

Enfield (New Waltham) Primary School

Enfield Avenue, New Waltham, Grimsby, Lincolnshire, DN36 4RB

Inspection dates 20–21 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- Pupils in all year groups make good progress. In 2013, by the end of Year 6, a significant number of pupils made more than the progress expected of them. The most able pupils in Year 2 are achieving well and are expected to reach above-average standards.
- The good teaching across the school inspires pupils to work hard and take pride in their achievements. During lessons, the progress of individual pupils is continually assessed and the information is used to adapt future learning.
- Pupils and adults are respectful and get on very well together. Pupils are excited about their learning and keen to take part in lessons. They say that they are proud of their school and feel safe.
- School leaders and governors know the school well and have high ambitions for all pupils. They have an accurate understanding of how to make the school even more successful. The focus on writing since the previous inspection has motivated even reluctant writers and, as a result, the quality of writing is good.

It is not yet an outstanding school because

- Pupils are not always challenged with hard enough work. In some classes, pupils are not given sufficient time to respond to questions and this means they do not make outstanding progress.
- Marking in mathematics is not as effective as the marking of written work. Advice about what to do next is limited and comments relating to the learning for each lesson are few.

Information about this inspection

- The lead inspector observed nine lessons including two lesson observations undertaken jointly with the headteacher. The inspector also observed break and lunch times and listened to pupils read.
- Meetings were held with the headteacher, school staff, groups of pupils, the Chair of the Governing Body and one parent governor. A meeting was also held with two local authority representatives.
- To ascertain parents' opinions the inspector took account of 24 responses to the on-line questionnaire (Parent View) and held brief discussions with parents at the beginning of the school day. Inspection questionnaires completed by 15 members of staff were also taken into consideration.
- A number of school documents were examined. These included information about individual pupils' progress, school improvement plans, and records of reports to the governing body. The work in pupils' books and records relating to the quality of teaching, behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Karen Foster, Lead inspector

Additional Inspector

Full report

Information about this school

- Enfield (New Waltham) Primary School is smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those with special educational needs supported at school action is similar to that of other schools nationally. The proportion of pupils supported at school action plus, or with a statement of special educational needs, is lower than that found in most schools.
- The proportion of pupils known to be eligible for support through the pupil premium funding is below average. The pupil premium is additional funding to provide extra support for pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The school has recently set up before- and after-school care for up to 11 children. This is on a temporary basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching so that the overall quality is outstanding and leads to pupils making outstanding progress by:
 - extending the good practice in marking and feedback in written work to include mathematics
 - continuing the support both from within school and from the local authority to further develop the skills of individual teachers
 - using the outstanding questioning skills demonstrated by some staff as a model to use across the school
 - making sure pupils have enough opportunity to answer questions in lessons.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress overall and, by the end of each key stage, are very well prepared for the next stage of their education.
- Children start the school in the Early Years Foundation Stage with knowledge and understanding that are just below those typical for their age. Communication and language is a weaker area. Good communication between home and school and keen attention to children's well-being mean that they settle in quickly and make good progress. Parents interviewed during the inspection supported this view.
- Across the school, pupils of all abilities make at least good, and sometimes outstanding, progress in reading, writing and mathematics.
- In 2012 and 2013, the proportion of pupils who reached the expected standard in the Year 1 national phonics check was well-above average. Predictions indicate that a similar proportion will reach the expected standard in 2014.
- Achievement in Key Stage 1 is rising. The focus on the most able learners has led to better achievement for this group and predictions for 2014 indicate that they are expected to exceed national expectations for similar pupils in reading, writing and mathematics; significantly so in reading and mathematics.
- In 2013, the proportion of pupils making more than the progress expected of them by the end of Year 6 was above that found nationally in reading, writing and mathematics; significantly above in reading. In 2014, predictions indicate that this is likely to be similar to those found nationally. This is because these pupils made less than the progress expected of them in lower Key Stage 2. However, this has been resolved and all pupils currently in Key Stage 2 are making at least good progress.
- Disabled pupils and those with special educational needs make good progress. Their needs are accurately identified and they receive effective, individual support in a range of varied activities. These are evaluated regularly and adapted as necessary. As a result, they achieve as well as other pupils.
- The few pupils eligible for support through pupil premium funding, including those entitled to free school meals, make good progress and they reach similar standards to other pupils in the school. Their individual needs are met from a variety of means, including both academic and social or emotional support.

