

Keys Meadow Primary School

84 Tysoe Avenue, , Enfield, EN3 6FB

Inspection dates 12–13 June 2013

Overall effectiveness	Previous inspection:	Good	2
	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		Requires improvement	3

Summary of key findings for parents and pupils

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

- Teaching is not yet consistently good across the school. As a result, pupils' achievement in mathematics is not yet in line with national standards.
- Progress in mathematics varies across the school because marking in some classes does not show pupils how to improve their work or encourage them to respond to teachers' feedback.
- Teachers do not always provide activities that challenge pupils to extend and deepen their learning in mathematics, especially the more able pupils.
- At times, mathematics lessons lack a good balance between direct teaching and pupils finding things out for themselves. Pupils have too little time to complete work, especially the more able, who spend time going over what they already know before moving on to more challenging work.
- Leaders and managers have not moved the school forward fast enough since the last inspection to bring about improvement.
- Governors are new to their role and have not yet developed their skills in challenging leaders about the school's performance. Consequently, they have not been aware that pupils are not making sufficient progress, especially in mathematics.

The school has the following strengths:

- Pupils have very positive attitudes towards school, behave well and enjoy their learning.
- The school uses additional funding effectively to improve progress for some groups of pupils, especially those eligible for the pupil premium.
- The pupils' enjoyment of the subjects they are taught is developed through a variety of topics, themes and after-school activities, which provide a broad range of experiences.
- The school promotes a strong sense of community by involving the pupils in the many facets of public life including performances in local theatres and musical concerts.

Information about this inspection

- Inspectors visited 20 lessons and observed teaching in each class.
- Joint observations were conducted with the headteacher and the deputy headteacher.
- Inspectors looked at pupils' books and a range of documents, including the school's self-evaluation and school improvement plan.
- Inspectors listened to pupils read, met with different groups of pupils and talked to parents and carers and several members of staff.
- Inspectors held discussions with pupils, teachers, the headteacher and deputy headteacher, a group of governors and a representative of the local authority.
- The views of 27 parents and carers taken from the online questionnaire Parent View were considered along with a number of emails sent by parents and carers.

Inspection team

Gillian Bosschaert, Lead inspector

Additional Inspector

Olson Davies

Additional Inspector

Fatiha Maitland

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium funding is well above the national average. This is additional government funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent or carer in the armed services.
- There is a breakfast club managed by the school.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress for pupils at the end of Year 6 in English but not in mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good or better, so that all pupils achieve well, by:
 - ensuring that teachers have higher expectations of what pupils are capable of achieving and these are reflected in the level of challenge provided in lessons, especially for the more able.
 - making sure that marking, particularly in mathematics, regularly shows pupils how to improve their work and gives them opportunities to respond to teachers' advice
 - giving pupils enough time in lessons to find out things for themselves.
- Improve the leadership and management by ensuring that:
 - the school's self-evaluation provides a more accurate picture of the school's effectiveness, enabling leaders to make more rapid progress in driving forward school improvement.
- Improve governance by making sure that governors develop their skills in providing rigorous challenge to school leaders, especially in relation to pupils' achievement. An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- The attainment of pupils in Key Stage 2 has been lower than for schools nationally for the last few years. By the end of Year 6 it is below the national average in writing and well below in mathematics. Standards are now improving; scrutiny of books and current information on pupils' achievement show that this is set to continue.
- Children join the Nursery with skills and knowledge that are generally well below the levels expected for their age, especially in speaking and listening, social and emotional skills. They settle quickly and make good progress in the Early Years Foundation Stage, especially in number and physical development, but remain at very slightly lower than expected levels in reading and writing by the time they enter Key Stage 1.
- By the end of Key Stage 1 they have reached standards that are generally below average, having made steady but not rapid progress.
- Pupils' progress in Key Stage 2 has been better in reading than in writing and mathematics. Last year standards in reading were broadly average and the vast majority of pupils in Year 6 are on track to achieve the expected level, Level 4, this year. However, insufficient numbers of pupils exceed this level. Children enjoy reading and show a lively interest in books and their content; even the less able readers say how much they love books.
- Achievement in writing is weaker over time. Last year standards at the end of Year 6 were below average. With the support of the local authority much has been done in school to move writing on and current books and data show that writing has improved rapidly across the school.
- Mathematics has remained weak, with progress being variable across the school. However, the local authority has given extensive support to the school and all indications, including practice end-of-year test papers, show rapid improvement this year to bring most pupils in line with pupils nationally.
- The achievement of disabled pupils and those with special educational needs remains below that of other pupils in English and mathematics, but has improved in both Key Stage 1 and Key Stage 2. These pupils progress at a similar rate to their peers.
- Pupil premium funding is used well to target support for individuals and small groups of pupils who need extra help with the result that their progress has improved. Those eligible for free school meals are now attaining in line with other pupils within the school in English and mathematics. Current information on pupils' progress shows that the gap in standards achieved by these pupils and those achieved by others is closing and is less than found nationally.
- Insufficient numbers of pupils make more than the expected levels of progress as they move through the school. As a result, the proportions of pupils reaching the higher levels (Level 3 at the end of Year 2 and Level 5 at the end of Year 6) are below average. Some of the more able pupils are not being sufficiently challenged and are not, therefore, reaching the standards of which they are capable.

