

# Worcesters Primary School

Goat Lane, Enfield, EN1 4UF

## Inspection dates

28 February–1 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- School leaders and managers have skilfully led the school through rapid and sustained improvement since the last inspection. Their accurate, consistent and rigorous tracking has successfully developed the quality of teaching, which is securing high levels of progress for all learners across the school.
- Children arrive at school at levels below those expected for their age group, and make rapid and exceptional progress in literacy and numeracy because teaching is extremely well planned and delivered.
- Teachers and teaching assistants plan and teach collaboratively and inspire pupils to enjoy learning and to develop excellent personal skills.
- Marking is of a very high standard and contributes to the excellent progress pupils make in their English and mathematics. However, the school does not yet apply this practice to the marking of topic work.
- Pupils develop independence and confidence in their extremely well-organised and vibrant classrooms. Behaviour of pupils is exemplary. They feel happy, safe and very proud of their school.
- The school motto, 'Be the best you can be', filters across all the topics that pupils learn about and is very central to developing pupils' spiritual, moral and cultural awareness.
- Parents and carers believe that their children are happy and safe and make good progress at school.
- Governors are very much involved in the drive for improvement. They ensure resources are well allocated and that pupil premium funding makes a positive contribution to the achievement of the pupils.

## Information about this inspection

- Inspectors observed 22 lessons and made many shorter visits to lessons with the headteacher and deputy headteacher to focus on specific aspects, such as links to pupils’ spiritual, moral, social and cultural development and how well teachers check pupils’ ongoing learning. Inspectors listened to pupils read and visited an assembly.
- Meetings were held with a group of pupils, the headteacher, senior and subject leaders, members of the governing body and a representative of the local authority.
- Inspectors took account of the 30 responses to the Parent View online questionnaire. Members of the inspection team also spoke to parents and carers while they were bringing their children to school.
- The inspection team observed the school’s work and scrutinised a number of documents, including school improvement plans, data on pupils’ current progress, pupils’ written work, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding.

## Inspection team

Janev Mehmet-Christofides, Lead inspector	Additional inspector
Juliet Ward	Additional inspector
Richard Boswell	Additional inspector

## Full report

### Information about this school

- The school is a larger than an average-sized primary school.
- The proportion of pupils known to be eligible for additional funding (the pupil premium) is above average. This is additional government funding for pupils known to be eligible for free school meals and looked-after children. There are no children from service families or but there is a child looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs, who are supported at school action, school action plus or with a statement of special educational needs is below average.
- The majority of pupils are from a wide range of minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is high compared to similar schools.
- The school does not use any alternative provision (lessons that take place regularly away from the school).
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Raise attainment further by maintaining the drive for improving progress by:
  - applying the rigorous marking policy to the pupils' topic work so that they achieve the same high standards as in English and mathematics.

## Inspection judgements

### The achievement of pupils is outstanding

- Children join the school with skill and ability levels that are much lower than those expected for their age. By the end of Key Stage 2, attainment is average in both mathematics and English. All pupils make greater-than-expected progress. Pupils read with interest and enthusiasm. Outcomes of their thoughts on what they read are displayed around the school. Pupils' literacy is developing at a fast pace as a result of effective reading programmes that systematically develop reading skills.
- In the Early Years Foundation Stage, children learn well to recognise their letters and sounds. They have a superb choice of indoor and outdoor activities to develop their independence and imagination. For example, they have access to a reading library in a recycled caravan, which is also part of an imaginary camping site in the summer months. As a result of the excellent resources and teaching, children make good progress from their starting points, and the rate of improvement is accelerating year on year.
- Pupils who speak English as an additional language achieve extremely well because the school provides successful activities for their improvement such as whole-school reading programmes and extra after-school support. Pupils with Turkish heritage, whose progress is slow, are provided with bilingual support by the school's Turkish-speaking teachers. This is successfully developing their skills in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs also make excellent progress as a result of the specialised interventions they receive.
- The pupil premium funding is used successfully to support the high number of pupils who are known to be eligible for free school meals by providing a range of booster classes and funding for extra teaching staff. These pupils are making accelerated progress in both English and mathematics, which means that their attainment is in line with that of other pupils.

### The quality of teaching is outstanding

- The quality of teaching is outstanding because almost all pupils learn and develop their skills at a rapid rate. Teachers carry out regular meetings where they discuss and set targets for pupils. These targets are at the heart of every lesson that is planned and taught by teachers. As a result improvement is constant.
- Teachers have high expectations of pupils and provide interesting activities which engage and motivate them. Positive relationships and vibrant classrooms contribute to a very stimulating atmosphere for learning across the whole school.
- Teachers plan thoroughly to ensure that there is ongoing development of pupils' relevant skills. They also use resources creatively to ensure pupils make excellent progress in their learning. For example, in order to enable Year 5 pupils to empathise with the work of an international charity, the teacher used music and symbols such as a candle and barbed wire to develop thinking and discussion.
- Teaching provides a range of opportunities for all abilities. Pupils with special educational needs and disabilities are provided with personalised support for their learning by skilfully trained teaching assistants. Clearly planned teaching and clear and consistent use of language and expectations enable all pupils to learn, including those for whom English is an additional language.
- Teachers successfully develop pupils' skills to enable them to be independent and to take responsibility for their learning. Pupils are encouraged to check their learning by talking to their partners or by writing on whiteboards and showing their teachers.
- All teachers ensure that pupils understand how well they are doing and what steps they need to take to improve. The quality of written feedback is excellent and consistent across the school in

English and mathematics. This rigorous marking practice is not yet always applied in topic work. Pupils regularly respond to their teachers' comments and teachers further develop learning in response to this feedback from pupils.

