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27 November 2013

Mr Lawrence Price  
Headteacher  
Keys Meadow School  
84 Tysoe Avenue  
Enfield  
EN3 6FB

Dear Mr Price

### **Requires improvement: monitoring inspection visit to Keys Meadow School**

Following my visit to your school on 27 November, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report 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 June 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- embed improvements in teaching so that standards in mathematics rise and pupils start to make rapid progress from their starting points
- investigate the reasons why girls are outperforming boys in literacy and take appropriate actions to address this
- support inexperienced teachers to consistently teach to a good or better standard as quickly as possible.

## **Evidence**

During the visit, meetings were held with you and other senior leaders, a group of middle leaders, the Chair of the Governing Body with four other governors and a representative of the local authority to discuss the actions taken since the last inspection. The school improvement plans and other documents were evaluated. I also conducted a short tour of the school with senior leaders.

## **Context**

There have been some staffing changes since the last inspection. Four teachers left the school in July and have been replaced with new appointments, including two teachers employed through the Teach First scheme. One vacancy is being covered on a temporary basis until a permanent appointment is made. The deputy headteacher has been appointed to act as co-headteacher from January, when you begin your phased retirement plan. An existing senior leader has been appointed to the deputy headteacher vacancy.

## **Main findings**

The school action plan shows a clear understanding of the priorities and accurately identifies what improvements need to be made. It is detailed and specific and you have ensured that monitoring roles and timescales are appropriate. You review the plan regularly to check that actions are having a positive impact on raising standards across the school.

Standards in mathematics improved last year. Some pupils are starting to make accelerated rates of progress as they move through the school. However, you have correctly identified that there are still some gaps in the progress of classes, groups and individuals. You have reviewed how you teach mathematics across the school and now provide daily opportunities for all pupils to use numeracy skills. All new teaching interventions are being closely monitored to ensure more pupils are achieving standards in line with other schools.

Regular monitoring of pupil progress has allowed you to identify that girls have historically outperformed boys in literacy. You plan to unpick the reasons for this so that targeted teaching interventions can be introduced to support boys to make better progress.

You are ensuring that teachers teach to a consistently good or better standard by using senior and middle leaders to monitor planning, check the quality of work in pupils' books and undertake regular lesson observations. Coaching and peer mentoring support are being provided to ensure that inexperienced teachers can improve their teaching skills quickly. Professional training opportunities have been carefully planned to link closely to the needs of individuals and the improvement

plan for the school. You are carefully monitoring how much difference this is making to pupil progress.

An external review of governance has been carried out and an action plan drawn up. Governors are now better informed about how much progress pupils are making. Changes to the membership of the governing body and support from national and local leaders in governance have helped governors to be clear about their roles and responsibilities. Further on-going support and training will allow them to offer increasing support and challenge to school leaders.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

You consider that you have been well supported by the local authority to make necessary improvements. This has included support from a numeracy consultant to review the mathematics curriculum and to help implement new teaching strategies throughout the school. Teachers have been involved in external moderation opportunities for literacy and numeracy to ensure that assessments are accurate. The local authority has also provided training for governors and will carry out a review of teaching and learning next term. Support for senior leaders when they take up their new posts has been arranged. You are also working within a number of external partnerships involving teachers and leaders from other schools.

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

Yours sincerely

Lesley Cox  
**Her Majesty's Inspector**