The quality of teaching

requires improvement

- Teaching is not yet consistently good enough to enable pupils to make good progress, particularly in mathematics. In some lessons the pace of learning is too slow. In others, teachers have not used information on pupils' achievement to plan work at the right level of difficulty, especially for the more able. However, the quality of teaching is improving. It is good in some classes, particularly in English, but there is too much variation from one class to the next.

Delete line space

- Teachers' expectation of what pupils are capable of achieving is not always high enough and pupils, especially the more able pupils, often spend too much time going over what they already know before moving on. There are some examples of good practice within the school.
- Teachers use marking to tell pupils what they have done well and, sometimes, what they need to do to improve. However, this is not yet developed fully in all classes, especially in mathematics, as pupils do not always know how to improve their work or have the time to respond to their teachers' comments. Marking often fails to inform pupils about their progress and the next steps to take to improve their learning.
- Where teaching is best, the work set is appropriate to the needs and abilities of the learners with the result that pupils make good progress and improve their understanding. The pace of such lessons ensures that time is not wasted and the pupils are able to explain what they are doing and why.
- The teaching in the Early Years Foundation Stage is good. Teachers and teaching assistants work well together to provide an interesting and stimulating environment. Questioning and practical experiences, such as cooking, provide good learning opportunities for children to use their knowledge and understanding of the world around them, to share resources and to talk about what they are doing. The outdoor area provides ample space for children to develop physically as well as other activities to enable them to write and count.
- In lessons, additional adults are deployed effectively to support disabled pupils and those with special educational needs as well as those supported through the pupil premium. Planning is clear and well-trained support assistants know exactly what to do to move pupils on. However, during the beginning of lessons they are occasionally too passive and do not contribute to the learning.
- Teachers and classroom assistants move around the groups of pupils well offering support and guidance when necessary. This encourages pupils to work harder and gives them opportunities to celebrate their successes. However, in some lessons there is an imbalance between direct teaching and independent work, with the result that pupils have little time to finish work.

The behaviour and safety of pupils are good

- Pupils have a very positive attitude to their learning. They show a willingness to take part in discussions and are keen to answer questions. They are able to work cooperatively in small groups and show a readiness to respond to adult guidance and advice. This is because there are strong relationships between adults and pupils which contribute toward the values the school places on being a learning community. There are some children who show challenging behaviour but this is well managed by teachers and classroom assistants and does not cause disruption to lessons.
- Pupils say they feel safe and understand the different kinds of bullying. They talk freely about cyber bullying and how to stay safe on the internet. They can explain how to cross the road safely and understand the need for safety rules. They say that bullying is very rare and the school's logs support this.
- Behaviour around the school, including corridors, in lessons and in the playground, is good. Pupils are polite to each other and to adults and can be heard saying 'please' and 'thank you' when doors are held open for them. The school promotes good behaviour and offers a series of 'I can ..' targets which culminate in Year 6 with the award of a platinum "Hero" sweatshirt. Pupils act as role models to the younger children by their behaviour, attitudes to school and learning achievements. The targets encourage pupils to understand others as well as understand their own emotions in order to make them better citizens, ready for the next stage in their learning and beyond.
- The school is keen to offer equal opportunities to all its pupils. It has a motto of 'You can do it. You can fly'. It gives all pupils in Years 5 and 6 the chance to succeed by acting in a Shakespearean play, for example *The Tempest* the year before last and *Macbeth* this year.

