

Enfield (New Waltham) Primary School

Enfield Avenue, New Waltham, Grimsby, Lincolnshire, DN36 4RB

Inspection dates 5–6 February 2013

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

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

- Despite strengths in teaching and an improving picture overall, the weaknesses in teaching have an adverse impact on pupils' progress in some lessons.
- In some lessons, more-able pupils are not challenged as well as they might be. Adults sometimes pose questions that do not require pupils to carefully consider their answers. The pace of lessons is too variable. Where it is not consistently brisk, pupils' progress slows.
- Pupils' progress over time in reading, writing and mathematics, as seen in lessons and as recorded in performance data, is not yet consistently good, and pupils do not achieve as well as they might do.
- In some lessons, teaching does not carefully build on pupils' prior knowledge to develop their mathematical understanding securely and quickly.

The school has the following strengths

- Enfield Primary provides a caring and supportive learning environment.
- It is well regarded by the vast majority of parents.
- Pupils behave well, have mainly good attitudes to learning and are very friendly and welcoming to visitors.
- Leadership and management are good because the headteacher, staff and governors are not only determined, but are increasingly successful in making the school as good as possible. Their concerted efforts are having a positive impact on the quality of teaching and learning, which are rapidly improving. There are clear strategies to further improve teaching.

Information about this inspection

- The inspector held meetings with staff, pupils, the Chair of the Governing Body and a representative of the local authority.
- The inspector looked at a range of evidence including: the school's self-evaluation; the school's information about pupils' current standards and progress; the school's improvement plan; the work in pupils' books; and the school's documentation relating to safeguarding.
- Just over four hours were spent observing teaching and learning in eight lessons, across all year groups. Eight teachers were seen teaching.
- The inspector met parents informally at the start of the school day to gather their views of the school and took account of the 10 responses from parents to the on-line questionnaire (Parent View).
- An analysis of the 10 questionnaires completed by school staff contributed to inspection evidence.

Inspection team

David Matthews, Lead inspector

Additional Inspector

Full report

Information about this school

- Enfield Primary is a smaller than the average sized primary school.
- Most pupils are of White British heritage.
- A below average proportion of pupils is eligible for the pupil premium, which is additional government funding for pupils known to be eligible for free school meals, children from service families and those looked after by the local authority.
- The proportion of pupils identified with special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average. There are currently no pupils with a statement of special educational needs.
- The school met the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- The privately provided breakfast club and after-school club is subject to separate inspection arrangements.
- The headteacher was appointed in January 2013.

What does the school need to do to improve further?

- Raise the quality of teaching so as to raise standards in reading, writing and mathematics by:
 - ensuring pupils are set tasks that provide adequate challenge, particularly for the more-able
 - providing all of the more-able readers with sufficiently challenging and engaging text, particularly in Years 2 and 6
 - making sure that the more-able writers, especially in Year 2, are set sufficiently challenging tasks
 - carefully building Key Stage 2 pupils' knowledge of mathematical operations and their understanding of units of measurement, particularly those of weighing
 - making sure that adults use open questions that allow pupils to give alternative answers to questions, whenever possible, to develop pupils' thinking
 - ensuring that all lessons move at a consistently brisk pace.

Inspection judgements

The achievement of pupils

requires improvement

- Many children enter the Early Years Foundation Stage with skills and understanding a little below those typical for their age, notably in their personal and communication skills. Most learn to form letters correctly, to read and write a range of simple words and to use numbers. By the time they enter Year 1, most are at, or are approaching the levels of attainment expected for their age.
- In Year 1, pupils quickly and securely develop their reading skills by carefully applying letter sounds to new words. The most recent test at the end of Year 1 showed that pupils link letters and sounds well in order to develop their reading skills. Pupils in Year 2 love reading. They apply word-building skills well, and most develop good levels of comprehension. However, not all more-able pupils are encouraged to read the more challenging text of which they are capable, so their progress is not always as good as it could be. Pupils in a Year 1 class made good progress in writing, learning how to make it more interesting by using what they called 'wow' words.
- Sometimes in Year 2, progress in writing is not as rapid as possible, especially when some of the more-able pupils are insufficiently challenged by the tasks they are given. This occasional lack of challenge limits the number of pupils reaching the higher levels in writing, reading and mathematics by the end of Year 2.
- Through Key Stage 2, pupils continue to make variable progress in reading, writing and mathematics. In Year 3, pupils make good use of computers to develop their mathematical understanding, including the use of coordinates in real-life situations. However, some Year 3 pupils confuse different mathematical operations and some in Years 4 and 5 are unclear about the relationship between grams and kilograms. In Year 6, pupils develop a good understanding of the use of coordinates in four quadrants. Some pupils become able readers and read widely. However, not all pupils enjoy reading and say they would like more science fiction and horror books.
- There was an improvement in pupils' attainment in national tests at the end of Year 6 between 2011, when standards were below national averages, and 2012, when standards were broadly average in reading, writing and mathematics. In 2012 a higher proportion than nationally, achieved the higher Level 5 in English and mathematics and Level 6 in mathematics.
- Pupils known to be eligible to free school meals attain levels similar to their peers. Data regarding average point scores shows that some make good progress. Disabled pupils and those with special educational needs make expected and sometimes good progress.

