

Merryhills Primary School

Bincote Road, Enfield, EN2 7RE

Inspection dates 6–7 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- After a decline in standards in 2012, pupils now achieve well. In 2013 they made very good progress in writing and mathematics and standards were particularly high. Progress in reading was slower but overall achievement was good.
- In 2013 the more-able pupils attained the highest level (Level 6) in mathematics and a small proportion did the same in writing.
- Children in the Reception make good progress and they are well prepared for entry into Year 1.
- The quality of teaching is good overall and over time. A small proportion is outstanding. Teachers and teaching assistants plan well together. As a result individual pupils receive the best attention and support so that they make good progress over time.
- Leaders and governors check regularly and rigorously the quality of teaching and pupils' progress. This contributed, in no small measure, to the improved standards in 2013.
- Governors focus with great care on pupils' achievement and on their safety. They work very closely with all staff, and with parents and carers, to continually raise standards.
- Behaviour is very good. The school plays a huge part in instilling in pupils a strong sense of individual and collective responsibility towards the school's code of conduct.
- The areas for improvement from the last inspection report have been successfully addressed.

It is not yet an outstanding school because:

- Not enough teaching is outstanding. The quality of marking in books is inconsistent. Books in some year groups and in some subjects are marked more clearly and more regularly than in others.
- Not all children in Reception know how to choose activities that will help them find out things for themselves so that they can continue to make progress.

Information about this inspection

- Inspectors observed 21 lessons, 16 of which were carried out jointly with the headteacher, deputy headteacher and assistant headteacher. There were also shorter visits to lessons and scrutiny of workbooks, carried out jointly by inspectors and school leaders.
- Meetings were held with: the senior management team, a number of subject and other leaders, teachers and teaching assistants, the Chair of the Governing Body and four other governors, and a representative of the local authority.
- Inspectors talked to pupils and parents and carers to find out what they thought of the school in general.
- Inspectors looked at relevant documents, including the school’s self-evaluation, the improvement plan, policies regarding behaviour and attendance, and the safeguarding of all pupils.
- Inspectors examined the most recent national published data on achievement of pupils in the school and the school’s systems for checking on pupils’ progress through the year.
- In addition inspectors took account of responses from 131 parents and carers to the online questionnaire, Parent View.
- Fifty responses to the staff questionnaire were also considered.

Inspection team

Mina Drever, Lead inspector	Additional Inspector
Ian McAllister	Additional Inspector
Brian Netto	Additional Inspector