These are produced by the pupils and performed at a local theatre, which is open to the public; this requires a great deal of self-discipline and motivation.

- Parents and carers are very positive about behaviour in the school. Almost all who responded to Parent View said that the pupils behave well and that their child was safe in school. Parents and carers are very happy with the school and say how much their children enjoy school and how keen they are to attend. They feel staff are approachable and they are kept well informed.
- Attendance has improved and is above average. This is a significant improvement from well below average at the last inspection. Pupils attend regularly and are punctual. This is because they enjoy school. A well-run breakfast club offers parents and carers the opportunity for pupils to attend much earlier than the start of the school day and this has contributed to better attendance.

The leadership and management

require improvement

- The school has not made rapid enough progress in dealing with issues raised in the previous inspection report with regard to improving mathematics and governance. However, the leaders and managers of the school are ambitious for the school to do well. They have introduced sound initiatives to improve the quality of teaching and, with the assistance of the local authority, have brought about rapid improvements in the quality of teaching, especially in writing.
 - Leaders have a sound overview of the quality of the school's work but the self-evaluation document shows that judgements are too generous. Leaders are fully aware that in order to move the school on rapidly there is a need to ensure that self-evaluation is rigorous and accurate.
 - There has been a concerted effort to improve the quality of teaching. Changes to staffing have eliminated inadequate teaching. Staff have the opportunity to link with other schools as well as to observe good practice in their own school. They feel well supported and are keen to learn from each other.
 - Regular checks are made on teaching. Teachers now have individual work plans which make them accountable for pupils' achievement and the quality of their teaching. These are reviewed termly and fit well into the school's systems for managing teachers' performance and pay. This gives an opportunity for teachers to self-assess and discuss with their phase leader opportunities for additional training or coaching.
 - The introduction of programmes to raise standards in English and mathematics have brought about improvements. For example, numeracy skills practised daily have improved pupils' number work and given them instant recall to basic facts. The introduction of specific learning texts has encouraged reading and helped to develop writing. Nevertheless, some variability remains in pupils' progress across the school, particularly in mathematics.
 - Pupils learn other subjects through specific topics which offer the opportunity to develop their English and mathematical skills. Music and drama are key features of the school and pupils are encouraged to perform in every age group.
 - Good links have been established with local schools with the result that the school has been able to organise visits from authors and illustrators at joint ventures. The school has also been able to access additional sports facilities and has entered competitions within the district.
 - The local authority had given intensive support to the school. English and mathematics consultants have worked alongside teachers and this has brought about improvements in writing and mathematics. The recent whole-school review accurately highlighted priorities for the next term.
- **The governance of the school:**
- Governors are very supportive of the school and are very enthusiastic about the changes they have seen. However, they are new to their roles and are not yet sufficiently familiar with information on the quality of the school's work to enable them to have a strong understanding

of the areas for improvement. They are developing their skills but have not been able to provide the necessary challenge to the school's management. Individual governors undertake training but the roles and responsibilities are not yet fully understood, as changes to the governing body are imminent and there is some uncertainty. They know about targets that are set for teachers to improve their teaching and what is being done to reward good teaching and tackle any underperformance. Finances are secure. Governors understand how pupil premium funding is spent but are not yet fully aware of its impact. Safeguarding arrangements meet requirements.

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	133520
Local authority	Enfield
Inspection number	412177

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	480
Appropriate authority	The governing body
Chair	Adrian Croshaw
Headteacher	Lawrence Price
Date of previous school inspection	22 September 2009
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