

West Grove Primary School

218a Chase Road, Southgate, London, N14 4LR

Inspection dates 10–11 July 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress throughout the school due to the well planned lessons and high quality teaching.
- The teaching is good because of the teachers' good use of questions, which develop the pupils' learning and identify any gaps in pupils' knowledge.
- The strong leadership in the school has used information about pupils' progress to ensure that the school focuses its development and training on the appropriate areas.
- The school's accurate self-assessment and well planned developments have driven effective improvements in the required areas.
- Pupils' behaviour is outstanding. Pupils are keen to learn and are very helpful and respectful to each other and adults. Pupils from a wide range of backgrounds get on extremely well and help each other to learn.
- The good curriculum is regularly reviewed and engages pupils in their learning. It is built upon their interests and gives good opportunities for pupils to develop their basic skills.
- Parents and staff are very supportive of the school.

It is not yet an outstanding school because

- Although the quality of teaching is good overall, in some lessons the work is not always accurately matched to the children's needs and marking does not always help the pupils improve their work.
- Although there is effective tracking of the progress pupils make, this is not yet ensuring that all pupils make the same progress as each other.

Information about this inspection

- The inspectors observed 26 lessons, five of which were observed jointly with the headteacher and deputy headteacher. Inspectors looked at pupils' work and heard some pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and two other members, a representative from the local authority and other members of staff with responsibilities.
- There were 42 responses to the on-line questionnaire (Parent View), and inspectors talked to some parents at the beginning of the school day. They also took account of 44 responses to the staff questionnaire.
- The inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' progress, planning and monitoring documentation and records relating to pupils' behaviour, attendance, safeguarding and the performance management of teachers.

Inspection team

John Taylor, Lead inspector

Additional Inspector

Michael Buist

Additional Inspector

Melanie Clapton

Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- An above average proportion of pupils is known to be eligible for the pupil premium, which is additional funding for looked after children, pupils known to be eligible for free school meals and children of service families. There are no looked after children and no pupils from service families.
- The majority of pupils are from a wide range of minority ethnic groups.
- The proportion of pupils whose first language is not English is much higher than in most schools.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above average. The proportion supported through school action plus or with a statement of special educational needs is about average.
- There is Early Years Foundation Stage provision in two Nursery and two Reception classes.
- About one in three pupils joins the school after the normal admission times or leaves before the end of Year 6.
- 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?

- Increase the proportion of outstanding teaching by:
 - making sure the teachers' feedback to the pupils, particularly in marking, shows clearly what they need to do to improve their work, and check the pupils respond to the teachers' comments
 - ensuring that work is closely matched to the pupils' needs so the pupils are given a higher degree of challenge and make faster progress
 - sharing the outstanding teaching that is already in the school so teachers learn from each other.
- Build on the effective use of the tracking of pupils' progress to ensure that none of the different groups fall behind in their learning.

Inspection judgements

The achievement of pupils is good

- Children's skills on entry to the Nursery are below the levels expected for their age. Most children make good progress in Nursery and Reception due to a well organised range of activities, good use of teaching assistants and good questioning which promotes thinking and reasoning.
- In Key Stage 1, pupils' progress is good and their attainment has improved. This is due to well-targeted teaching of pupils who were in danger of falling behind their classmates. The improved teaching of the sounds letters make, starting in Nursery, has increased the pupils' progress in reading and writing.
- In Key Stage 2, pupils' progress has improved. Attainment in mathematics and writing has improved due to the training of the teachers resulting in higher quality of teaching. Frequent assessment has enabled teachers to change their lessons to match the needs of the pupils so that they make faster progress.
- Pupils who are disabled or have special educational needs make good progress due to the effective support from other adults in the lessons and the high quality teaching of small groups which addresses pupils' specific needs.
- Well targeted support enables pupils whose first language is not English to make good progress compared to other pupils in the school. The school is aware that a few pupils from some minority ethnic groups need to make better progress and have in place a number of interventions to address this.
- The gap between the standards achieved by pupils eligible for the pupil premium and others increased last year in English and mathematics. In English, pupils eligible for free school meals were 10 months behind the other pupils, and in mathematics they were one year behind. The school has taken action to address this, providing a range of support which reflects the school's strong commitment to promoting equality of opportunity. This has been effective at improving the pace of learning for these pupils, and the gap is now narrowing.
- The work in the pupils' books shows that pupils make good progress during the year in mathematics and English.
- The school has very good systems for frequently measuring and recording pupils' attainment and progress. School leaders set challenging targets for pupils and regularly discuss pupils' standards with teachers. Areas of underachievement have successfully been addressed by the school, but the full impact is yet to be seen on the progress of some groups of pupils.
- Pupils are enthusiastic about reading, they are clear about their reading targets, and most read widely and often. The older pupils talk passionately about the books they have read and are able to draw inferences from the writing. Many use the local library.

The quality of teaching is good

- The use of questions is skilful because it allows children to think through and reason things through, rather than just being given the answer. This helps pupils gain a better understanding of their work. For example, in a mathematics lesson where the teacher was talking about multiplying by a hundred, the pupils were asked to think why 'adding two noughts on' was not always a good answer.
- The teaching assistants are well trained; they work well with the teachers and are involved in the planning of the lessons. They are used to guide the pupils' learning and stop any pupils falling further behind in their learning.
- Teachers give pupils good verbal feedback, but it is difficult to ensure every pupil gets this during a lesson. The quality of marking is inconsistent. It does not always focus precisely enough on what the pupils can do to improve their work. Teachers do not always check that

pupils act upon their comments.

