

Enfield Heights Academy

Pitfield Way, Enfield Highway, Enfield, EN3 5BY

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

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

- Over time, expectations of what pupils can achieve have been too low. As a result, there is variation in the progress made by different groups of pupils in reading, writing and mathematics.
- Teaching requires improvement because it has not helped some pupils, especially those in Year 1, to make good progress over time.
- The work set does not always help pupils to do as well as they can because it is often too easy or too hard.
- Pupils do not receive sufficiently clear feedback about their work that tells them how to improve it next time. They are not given time to respond to the teachers' marking.
- Pupils do not have enough chances to practise their writing skills by doing longer, more demanding pieces of work.
- Teachers are not effective enough in adapting tasks in response to pupils' learning.
- Not enough attention is given to making sure that pupils' handwriting is neat and legible or that pupils take pride in presenting their work.
- In a minority of lessons, when the work is not challenging enough, low-level disruption stops pupils from making as much progress as they could.
- Governors have not paid enough attention to challenging school leaders about the quality of teaching and learning. They have been too reliant on the information provided by others and not found out for themselves how accurate it is. School action plans are short term and not sharply focused.

The school has the following strengths:

- The headteacher and staff share a passion for improving the school. They are proud of what they have achieved for the local community.
- The school is a caring and nurturing environment in which pupils and adults respect one another. Pupils are happy in the school and wear their uniform with pride.
- Parents and carers are supportive of the work of the school and its staff.
- The school's values are at the heart of leaders' work to ensure that all pupils have the opportunity to succeed.
- Pupils know how to keep themselves safe and are well cared for. The staff and parents and carers agree.
- Pupils learn Spanish. They also learn to develop their gymnastic skills with appropriately trained sports coaches.

Information about this inspection

- The inspector observed eight lessons or part-lessons. Four observations were jointly undertaken with the headteacher.
- The inspector looked at pupils' English and mathematics books in order to evaluate their progress over time and talked with pupils about their learning.
- The inspector heard four pupils read and observed an assembly.
- Discussions were held with members of the senior leadership team, other staff and three members of the governing body.
- A meeting was held with a representative of the academy trust. The inspector held a telephone conversation with the Chief Executive of the academy trust.
- The inspector scrutinised a range of documents, including: the school's self-evaluation; the school development plan; documents relating to safeguarding; policies; information about pupils' progress; minutes of meetings held by the governing body; and records of behaviour and incidents. The inspector also reviewed the school's website and records of the monitoring and evaluation of the quality of teaching and learning.
- Anonymised documents about the management of staff performance were reviewed.
- Account was taken of the 18 responses to the online Parent View survey as well as the views expressed by parents and carers spoken to at the school's entrance. The inspector reviewed the nine responses to the staff questionnaire.

Inspection team

Adam Higgins, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Enfield Heights Academy is a part of the CfBT Schools Trust. It opened in September 2012 and is smaller than the average-sized primary school.
- The school moved into its permanent building in September 2013.
- In its first year, the school admitted Reception-aged children only. Currently, in its second year, there are pupils in Reception and Year 1.
- Pupils come from a range of cultural heritages: the largest groups are from Black Caribbean and White British backgrounds.
- The proportion of pupils who speak English as an additional language is higher than the national average. The majority of these pupils are bilingual learners and only a very few are at the earliest stages of learning to speak English.
- The proportion of pupils for whom the school receives the pupil premium, which is additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children of service families, is well above average.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The school has a breakfast club which is open from 8am every day and an after-school club which runs until 6pm.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is good or better, by:
 - setting tasks that are not too hard or too easy and which challenge all pupils to work hard and achieve their full potential
 - providing pupils with guidance about how to improve their work and giving opportunities for them to respond to the comments
 - improving the behaviour of those pupils who lose concentration in lessons by making sure work set challenges them.
- Ensure that pupils make at least good progress in all subjects, especially in writing, by:
 - raising teachers' expectations of what pupils can achieve
 - providing regular opportunities for pupils to complete longer pieces of writing
 - using teachers' on-going assessment of pupils' understanding to reshape lessons and tasks
 - paying greater attention to the teaching of handwriting and how pupils present their work.
- Increase the effectiveness of governance, by:
 - training governors in the skills needed to challenge leaders about improvements to the quality of teaching and pupils' progress
 - ensuring governors visit the school more frequently to evaluate for themselves the accuracy of the information provided by school leaders
 - devising and sharing with governors a sharper improvement plan which clearly identifies the school's priorities over the next two or more years and the strategies for bringing about and monitoring the rate of improvement.

