below average.
- Leaders and managers have not tackled the weaknesses in teaching and the impact on pupils' achievement identified at the last inspection with sufficient rigour.

The school has the following strengths

- Teaching and children's achievement in the Early Years Foundation Stage are good. Children work collaboratively in a stimulating environment and are prepared well for their next stage in the school.
- A recently introduced data system is providing leaders and teachers with clear information on the progress pupils make across the school.
- Governors realise that the school needs to improve and are now providing clear strategic direction and support.

Information about this inspection

- Inspectors observed 18 lessons and parts of lessons, five with senior leaders. The team also attended the breakfast club and a workshop for parents and carers.
- Discussions were held with senior leaders, teachers, the Chair of the Governing Body, the permanent headteacher who is taking up her post in January 2013, a representative from the local authority and groups of pupils. The questionnaires completed by ten members of staff were also taken into account.
- The views of parents and carers were sought at the beginning of the school day and the team took account of 14 responses to the online questionnaire (Parent View).
- The team reviewed a range of documentation including the school’s analysis of pupils’ progress, the school’s development plan, self-evaluation and records of the monitoring of teaching, the minutes of the governing body and logs relating to behaviour and absence.

Inspection team

Mirella Lombardo, Lead inspector

Additional inspector

Daniel Brown

Additional inspector

Matthew Klimcke

Additional inspector

Full report

Information about this school

- The school is an average-sized primary school with two forms of entry in each year from Reception to Year 2. The school has expanded by three extra classes since the last inspection.
- The school is undergoing building developments, which are due to be completed by the end of the academic year. There has been a period of instability at senior leadership level and the current headteacher is in an interim position. However, a permanent headteacher has now been appointed who will take up her post in January 2013.
- The proportions of pupils from minority ethnic backgrounds and who speak English as an additional language are higher than those found nationally.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is just above the national average.
- The proportion of disabled pupils and those with special educational needs supported by school action is lower than the national average.
- The proportion of pupils supported by school action plus or with a statement of educational needs is just below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and a range of after school clubs.
- The school does not use any alternative provision for any pupils.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by making sure that:
 - the tasks and activities set in lessons sufficiently challenge the most-able pupils
 - pupils concentrate and are fully engaged in their learning throughout every lesson so that their pace of learning accelerates
 - teachers' subject knowledge is good enough to ensure that when misconceptions occur, pupils are accurately guided and their understanding improves.
- Improve pupils' progress and achievement in mathematics and reading by:
 - ensuring that there are clear and sufficiently high expectations of what pupils should be achieving in mathematics, so that all pupils are appropriately challenged
 - enabling pupils to apply their mathematical skills and knowledge to real-life situations and problem-solving
 - improving the quality of phonics teaching so that pupils actively participate in the lessons and their phonic knowledge is accurately assessed.
- Improve the impact of the school's leaders by ensuring that:
 - small-group and one-to-one support provides pupils with the guidance they need to improve their progress
 - pupils that need to make the most progress to catch up are always included in the support the teacher provides in the lesson
 - the pace of improvement accelerates.

Inspection judgements

The achievement of pupils

requires improvement

- Despite a positive start in the Reception Year, where children start with levels of skills and knowledge well below those typically seen for their age, this good start is not sustained and pupils' rates of progress as they move through the school are too slow. Most pupils make the expected progress in English but do significantly less well in mathematics.
- Few pupils reach the higher levels in English and mathematics, which is reflected in the results they achieved in the national tests in 2012, which, for Key Stage 2, were below average.
- Pupils' achievement in reading is too variable and few pupils achieve the higher levels. This is because the teaching of phonics is not consistently good. Few pupils reached the nationally expected standard in the recent phonics screening test.
- Overall, disabled pupils and pupils who have special educational needs make similar progress to that of other pupils in the school. However, there are significant variations between year groups because small-group and one-to-one support is not always effective.
- The achievement of pupils from minority ethnic backgrounds and of pupils who speak English as an additional language is not always as good as it should be. This is because although these groups of pupils are properly identified, the support they receive in the lesson is not always good enough to enable them to achieve well.
- The majority of pupils eligible for the pupil premium make better than expected progress; consequently, the gap in achievement between these pupils and all pupils nationally is narrowing. This is because of the attention they are given during the lesson by teachers and the effective support of an additional adult provided by the pupil premium funding.

