

# Capel Manor Primary School

Bullsmoor Lane, Enfield, EN1 4RL

**Inspection dates** 7–8 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

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

- Pupils do not make consistently good progress. This is needed for them to make up for their slower progress in the past. They do not yet reach high enough standards.
- Teaching is improving but is not consistently good across all classes.
- Not all teachers expect enough of the pupils. They do not always make sure the work they set is hard enough, particularly for the most-able.
- Teachers do not always check carefully what pupils understand. This means they can miss those who are struggling or not extend the most-able.
- Teaching in mathematics is not as strong as in reading and writing.
- Teachers do not always sufficiently strengthen the pupils' learning in mathematics. They provide too few opportunities for them to apply their number skills to solving problems.

### The school has the following strengths:

- Pupils and parents and carers say how much the school has improved since its last inspection. This is because the headteacher has successfully established high expectations of staff and pupils.
- Senior leaders and governors are quite clear where further action to improve teaching is needed. As a result progress is improving and attainment is rising.
- Children continue to make good progress in Reception as was reported at the last inspection.
- Pupils are making more rapid progress in phonics (the sounds that letters make) and developing a greater interest in reading. This is because teachers have improved their methods of teaching reading.
- Behaviour around the school is orderly. Pupils are fully aware of the school's high expectations. Pupils are mostly very keen to learn and be successful. They feel safe in school and are clear about what to do if they feel unhappy. Attendance levels are rising.

## Information about this inspection

- Inspectors observed 18 lessons, three of which were observed jointly with the headteacher.
- Meetings were held with groups of pupils, school staff, members of the governing body including the Chair of the Governing Body, and a representative from the local authority.
- Inspectors took account of the 20 responses to the online questionnaire, Parent View, and held informal discussions with parents and carers at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents. These included the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding. Inspectors also took account of the 27 responses to the staff questionnaire.
- Inspectors listened to the reading of a sample of pupils in Year 2.

## Inspection team

Martin Beale, Lead inspector	Additional Inspector
Aileen Thomas	Additional Inspector
Danvir Visvanathan	Additional Inspector

## Full report

### Information about this school

- The school is above average in size and expanding as it moves to two forms of entry. The school currently has two classes in each year group up to Year 3 and one class in each of Years 4 to 6.
- The majority of pupils are from a wide range of minority ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is well above average. Few are at the early stages of learning English.
- The proportion of pupils known to be eligible for funding through the pupil premium is above average. This is additional government funding which, in this school, supports pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through 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 experienced considerable staff changes since its last inspection, particularly among its senior leadership. The headteacher was appointed from January 2013 and other senior leaders since then.
- The school receives support from a local National Leader of Education and an outstanding local school.
- 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 amount of teaching that is good or outstanding by ensuring that:
  - teachers consistently have high expectations of what the pupils can do
  - the more-able pupils are always given work that challenges and stretches them
  - teachers check the pupils' understanding of the work they are doing more carefully and adapt their teaching accordingly.
- Increase the pupils' progress in mathematics by making sure that:
  - pupils have the opportunity to develop and apply their mathematical skills more regularly, including across other subjects
  - staff expertise in teaching mathematics is carefully monitored and additional training provided where necessary.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils are not making consistently good progress and attainment is below average. Year 6 test results were below average in reading and mathematics in 2013 but average in writing. The most-able pupils did not do as well as they should have done in reading and mathematics.
- Pupils' progress in mathematics requires improvement because teaching is not consistently good. Pupils do not have a deep enough understanding of the different skills they are learning. This means they have to be returned to regularly before pupils can move on to new ideas.
- Progress is speeding up and attainment is rising in mathematics this year. More pupils are working at the higher levels by the end of Year 6 as a result of this being a school priority. However, the most able are not consistently making enough progress.
- Children enter Reception with skills below the levels typical for their age. They make good progress particularly in the development of their reading. Their attainment is in line with the national average by the end of Reception. This means most are prepared well for Key Stage 1.
- The school is successfully improving achievement in reading. This is because the teaching of phonics is more effective. Year 1 pupils also read in small groups at the start of each day. This means pupils are gaining basic reading skills more quickly than before.
- The headteacher has a vision that all pupils should read for enjoyment. This is being realised partly by the good use of the newly resourced library. Older pupils effectively gain more advanced skills such as making deductions and drawing inferences from texts. This is because reading is consistently taught well across the school.
- Pupils continue to do well in writing and progress in this has also improved during this year.
- Programmes to support disabled pupils and those with special educational needs have improved significantly since the last inspection. As a result they make similar progress to other pupils. There is also no difference in the achievement of pupils from different ethnic groups or who speak English as an additional language.
- Progress of the most-able pupils has improved in reading and writing although not all make enough progress in mathematics.
- Extra funding is used well to increase the progress of pupils eligible for support. This is due to the provision of additional adult help in lessons and small-group work in mathematics. The gap in Year 6 test results in 2013 was small between these pupils and others in the class. It amounted to one term in mathematics and only slightly more than this in writing. There was no significant gap in reading. Eligible pupils are on track for similar outcomes this year.