The quality of teaching

requires improvement

- There is not enough good teaching to ensure that pupils can make good progress. When pupils are given tasks that lack challenge and are not well matched to their level of ability, and the pace of lessons is slow, their progress slows. The teaching of writing in Year 2 and the principles of weighing in Key Stage 2 do not always extend the learning of the most-able pupils well enough. Where the teachers' questions are closed and require a narrow range of right answers, pupils are not able to think deeply and to consider alternative solutions, so progress is not as rapid as it might be.
- At times, teachers challenge pupils with increasingly demanding tasks. When lower-ability pupils in Year 6 were required to work at challenging mathematical tasks, most made rapid progress because teaching provided ample guidance and support.
- The use of more open questions in a Year 2 lesson promoted a good understanding of adjectives and how they enrich writing. They allowed pupils to reflect and to consider alternative answers. 'I saw a sparkling star' was among the imaginative writing that pupils produced as a result.
- Lessons sometimes move at a good pace, developing pupils' learning quickly and engaging them

effectively. A brisk, purposeful lesson resulted in Year 5 and 6 pupils generating creative language.

- Teachers generate mainly good relationships with pupils and there is a positive climate for learning. Pupils say they find the guidance on 'ways forward' in the teachers' marking useful.

The behaviour and safety of pupils are good

- Pupils want to learn because they often find learning engaging. Few prompts are needed to ensure pupils listen attentively. Interruptions are rare.
- They enjoy school because, they say, 'It's fun'. They particularly enjoy using computers, such as in their work in mathematics and topic.
- Attendance is above average.
- Pupils are polite and very welcoming towards visitors, confidently initiating conversations.
- They show good understanding of different types of bullying including verbal abuse, physical abuse and cyber-bullying. They know how to keep themselves safe, including when using mobile phones or the internet.
- Behaviour in lessons and around the school is mainly good. Teachers generally manage behaviour well. Bullying is rare. When it does occur, it is effectively dealt with by the staff.
- Pupils know who to turn to if they are concerned or worried and they say they feel safe at school. Staff show genuine concern for pupils' emotional and physical well-being, and parents are very appreciative of this approach.

The leadership and management are good

- The headteacher, senior staff, other leaders with particular responsibilities and governors exude a passion for improvement that is reflected in the developments in teaching and learning which they are determined should continue. The school is inclusive, so that pupils have equal access to what is provided and there is no discrimination.
- The main reason for teaching improving rapidly and securely is that the school's evaluation of its strengths and relative weaknesses is robust and action to tackle shortcomings is rigorous. Teachers' performance is well managed, so that all receive very clear feedback about the strengths and weaknesses in their practice. Because of the high aspirations of staff, all keenly welcome the guidance for improvement, particularly the practical suggestions for use in lessons. This contributes well towards improving the quality of teaching. The sharing of good practice, including links with local schools and use of outside agencies, are further strengthening improvement.
- The new headteacher has brought renewed rigour to the checks made on teaching and has very clear strategies for rigorously strengthening its quality throughout the school so as to raise achievement. There have been clear improvements in pupils' progress since September 2012. Since the last inspection, senior leaders and other leaders with particular responsibilities have been far from complacent. Much effective work has been done to improve writing and a comprehensive system for assessing pupils' progress now provides the school with a very useful tool to help identify where teaching is most effective and where it needs improvement. The latest data confirms the improvements in teaching and indicates where it may be weaker. The subject leaders for numeracy and literacy make a strong contribution to school development, including enriching the curriculum, particularly in writing, developing role play in Key Stage 1 and in enabling pupils to assess their own work. The school is aware of how the work of all subject leaders can be strengthened further.
- A rich curriculum contributes well to pupils' behaviour and to their good spiritual, moral, social and cultural development, for example, children in the Early Years Foundation Stage experimented in using chop sticks in a Chinese restaurant.

- The local authority has supported the school in improving the quality of teaching.
- The headteacher has worked effectively to meet as many parents as possible, and this success is reflected in their overwhelming support of the school.
- Safeguarding arrangements meet requirements.
- **The governance of the school:**
 - Governors challenge and support the school in equal measure and know that raising attainment is a priority. They check for themselves the annual data on pupils' performance in English and mathematics and keep a watchful eye on the quality of teaching through information provided by the headteacher. They pay particular attention to the headteacher's management of teachers' performance and how teachers' pay is linked to their effectiveness. They rigorously ensure that the school's finances are used effectively and plan well beyond the current financial year, taking account of all eventualities. They have a keen awareness of value for money and the way that the pupil premium is spent. The school website gives a very clear picture of the impact the pupil premium on the progress of these pupils over the last year.

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	117758
Local authority	North East Lincolnshire
Inspection number	405720

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	102
Appropriate authority	The governing body
Chair	Christina Tabor
Headteacher	Amanda Scott
Date of previous school inspection	4 July 2011
Telephone number	01472 321434
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