- In some lessons work is not closely matched to the individual pupils' needs, lacking sufficient challenge, so their progress is not as fast as it could be.
- In lessons, for small groups of pupils, work is well targeted and effective at helping at those in danger of falling behind.
- In many lessons there are good opportunities for pupils to use and practise their literacy skills and this has helped improve standards in this area. School leaders recognise that the opportunities for using their mathematics skills in other subjects are less well developed.
- The headteacher and deputy have been effective at raising the quality of teaching, especially in using and applying mathematical skills to new situations. This has resulted in an improvement in pupils' progress and attainment.
- In the Early Years Foundation Stage there is a wide range of well organised activities in which the children's learning is well supported by all the adults. This results in children making good progress. However, opportunities are sometimes missed to extend learning introduced in teaching sessions because activities that children subsequently choose are not always linked to this. This prevents further development of understanding and more rapid progress.

The behaviour and safety of pupils are outstanding

- Pupils are very eager to learn. They are always willing to listen to each other and contribute to the lessons. Pupils help each other, they show interest in each other's work and value their education. They are very courteous and respectful to adults and other pupils throughout the school.
- A well-established rewards and sanctions policy is clearly understood by the pupils. It is applied consistently and effectively by the staff. This greatly adds to the pupils' enjoyment of their lessons.
- Parents and staff have a very positive view of safety and behaviour and the pupils feel safe in school. They are aware of how to keep safe and talk confidently about how to remain safe when using the internet.
- Attendance has improved and is now above average. The small numbers of pupils who have had persistent absences are closely monitored by the school.
- Exclusions are very rare. The school keeps good records of behaviour incidents and the actions taken. In this very harmonious school community, racist incidents are highly unusual. The rare cases are well managed and result in very few repeat issues.
- Pupils have an extremely good understanding about the different types of bullying, including cyber bullying. They say that the rare occurrences of bullying are dealt with effectively by the teachers.
- The very good use of the nurture room, for some pupils, promotes their social and emotional development. It effectively supports outstanding behaviour in classrooms.

The leadership and management are good

- Skilful use of the information about pupils' progress during the year has been used by the headteacher and deputy to identify areas that need improvement. This has led to further training in the teaching of mathematics and writing which has resulted in the pupils making better progress in these areas.
- There is good evidence that the school has the capacity to improve; the school has successfully addressed the issues from the last inspection report, showing clear evidence of further improvements in the use of information about the pupils' progress and the quality of teaching. The impact of this on some groups of pupils, so they do not fall behind, is still a priority for leaders.
- The curriculum is regularly reviewed and changes are based on the pupils' interests and ensure

that the subjects studied give many opportunities to develop the pupils' basic skills. It is greatly enhanced by starting each topic with a 'wow!' moment, which is often a visit, or visitor, used to inspire and engage the pupils in their learning. The many different cultures and languages represented by the pupils are used and celebrated in the topics studied. There are many opportunities for pupils to develop their social, moral, spiritual and cultural awareness.

- The school has many partnerships with other organisations, strong links with the local community and good relationships with the parents. It uses all of these to improve the children's learning and help them make faster progress.
- There is a robust system for managing teachers' performance. Setting targets for teachers, to improve their work, has been clearly linked to improving their teaching and pupils' learning. Appropriate training is used so teachers develop their teaching skills. There is clear evidence that underperformance has been tackled and this has resulted in improvement in the quality of teaching. Leaders have yet to link teachers' performance to their salaries.
- The school's self-evaluation is thorough, based on sound analysis of robust evidence. It has been used to focus the school's development in the appropriate areas. Leaders, at all levels, have a clear view of the strengths and weaknesses of the school.
- The development plan is clear about the priorities for the school, when they should be achieved, and who is responsible for them. It shows that the progress has been clearly evidenced and monitored.
- Parents and staff have a very positive view about how well the school is led and managed.
- Safeguarding is robust and meets statutory requirements.
- The school appreciates the good support from the local authority, of which it has made considered use, to ensure best value and effective help in improving areas in the school, such as the teaching of mathematics.
- **The governance of the school:**
 - The governors have a good knowledge of the school's strengths and weaknesses. They are well informed about the pupils' levels of attainment, and check things out for themselves during school visits. They have an accurate view of the quality of teaching, they are aware that underperformance has been addressed and know that teachers' performance must be linked to their salaries. Governors have been trained in the use of pupils' performance data and have audited their further training needs. They are planning to address any gaps in their skills and knowledge by training from the local authority. There is evidence that the governors have provided challenge to the school, and that they have a clear picture of the school's financial situation. They are aware of how the pupil premium funding has been used and the impact this has had on the progress these pupils make.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 131657 |
| Local authority | Enfield |
| Inspection number | 412332 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 471 |
| Appropriate authority | The governing body |
| Chair | Daniel Pearce |
| Headteacher | Angela Campbell |
| Date of previous school inspection | 25–26 May 2010 |
| Telephone number | 0208 351 9200 |
| Fax number | 0208 351 8779 |
| Email address | office@westgrove.enfield.sch.uk |

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