Full report

Information about this school

- This is an above average-sized primary school, with practically equal numbers of boys and girls.
- Nearly half of pupils are White British. About a quarter are from Other White backgrounds. The rest of the pupils represent several other ethnic groups, each of which number very few pupils, mostly less than five.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils in receipt of the pupil premium is smaller than the national average. In this school the funding is provided for pupils who are eligible for free school meals and a small number of children in local authority care.
- The proportion of disabled pupils and those with special educational needs supported at school action is well below the national average. The proportion of those supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school works in partnership with a number of other primary schools in order to ensure the rigorous assessment of pupils' work. The school also works informally with a local secondary school in order to ensure pupils' smooth transition from primary to secondary.
- The school has been expanding to three-form entry since 2011. The process will be completed in 2016.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding, so that pupils make more rapid progress, by:
 - making sure that the quality of marking is consistently high across the school so that all pupils know exactly how they can improve their work
 - ensuring that adults help all children in the Early Years Foundation Stage choose activities which will help them make continuous progress.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well over time and make good progress from their different starting points. In 2013 the proportion of pupils making and exceeding expected progress was well above national figures in writing and mathematics for all groups in Key Stage 2. Pupils at Key Stage 1 attain in line with the national average. The results of the phonics screening check, which checks pupils' knowledge of the sounds that letters represent in English, were exceptionally high and substantially above the average.
- Pupils join the school in the Early Years Foundation Stage with skills that are generally well below the levels expected for their age. They make good progress and, by the time they leave Year 6, their attainment is at least in line with the national average.
- Pupils made slower progress in reading compared to that in mathematics and writing, though this is improving this year. Current pupils have been making faster progress in reading since September 2013.
- Attainment at the end of Year 6 rose in 2013 after a decline in 2012. It was particularly good in writing, where it was significantly above the national average. It was in line with the average in reading and mathematics. The most able pupils in the school achieve well. The proportion of pupils attaining the higher level (Level 6) in mathematics also increased in 2013.
- In 2013 pupils eligible for the pupil premium funding made more progress than other pupils in reading, writing and mathematics, but, although reduced, there remained a gap in their attainment in writing and mathematics. It had closed in reading. In 2012 the gap was the equivalent of three terms in reading and writing and nearly four terms in mathematics. In 2013 this was reduced to two terms in mathematics and half a term in writing. Current eligible pupils are on track to attain as well as other pupils in school.
- Disabled pupils and those who have special educational needs make good progress in reading, writing and mathematics because the school provides appropriate programmes of support suited for each and every pupil's needs. Some of these pupils have made outstanding progress since September 2013.
- Pupils who speak English as an additional language make rapid progress in their learning of English and attain well over time because the school has very good language learning programmes in place. All class teachers are well trained in planning for individual support where and when it is needed.
- Not all children in the Reception classes are confident in selecting activities and finding out things for themselves when they are allowed to do so and this can slow their progress. Teachers and teaching assistants provide plenty of opportunities for good learning when working with individual children or small groups. However, they do not ensure that all children choose a purposeful activity when it is the children's time to choose.

The quality of teaching

is good

- The quality of teaching over time is good overall and its impact on learning is good.
- Pupils make good progress because teachers and other adults plan learning activities to suit all ability groups, and also because the adults are sensitive to each individual pupil's rate of progress. In one Year 1 mathematics lesson observed during the inspection, learning and progress were outstanding because the teacher had a highly developed awareness of which pupils did not quite understand the work. She immediately readapted learning and redeployed learning assistants so that those pupils could do more preparatory work and practise.
- In one Year 6 philosophy class the teacher's skilful orchestration of whole-class discussion elicited very mature and high-quality contributions by pupils on how best to express one's opinions while respecting others'.
- Pupils know what is expected of them and learn well because teachers use their own high level

of knowledge well. Pupils are given the specific language of a topic and this enables very good understanding. For example, in a Year 6 mathematics lesson, the use of language deepened pupils' knowledge of ratio and proportions. Pupils in a Year 2 class displayed good learning of how water travels up flower stems because of the teacher's skilful guidance through the understanding of how to conduct scientific experiments.

- All groups receive appropriate support where needed, including the most able. An example of greater challenge was provided by asking the most-able pupils to do extra writing using 'adverbial phrases' in a Year 3 class when writing for a different audience and purpose.
- The quality of marking is inconsistent. Not all teachers provide high-quality guidance when marking English and mathematics books. Books in some year groups are marked more frequently than others. Consequently, pupils do not always know exactly how to improve their work.
- Teaching in the Early Years Foundation Stage is good overall. When teachers and other adults work with either the whole class or with small groups, children make good progress. For example, in phonics sessions pupils participate with great enthusiasm because the learning is fun and very well planned so that all children can follow it. However, when children are allowed to choose, not all of them are able to do so by themselves and adults do not always notice this.