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

- Pupils do not achieve well. Most children start in the Reception class with skills and abilities that would normally be expected for their age. They have particular strengths in the creative aspects of their development and in their number skills. They are weaker in some aspects of their social skills and their ability to use language to communicate effectively. Helpful early morning routines ensure that children quickly become familiar with what is expected of them and smooth the transition from home to school.
- By the time they left the Reception class in 2013, children had made good progress. Good teaching and support from teaching assistants ensured that when they started in Year 1 pupils were well prepared for the next stage in their learning.
- The progress made this year by pupils from different backgrounds and those who are learning English as an additional language is variable. This is because teachers do not make enough use of their on-going assessment in lessons to reshape activities when they see that pupils are finding the work too easy or too hard. The most able pupils do not always make the progress they are capable of because of the lack of challenge in the work set.
- Leaders scrutinise pupils' progress carefully, ensuring that support is appropriately identified and provided for disabled pupils and those with special educational needs. Progress for these pupils is better in mathematics and reading than it is in writing.
- Pupils who are eligible for the pupil premium funding make progress similar to or better than that of other pupils in some subjects. This is especially the case in mathematics. Leaders have planned very carefully for the use of the extra funding that they receive for this group. By the end of Reception in 2013, the majority of eligible children were working at a similar level to that of their peers in all areas.
- Pupils make good progress in reading. School leaders ensure that all pupils have daily lessons that develop their early reading skills. They have prioritised the teaching of phonics (the sounds that letters make) and ensured that teachers and teaching assistants are trained to a high standard in order to deliver good quality teaching in this area. Consequently, pupils read fluently and apply their skills well when reading favourite books as well as those that are unfamiliar to them.
- Pupils' writing skills are improving at a slower rate than their skills in other subjects. This is because not enough attention has been given to ensuring that pupils have regular opportunities to write and practise the skills that they learn. Pupils' books contain an excess of short and frequently incomplete pieces of writing, which provide opportunities to practise sentence structure, punctuation and spelling. However, teachers do not plan for pupils to link these skills together into longer pieces of writing across a range of subjects.
- The progress made by pupils in mathematics is good. This is because teachers plan lessons that are interesting and exciting. For example, in the Reception class, pupils used a computer program to weigh parcels and then recorded the weight using a keypad. This introduced them to standard measures for weight and helped them to begin to understand how to record the fraction of one half.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good. Expectations of what pupils can achieve remain too low. Not enough teaching ensures that all pupils make good progress.
- Teachers and teaching assistants work together to plan to meet the needs of all pupils. They vary the strategies that they use to engage pupils with their learning. For example, questions are used to probe pupils' understanding, but teachers do not always use the responses to reshape lessons when it is clear that pupils are confused.
- Work in pupils' books and observations in lessons show that although some pupils receive helpful marking and feedback about their work, it is not yet consistent. Pupils are not routinely given time

to respond to the feedback that they receive, and so they go on to repeat the same mistakes.

- Not enough attention is given to ensuring that pupils develop a fluent handwriting style. In many books, pupils' handwriting is untidy, difficult to read and the size of letters varies considerably. Some books are uncared for, with scribbling and crossing out a regular occurrence. Teachers do not insist on high standards of presentation and it is unclear whether pupils are proud of their work.
- Adults have worked hard to create an attractive learning environment. Pupils' work is celebrated in bright, attractive displays. For example, in one corridor pupils had been studying the artwork of Vincent Van Gogh and had created their own interpretation of a painting. This had been attractively labelled and displayed, for pupils and visitors to enjoy.
- The provision of good quality reading material is helping pupils to acquire a love of books. There is a small school library and each classroom has a small but attractive book area. Pupils apply their early reading skills when reading to themselves but also enjoy sharing them with adults at the school.
- In daily literacy lessons, pupils learn the skills to enable them to write interesting sentences that are carefully punctuated and correctly spelt. However, pupils' books are full of short grammatical exercises and partially completed worksheets. Teachers do not provide enough opportunities for pupils to practise the discrete writing skills that they learn, in longer pieces of writing.
- Teaching assistants make a good contribution to the learning of pupils in mathematics, especially disabled pupils and those with special educational needs and those who are new to learning English. For example, in a Year 1 lesson, a teaching assistant worked with a group of pupils who were finding early division concepts tricky. She was able to break the task down into smaller activities, which helped them to gain a more secure understanding of the need to share objects out in equal proportions.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. When the work in lessons is too easy or too hard, pupils become restless and are easily distracted from what they should be doing. As a result, this slows pupils' learning and that of others around them. Pupils told the inspector that they sometimes find it hard to concentrate when others on their table or on the carpet have lost their concentration, because they fidget and distract them from what they should be doing.
- The majority of pupils demonstrate good attitudes towards their learning and towards each other. Pupils enjoy their learning; they come to school ready to learn and are excited about the day ahead. Leaders have prioritised the development of pupils' behaviour and social skills. Consequently, the school is a calm environment in which pupils learn tolerance and respect for each other and for adults.
- Most pupils behave well in and around the school. Year 1 pupils are trusted to walk to use the bathrooms that are just beyond their classroom. They do this sensibly and without any fuss. Pupils move politely and courteously around the building and are always happy to hold the door open for an adult or friend. They say please and thank you and enjoy showing their good manners.
- Lunchtime arrangements are exemplary. Leaders have created an environment in which pupils share their mealtime, but which has the atmosphere of eating in a restaurant. As a result, pupils' social skills are developing rapidly. They sit at mixed-age tables, eat from real plates, use metal cutlery, talk quietly and are helped by adults who are calm and respectful. Each group elects a table captain who is responsible for ensuring that pupils get along and eat appropriately. Points are awarded to each table for a range of things. The following week, the table with the most points enjoys a vase of fresh flowers and a tablecloth.
- Pupils say that there is almost no bullying at the school. They say that if there is any bullying, adults stop it quickly and inform parents and carers about what has happened. Pupils have an understanding of bullying, appropriate to their age.
- The school's work to keep pupils safe and secure is good. Pupils told the inspector that they feel safe at the school. They understand some of the risks that they have to manage such as crossing

