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5 March 2013

Mr J Bless
Headteacher
Prince of Wales Primary School
Salisbury Road
Enfield
London
EN3 6HG

Dear Mr Bless

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Prince of Wales Primary School

Following my visit to your school on Tuesday 5 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher and the leadership team, middle leaders, members of the Governing Body, a representative of the local authority and a group of pupils. A range of documentation was scrutinised, including improvement plans, evidence of staff training, minutes of Governing Body meetings and monitoring evidence.

Context

There have been no significant changes to staff or the school's organisation since the recent inspection which judged the school to require improvement.

Main findings

The new headteacher has welcomed the outcomes of the inspection and, with the able support of the two deputy headteachers, is taking urgent and determined action to address the weaknesses identified in the report. All senior leaders, including

governors, are rightly pleased with the progress that has been made since the inspection, but are realistic about what still needs to be achieved.

Suitably rigorous action plans have been drawn up to swiftly respond to the issues raised in the report and these are kept under constant review. The plans identify clear actions, but although targets are well-defined, it is not always clear how the impact of the actions will be specifically measured against outcomes for pupils.

An extensive programme of staff training aimed at improving the quality of teaching has been put in place and is starting to have a positive impact on the quality of teaching and pupils' progress. In addition to focusing on less effective teaching, there is also an emphasis on further improving teaching that is already good. Pupils interviewed during the inspection commented that the work that they are being set is now better matched to their abilities and they are aware of their targets for both learning and behaviour. The tightening of pupil progress meetings means that senior leaders are now holding teachers much more effectively to account. As a result, there is secure evidence that pupils' achievement is rapidly improving.

Following effective support and training, middle leaders have a far better understanding of pupils' progress data and are using this more effectively to support the monitoring of the areas for which they are responsible. They have also been given sufficient time to carry out this aspect of their role, and consequentially have a good understanding of where strengths and weaknesses lie.

Behaviour policies have been strengthened. Pupils say that they feel safe and that poor behaviour disrupts lessons less often than in the past. Although all staff support and apply the policies, senior leaders recognise that further clarification is needed and have recently had discussions with pupils to ensure that this is achieved.

Governors have made a significant contribution to the rapid progress that the school has made. For example, they are effectively working with the headteacher and deputy headteachers to plan the restructuring of the senior team, which will be put in place in the autumn.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- Tweak improvement plans to ensure that they make it clear how the impact of actions can be measured against outcomes for pupils.
- Embed improvements in teaching and middle management by ensuring that recent training results in the continuing improvement of outcomes for pupils.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority has worked effectively with the headteacher and governors to provide good quality support for the school which is well-tailored to meet the school's needs and which complements the school's own improvement plans. A particular strength has been the support provided for middle leaders in developing a strategic view of their areas of responsibility.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Enfield.

Yours sincerely

Chris Nye
Her Majesty's Inspector