The behaviour and safety of pupils are good

- Behaviour in classrooms is good and sometimes outstanding. Pupils are polite and courteous and move around the school in a quiet and orderly fashion.
- Pupils are well settled into routines. They enter classrooms in a very self-collected manner with no signs of anxiety. It seems that learning is a natural thing to do for them.
- Disruptive learning behaviour in classes is uncommon. On the rare occasions when this happens pupils respond well to teachers' prompt and swift actions in dealing with it.
- Bullying of any type is rare and pupils report that teachers deal with it very effectively if it ever happens. Leaders keep very careful and detailed records of any incidents and they take positive steps to address poor behaviour.
- The school has high expectations of good behaviour, supported by a detailed system of rewards, sanctions and commendations which pupils understand really well. This is reinforced with a weekly 'achievement assembly' which rewards high attendance, good levels of work and other exemplary achievements.
- Managers have in place effective systems for monitoring attendance and punctuality which involve parents and carers at every step. As a result, attendance has improved over the last three years and is now above the national average.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe and they feel also that all adults care deeply for them. They move around the school with confidence and self-assurance that come from complete trust in the safety of their environment and the adults in it.
- Importantly, pupils love their school and love learning in it. One pupil said, 'This is where I learnt to read, write, do maths and even act. This is where I learnt to believe that I can do a wide range of things.' A few Year 6 pupils used their persuasive writing lesson in English to write to Ofsted – in response to Ofsted's letter to pupils in the last inspection – to say that they believe the school took on board the advice to teachers and managers and has consequently improved.
- Behaviour and safety are not yet outstanding because, although pupils enjoy learning, their attitudes are not exemplary across all year groups.

The leadership and management are good

- There is a very effective and strong system of management in the school. Senior leaders and middle managers have a common aim of raising the achievement of all pupils. Senior leaders and middle managers and all staff work as one in the goal they have set for themselves: to be

an outstanding school. There is strong capacity for further improvement.

- The systems and procedures for monitoring teaching are thorough and robust. As a result there is consistency across the school in planning teaching and learning in different subject areas and how to deliver it. The management of teachers' performance is firmly linked to pupils' progress. Pay enhancement is not awarded unless teachers meet targets for pupils' achievement.
- The monitoring of learning and progress is stringent and used very effectively. Consequently attainment and progress have risen considerably since 2012.
- The curriculum is very strong and wholly underpinned by a system of values which is completely intertwined with the spiritual, moral, cultural and social development of each pupil. This half-term's value of 'self-belief' is having a powerful effect on pupils' quality of learning and their sense of self-worth and of what they can achieve.
- The pupil premium funding is very well targeted and as a result eligible pupils are making progress in line with that of other pupils in school. Support programmes are designed for both individual pupils and groups, depending on the need. Pupils benefit too from participating in funded trips, for example day visits to museums and theatres and residential trips.
- There is good parental support. Parents and carers are generally positive about the school. They say that they are happy with the progress their children make, and the way the school manages behaviour. They trust the school to keep their children safe with rigorous behaviour management systems.
- The government primary school sports funding is used to hire a sports coach whose responsibility it is to strengthen teachers' confidence in teaching the subject and also to enhance the already strong participation in competitive sports in school and outside school by pupils. Pupils talk very excitedly about football, which is played by both boys and girls in mixed gender teams, and also netball, which is played in single gender teams.
- The local authority has worked alongside the school in the school's process of transformation since the last inspection. It has supported the school in improving the quality of teaching and in turn it now invites teachers from the school to demonstrate good practice in other schools in the authority, for example how to teach grammar and phonics effectively.
- The school meets statutory safeguarding requirements.
- **The governance of the school:**
 - Governors have striven to change the course of this school for a long time. They successfully appointed the new management team immediately after the last inspection. Governors get involved at all levels, formally and informally. They have a strong presence in the school through regular visits and hands-on management of all resources from staffing to the use of government grants such as the pupil premium and the grant for developing physical education. Their visits also ensure that they know first-hand about the quality of teaching and the management of teachers' performance and how it must be used to improve the quality of teaching if pay rises are to be awarded. They enjoy especially meeting pupils and working with the school council on the evaluation of where the school is at. They are well trained in analysing national information on pupils' achievement and have many complementary skills between them.

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	101999
Local authority	Enfield
Inspection number	430820

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	538
Appropriate authority	The governing body
Chair	Penny Deller
Headteacher	Michelle Motley
Date of previous school inspection	7–8 March 2012
Telephone number	020 8363 1403
Fax number	020 8367 2297
Email address	headteacher@merryhills.enfield.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