busy roads and not talking to strangers. They are developing an understanding of how to keep themselves safe when using computers and the internet.

- Most parents and carers who responded to the survey and who spoke to the inspector in the playground believe that this is a safe school, which promotes good standards of behaviour.
- Attendance at school is broadly average. The school has good procedures for following up pupils who do not attend regularly. The school is working with the families of a small number of pupils do not attend school regularly enough, in order to bring about improvement.

The leadership and management require improvement

- Leadership and management require improvement because leaders and governors have not made sure that the quality of teaching and achievement is good. Nevertheless, the headteacher has worked to ensure that the school is a safe and tranquil learning environment. Central to this has been embedding the ethos of the school in the '5Cs': that everyone can be Caring, Confident, Contributing, Committed and Courteous. Parents and carers say that they like that the headteacher is in the playground every morning to greet pupils, parents and carers alike, with a kind word, a caring smile and a friendly handshake.
- The headteacher and deputy headteacher hold the roles of English and mathematics subject leaders as well as other areas of responsibility. Teachers will be appointed to take on additional leadership roles as the school grows. Teachers are trained when necessary with the skills needed to ensure that they can carry out responsibilities beyond their classroom role with confidence. For example, the Reception teacher records and submits information about how well pupils achieve at the end of the Reception Year; a role normally held by a more senior leader.
- The headteacher knows the school well and has an accurate view of its strengths and weaknesses. The arrangements for managing the performance of teachers are effective. There is a good cycle for monitoring the school's work, which clearly links how well pupils achieve to whether or not a teacher receives an increase in salary.
- The school did not receive any sports funding because pupils are all below the age eligibility threshold. However, leaders know that funds will be received in the next allocation and have already made plans to use it appropriately and to evaluate the impact of their work.
- The curriculum has been carefully planned for. It is broad and gives good coverage of a wide range of subjects. For example, all pupils are learning to speak Spanish and have weekly gymnastics lessons. A range of trips, visits and visitors complements it. Subjects and activities make a very good contribution to pupils' spiritual, moral, social and cultural development.
- Pupils participate in a small number of popular after-school clubs, which are planned appropriately for the age and development of pupils. Almost all pupils in the school attend the after school gymnastics club. School leaders plan to increase the number and type of activities available as the school population grows.
- The academy's sponsor has an accurate view of the school. It has provided timely support and challenge to school leaders. It has ensured access to a range of services to guarantee the efficient management of the school. Additionally, it has kept a close eye on the quality of teaching and how well pupils are doing. It provided effective support to eradicate a small amount of teaching that was inadequate. An adviser visits the school frequently to evaluate and report on the effectiveness of the actions taken by leaders to improve teaching and learning.
- **The governance of the school:**
 - The governing body does not know the school strengths and weaknesses well enough. While it has been actively involved in establishing the school, carefully monitoring the finances and the building project, it has paid less attention to improving the quality of teaching and ensuring that every pupil achieves as well as they can. The governing body is kept well informed by the headteacher and has received termly reports from a CfBT Trust Adviser as well as from three DfE monitoring visits. However, it has been too accepting of the information. Governors have not adequately evaluated the information or found out for themselves how accurate it is. Consequently, governors have an over-generous view of how well the school is doing. The school

improvement plan is short term and is nearing its end. The plan has not adequately focused on the most pressing areas for development. Governors have not been involved in the management of staff performance, but say that they do have the last say in any increase in a teacher’s salary. They have planned for the use of pupil premium funding but have not evaluated its impact. Governors ensure that their statutory safeguarding duties are met.

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	138381
Local authority	Enfield
Inspection number	425459

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

Type of school	Primary
School category	Academy free school
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	50
Appropriate authority	The governing body
Chair	Neil McIntosh
Headteacher	Lisa Fidler
Date of previous school inspection	Not previously inspected
Telephone number	020 8805 9811
Email address	office@enfieldheightsacademy.org

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