The quality of teaching

requires improvement

- The quality of teaching over the last academic year has shown signs of improvement and there is now much less inadequate teaching. However, teaching is still not effective enough to ensure all pupils make at least good progress.
- Some teachers do not expect enough of pupils and they set activities that do not sufficiently challenge them, especially the most-able pupils. In one class, pupils were given work that was easier than younger pupils had been given in the same topic a year earlier.
- There are inconsistencies in how mathematics is taught across the school. In some lessons, teachers do not correct pupils' misconceptions and so they fail to grasp what is being taught. Pupils have too few opportunities to use their mathematical skills to solve problems, which mean that they do not practise their learning in a range of contexts.
- In phonics lessons, pupils do not spend enough time practising writing new words and the sounds they are taught do not always stretch their knowledge of sounds. Volunteers and additional adults provide extra help to hear pupils read but not enough time is spent by the teacher in guiding pupils in their reading and helping them to choose the right books.
- Despite some weaknesses in its application across the school, the support provided by additional adults has positive features. For example in a Year 1 lesson, a group of pupils was supported well with good questioning and with carefully chosen resources to add and subtract numbers.
- Teaching is best in the Early Years Foundation Stage. In Reception, teachers and support staff encourage children to work collaboratively through purposeful activities and spontaneous play opportunities. For example, children eagerly described the bird table they had set up and their plans to make fat balls for the birds.

The behaviour and safety of pupils**requires improvement require**

- The behaviour of pupils requires improvement because some pupils say that their learning is occasionally disrupted by poor behaviour. In lessons that are not properly matched to pupils' abilities, some pupils lose concentration and become restless.
- In day-to-day activities, pupils are polite and friendly and there is a welcoming atmosphere in the school. Pupils respond well to the teachers' use of a reward system used across the school.
- Most pupils said that they feel safe in the school. They said that adults respond promptly to bullying in the school but that incidents are not always dealt with successfully.
- Although attendance is below the national average, it has begun to improve. This is because there is a high focus on attendance in newsletters to parents and carers, pupils are rewarded with awards for good attendance and the breakfast club is well attended.
- Half of the parents and carers who responded to Parent View agreed that the school deals with bullying effectively, although this was a small sample. The majority of parents and carers spoken to as they dropped off their children to school, expressed no concerns about behaviour in the school.

The leadership and management**requires improvement require**

- The school has not yet secured all the improvements in teaching and achievement identified at the previous inspection; neither is yet good. Following a period of instability, governors have appointed a permanent headteacher who is determined to take forward the improvements needed. Much time has been invested in ensuring that the handover to the permanent headteacher is effective and she has been involved in the recruitment of new staff.
- Leaders and managers know what the school needs to do to improve. The member of the senior team responsible for the achievement of disabled pupils and those with special educational needs is reviewing all systems within the school to ensure the support these pupils receive is consistently effective.
- The school is seeking to involve parents and carers more in their children's learning. For example, the deputy headteacher provided a very informative session for parents and carers as part of the school's Parents' Learning Zone programme and parents and carers have been given clear guidance on supporting their children with multiplication. Better communication means that parents and carers are now more aware of how their children are doing, and parents and carers are positive about the school and the recent changes.
- Recent developments to the curriculum, in particular Big Idea Fridays, have provided memorable and interesting opportunities for pupils. For example, pupils have been involved in organising a cocktail party, designing a catapult and reciting poetry. These events have been well received by pupils.
- Pupils enjoy attending the wide range of clubs offered by the school, which include chess, drawing, tennis and violin. Opportunities to improve pupils' spiritual, moral, social and cultural development further are part of the school's plans to improve the curriculum.
- The local authority has supported the school by helping senior staff to improve the system of checking on the progress made by pupils. As a result, leaders and teachers can now identify how extra support can be used to help those pupils who are not doing as well as others. The school has drawn on the support of an outstanding headteacher, facilitated by the local authority, to help guide improvements.
- **The governance of the school:**
 - The Chair of the Governing Body has provided clear guidance during a challenging period of leadership changes and school expansion and shows a determination to improve achievement. Governors know the school well and the improvements needed, including specific

understanding of the achievement of particular groups within the school. They now ensure they are fully informed of the outcomes of meetings held on pupils' progress early in the academic year so that they are able to respond accordingly. They have recently organised a programme of meetings between governors and teachers to ensure that they are continually informed of the issues in the school, in addition to the more formal arrangements already established. They ensure that finances are effectively managed. For example, the pupil premium funding has been used to provide a full-time post to lead on improvements for disabled pupils and those with special educational needs and to employ a specialist mathematics teacher. They have a realistic picture of the quality of teaching in the school and understand how decisions about promotion are linked to teachers' performance. They have taken part in a range of training, for example, on data analysis, and draw on the training programme offered by the local authority. Governors ensure that the school is safe and all statutory requirements are in place.

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	101981
Local authority	Enfield
Inspection number	404795
Type of school	Primary
School category	Community
Age range of pupils	5-11
Gender of pupils	Mixed
Number of pupils on the school roll	300
Appropriate authority	The governing body
Chair	Keith Adams
Headteacher	Nick Hodgess
Date of previous school inspection	November 2010
Telephone number	01992 764087
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