

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5359
Direct F 0117 315 0430
Email: christina.bannerman@tribalgroup.com

3 May 2013

Mrs T Kilkenny
Headteacher
Capel Manor Primary School
Bullsmoor Lane
Enfield
EN1 4RL

Dear Mrs Kilkenny

Monitoring inspection under section 8 of the Education Act 2005 to Capel Manor Primary School, Enfield

Following my visit to your school on 3 May 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, I held discussions with you and your senior leadership team, two middle leaders and the Chair of the Governing Body. I also met with a representative from the local authority. We visited a small number of lessons together to observe the teaching and look at pupils' work. I evaluated the school's improvement plan and looked at other documentation, including recent evaluations of guided and early reading sessions.

Context

The school has undergone significant changes since the inspection. The deputy headteacher and an assistant headteacher left the school at the end of December. The school business manager and a classroom teacher also left. Since you took up the post of headteacher in January 2013, the school has appointed a new permanent deputy headteacher and an interim assistant headteacher.

Main findings

In a short period of time, you have established an effective leadership team with the skills and determination necessary to improve the school. You signalled your determination to raise standards by quickly implementing a new behaviour policy. You have also devised new strategies to improve attendance. Crucially, you have set out clearly your high expectations and ambition for the school. Staff and pupils value the stability and clear leadership you are providing. Nevertheless, you and your team know there is a great deal to be done if the school is to become good by the time of its next inspection. In particular, you know that all teaching must quickly become consistently good to make up for pupils' past underachievement.

The school's improvement plan is fully focused on the areas for improvement identified by inspectors in December 2012. The plan sets out clearly the actions that need to be taken and the staff responsible for implementing them. While the plan sets out success criteria linked to outcomes for pupils, these are not always sharp enough to support rigorous self-evaluation. This is also a missed opportunity to signal to all staff the sea-change in achievement that leaders know to be essential for the school to improve.

You and your team are skilfully balancing the need to quickly raise attainment in Year 6, with longer-term strategic planning. Intensive support for Year 6 pupils is having a clear impact in raising their attainment, particularly in writing. Gaps are also narrowing, though less quickly, in reading and mathematics.

Training and tighter monitoring are beginning to improve the teaching of guided reading. The book week earlier this term raised the profile of reading and early evidence suggests more pupils are now reading regularly. Monitoring of the guided reading sessions, including by an external consultant, confirms that practice remains stronger in some year groups than others. The school's own evaluations show that mathematics teaching has not improved enough since the inspection. You have identified that pupils' skills in basic number work are under developed.

The school is well supported by a knowledgeable governing body. Governors know the school well, not least because the Chair meets with the headteacher every week. Governors have a good knowledge of school performance data and monitor very closely how well different groups of pupils are doing. They are well-informed about Ofsted evidence regarding good governance and ensure that their meetings focus strongly on raising pupils' attainment.

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

- ensure the success criteria in the school's improvement plan are precise enough to enable rigorous self-evaluation
- use the key findings of the Ofsted reports, *Mathematics made to measure and Good practice in primary mathematics – evidence from twenty successful schools*, and related video materials on Ofsted's website to build teachers' understanding of the characteristics of good mathematics teaching
- accelerate improvements in the quality of mathematics teaching by increasing opportunities for staff to observe the best practice in mathematics teaching in and beyond the school.

Ofsted will continue to monitor the school until its next section 5 inspection. We agreed to speak at the start of the Autumn term 2013 to review again the school's progress against the areas for improvement identified at the last inspection.

External support

The school is benefitting from good support from the local authority. This has included support for the leadership team from staff of a local outstanding school, and support from consultants in mathematics and in the Early Years Foundation Stage. The school is also benefitting from local authority support to improve data management systems.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Enfield. This letter will be published on the Ofsted website.

Yours sincerely

Daniel Burton
Her Majesty's Inspector