- Teachers and teaching assistants use information and communication technology extensively across the school. For example, in Reception children use computers and cameras which link to the interactive whiteboards. In one class a group of children developed their imagination and coordination skills by using pictures under a camera to reflect onto the large screen. This made them laugh and practice this activity collectively with enjoyment.

### **The behaviour and safety of pupils** are outstanding

- The behaviour of all pupils in the school is exemplary. They are polite and considerate and have very good relationships with other pupils and their teachers. Pupils attend school regularly and are punctual.
- Behaviour is managed exceptionally well through clear, consistent messages from all staff and displays around the school. Pupils know how to behave around the school building at all times, as well as how to work and play together in their classrooms.
- Parents and carers praise the school and are happy that their children are safe, well motivated and making excellent progress. They receive high levels of support to enhance their children's learning at home. For example, parents take part in sessions with teachers to put resources together and to learn how teachers will use these resources so that parents too can reinforce learning at home.
- Pupils know how to keep themselves safe from bullying and understand about the different forms bullying might take. They treat each other with respect. They apply principles of e-safety when using computers and know how to keep healthy. The importance of keeping safe and healthy is reinforced through talks by outside visitors who develop motivation and thinking as well as sharing their fame for bike riding or other sports.
- Pupils are very proud of their school and conscientiously apply for positions of responsibility, such as buddies, who focus on reading, mathematics, new pupils and lunchtime. They complete application forms and take part in interviews. The Junior Apprentice programme also enables pupils to raise money and resources. These opportunities prepare them exceptionally well for the next stage of their lives.

### **The leadership and management** are outstanding

- Senior leaders provide excellent role models for all their staff through their teaching, training and interactions with pupils. They work collaboratively with all staff, pupils and parents and carers to secure the best experiences for everyone who attends the school.
- All staff share the headteacher's drive and ambition to make their school the best it can be. Processes for monitoring, tracking and developing all staff are rigorous and consistent. Everyone has high expectations for the best learning experiences for all pupils. All these factors show that the school has strong capacity to continue to improve and further raise attainment.
- The pupil premium is allocated extremely carefully and is focused on pupils' needs, particularly in literacy and numeracy. As a result, the progress made by these pupils is excellent.
- Subjects are very well planned and organised so that pupils have lots of opportunities to practise their skills, such as in calculation, investigation and communication. Teachers teach a range of topics which promote the development of pupils' spiritual, moral, social, and cultural learning. As a result, pupils have a very good understanding of how to reflect on and empathise with other cultures and talk about events within Britain and around the world. For example, pupils in Year 2

did a project on London in the 17th Century. They constructed key buildings of that time, and represented the Great Fire of London.

- Pupils gain an excellent understanding of spiritual, moral, social and cultural issues through their lessons. They learn about all major religions and cultures, and how to develop themselves to achieve their potential. In assemblies, pupils are praised publicly for their excellent work and behaviour. They receive trophies for celebratory activities they take part in. For instance, a Year 2 pupil who represented the school in a dance festival received great applause when she received her trophy in assembly.
- School leaders meticulously analyse how well pupils are doing in their subjects and provide high quality support to improve areas that need to be worked on. They do this systematically and quickly so that all pupils are constantly learning and improving. This process has directly led to the progress made in the quality of teaching as well as progress pupils make in their learning.
- Equal opportunities are embedded in every aspect of school life. All pupils achieve, and all staff are supported to perform at their best. Discrimination in this highly diverse school is nonexistent. The school is sensitive to diversity and disability and, as a result, pupils are tolerant and respect diversity. The school community is encouraged to learn key expressions from the 'language of the month', which is vibrantly displayed in the school's reception area, with maps showing the country where that language is spoken.
- The local authority has provided a range of support but is now providing less because the school is leading on many areas within the borough. Both the headteacher and deputy headteacher mentor other senior leaders from schools in the local authority. They also share their success on data tracking across the local authority.
- **The governance of the school:**
  - The governing body ensures that school leaders carry out their responsibilities effectively to improve teaching and raise achievement. The Chair of the Governing Body and the Vice Chair have strategically appointed governors who can offer expertise to the school such as understanding about planning and building. Governors visit the school regularly and carry out 'learning walks' and school reviews in order to know how well teachers are doing. They take part in whole-school training as well as specialised training provided for them by the local authority. They use data to understand how well the school is doing and they understand how school leaders use their data analysis to drive improvement. Governors work closely with school leaders and are linked to staff in different subject areas. They ensure that teachers are rewarded for good performance related to the progress of pupils and that the performance management of the headteacher is carried out rigorously. The governing body ensures that pupil premium funding is allocated for the best interests of the pupils concerned and checks to make sure it is having the desired effect. All statutory duties with regard to safeguarding are met. Members of the governing body also have a secure grasp of the school's finances.

## 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

<b>Unique reference number</b>	102020
<b>Local authority</b>	Enfield
<b>Inspection number</b>	404800
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	469
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Cocks
<b>Headteacher</b>	Karen Jaeggi
<b>Date of previous school inspection</b>	25–26 May 2011
<b>Telephone number</b>	020 8363 7860
<b>Fax number</b>	020 8366 7475
<b>Email address</b>	headteacher@worcesters.enfield.sch.uk



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