### The quality of teaching

### requires improvement

- Pupils do not consistently learn as well as they could in spite of improvements in teaching over the last 18 months. At times, the work they undertake is not at a level that is appropriate for the different groups of pupils in the class. This is because teachers do not check their progress accurately enough. In particular, the most-able are not challenged consistently.
- In a small number of classes, pupils do not learn mathematics effectively enough. This is because a few teachers lack confidence in teaching some aspects of the subject. This means pupils do not develop skills quickly enough. Furthermore, not all teachers provide enough opportunities for pupils to apply their skills to solving problems in mathematics and across other subjects.
- When learning is most effective, pupils are engrossed in what they are doing and resources are used well to stimulate their thinking. For example, the pupils' learning and their progress were outstanding in a Year 6 lesson on persuasive writing. Not a moment was wasted. The teacher had very high expectations of the pupils and made sure they knew exactly what they had to do at every stage to produce their best writing.
- Support staff are having an increasingly positive impact on pupils' learning. They are deployed

more effectively than previously to promote the learning of disabled pupils and those with special educational needs. They work with them closely in lessons and with individuals outside classes. Teaching assistants have also been specially trained to help weaker readers make more rapid progress.

- Teaching is leading to good learning and progress in Reception. Staff give children good opportunities to explore ideas themselves. Adults talk with children to move their learning forward and continually give them the opportunity to practise and use their communication skills. Staff are skilled at getting children to participate in activities that are made interesting by the wide range of attractive resources provided. These activities accelerate their progress.
- Guidance through marking and oral feedback has improved this year. Pupils say it helps them to see clearly how well they are doing and how they can improve their work. They feel it shows their teachers care about how well they are doing. They consolidate learning and eliminate errors quickly by responding to suggestions on how to improve their work.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils and parents and carers report it has improved significantly because staff now consistently apply the behaviour policy. Pupils are very respectful of each other and school staff. They are polite and friendly. They take genuine pleasure in each other's successes, such as when they receive awards in assembly for their achievements.
- Pupils say they find school and their learning increasingly enjoyable. Year 6 pupils are very proud of the responsibility they were given in planning the new library. Pupils are keen to learn and are very attentive. Occasionally a small number do not always listen carefully to their teacher when required.
- Attendance has risen considerably this year because the headteacher makes her expectations very clear to parents and carers and takes a firm line over persistent absence.
- The school's work to keep pupils safe and secure is good. Staff and governors ensure that safeguarding arrangements are implemented rigorously. Pupils value being able to put their concerns in the 'worry box' and speak highly of the way they are helped to resolve their problems.
- Pupils learn to recognise the different forms bullying might take. They are adamant that occurrences are very rare and are confident that the headteacher and staff would deal with any incidents swiftly.

### **The leadership and management** are good

- The headteacher gives the school a very clear focus and direction based on striving for higher achievement. She is committed to ensuring that all pupils succeed and that none are left behind. She has built a strong team of senior and subject leaders and makes sure they are provided with appropriate training so they can support her ambitions for continual improvement.
- The school's self-evaluation is accurate and based on regular analysis of its performance. This has enabled senior leaders and governors to identify clear priorities. They have put in place well-focused actions that have led to improvements in teaching, achievement, behaviour and attendance since the last inspection.
- The headteacher has maintained a relentless focus on improving teaching and learning. This has been successful although she recognises more work is needed in some areas such as mathematics. Each teacher's performance is carefully checked. Individual training is put in place so that teachers can meet targets that are firmly based on raising pupils' progress.
- The local authority has worked in close partnership with the school to support its improvement since the last inspection. It has helped to strengthen leadership at all levels. This has been enhanced by working with a National Leader of Education and an outstanding local school.
- The focus on English and mathematics is starting to lead to improvements in achievement. The

school has made changes to the phonics programmes. There is a new daily reading scheme as well as the 'Premier League readers' initiative with the local football club. These all reflect the thought put into the way subjects are taught.

- The school has also invested heavily in computers and other new technology to help prepare pupils more fully for the next stage of their education. Through the 'language of the month' and writing letters to the link school in Spain pupils are gaining a greater insight into the lives of people in different countries.
- The school uses new sports funding well to bring in specialist teachers and expert advice. This is increasing the confidence and expertise of teachers in teaching gymnastics. It has also led to a greatly increased range of sports clubs and increased pupil participation as a result.
- **The governance of the school:**
  - The governing body is well led and has high expectations of the school. Governors are forward looking. This is illustrated by the way they have budgeted for expanding leadership capacity as the school has grown. The governing body constantly seeks to develop governors' expertise through regular training including in assessment data. This and their links to individual year groups enable governors to ask pertinent questions about the school's performance. They know teaching is improving but that there is more to be done to achieve their ambitions for the school. They understand what action the headteacher is taking to bring this about. They make sure that there is a tight link between each teacher meeting targets for improving pupils' progress and pay progression. The governing body is fully involved in approving the use of additional funding and checking carefully that it is increasing the progress of pupils it is meant to support.

## 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

<b>Unique reference number</b>	101891
<b>Local authority</b>	Enfield
<b>Inspection number</b>	442150

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	316
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Adams
<b>Headteacher</b>	Tracy Kilkenny
<b>Date of previous school inspection</b>	11 December 2012
<b>Telephone number</b>	01992 764087
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