The quality of teaching is good

- Those parents who expressed an opinion agree that their child is well taught, makes good progress and has appropriate homework.
- During the inspection parents were seen to actively support their children with homework activities. Six pupils from the Reception/Year 1 class had worked with their parents on a theme of 'Under the Sea', producing a fantastic, three-dimensional seascape which measured two metres by one metre. The front was beautifully decorated with sea creatures and the back had carefully researched facts about the creatures.
- Adults use humour and exciting resources to engage and inspire pupils so that they learn well. There are many opportunities for pupils to write for a range of purposes and apply their skills.
- Pupils enjoy reading and say there are 'good books' for them to choose from. Reading skills are good because younger pupils are given lots of opportunities to learn about the sounds letters make. Older pupils understand how to try to read unfamiliar words. Pupils learn reading skills in all subjects.
- In a Year 5/6 mathematics lesson, pupils used peg boards to make shapes using coordinates. They used dry wipe pens to plot the axis on the table. The pupils made their own challenges and made exceptional progress in this activity. They were fully engaged. 'It's the first time I ever got

permission to draw on a table!’ one said.

- Themes are linked across the curriculum so learning is meaningful. In the Reception class, children were learning the sounds letters make when blended but also found out information about crabs. One child was very proud of his writing and had found out that crabs have a hard shell. In the Year 5/6 class, pupils realised part way through the lesson that the writing theme linked to the topic and one pupil remarked to the teacher, ‘You did that on purpose!’
- In the Year 1 class, pupils had individual targets for their writing and used these throughout the lesson to try to improve on their previous work.
- In mathematics, pupils enjoy a mixture of challenging questions and practical activities.
- The quality of the writing in pupils’ books is good and sometimes outstanding. The marking of written work is detailed, with helpful comments showing how pupils could further improve their work and how well they have met the learning intention for that lesson. In mathematics, although there are some comments relating to the learning, there are also often less helpful comments such as, ‘Could have done more’.
- In some classes, pupils are skilfully questioned to make them think more deeply or to help staff to assess pupils’ learning. However, this is not always the case and sometimes pupils are not given enough time to respond to questions slowing their progress. Opportunities are also missed to check pupils’ knowledge and understanding. Additionally, time is sometimes wasted when pupils are allowed to spend time fussing over equipment such as pens and erasers before settling to work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils’ attitudes in lessons, around school and at playtimes are good. They are polite and well-mannered and show interest and empathy with others.
- When questioned, pupils said playtimes were happy. Play leaders, from Year 5 pupils, are trained to teach younger pupils to play traditional games. They enjoy being leaders and other pupils like having them there with them at playtimes. Pupils are certain that sanctions will be applied to anyone who breaks the rules such as, ‘arguing over football’.
- Pupils show respect for one another, even when not directly supervised. For example, when leaving the hall following an assembly, they all walked sensibly and held doors open for one another. In a lesson, a pupil reminded another about using the coloured overlay to help him with his reading.
- Pupils say that they really enjoy school and their lessons; they have very positive attitudes to learning and are keen to do well. The work in books, particularly in Key Stage 2, is well presented and shows that pupils take pride in all their work.
- The on-line Parent View survey shows that almost all those parents who responded said that their child felt safe in school and pupils were well behaved. All parents spoken to during the inspection said that pupils behaved well and they had no concerns about bullying.
- Pupils are aware of different types of bullying but say incidents are rare. They say that any concerns are sorted out straight away by adults.
- The school is well cared for by adults and pupils. Classrooms are bright and resources respected. At lunchtimes, pupils are able to choose to eat inside or outside at picnic tables if the weather is good. Pupils enjoy this and almost all of them have good table manners and talk respectfully to one another.
- Pupils arrive on time. Attendance is good and no pupils are persistently absent. Exclusions are rare.
- The school’s work to keep pupils safe and secure is good.
- The school has robust systems and routines in place to keep pupils safe and help them feel secure but not fearful. Pupils say that they feel safe both inside and in the school grounds.
- Safeguarding training has been provided for all staff and is regularly updated. Policies have

recently been reviewed.

- Pupils say that they learn about how to keep safe in a variety of ways. They can give great detail about how to keep safe when using technology. They have lessons on road safety, stranger danger and cycle training.

The leadership and management are good

- Senior leaders work successfully as a team to improve the school. They have correctly identified the areas to improve, and the effect of actions and decisions are clearly recorded.
- The development of staff is managed exceptionally well by the headteacher. She has a very accurate view of the strengths and areas to develop for each member of staff. Teachers work in teams using their strengths to support one another.
- Policies are explicit and up to date. Teachers are given targets that link closely to the school development plan, pupils' progress and their own individual development points. These have supported the rapid improvements made to the learning and progress of pupils.
- Staff meet with leaders regularly to check how well all pupils are doing and to plan support for those pupils who need additional help. This support is carefully checked and, if necessary, amended to make sure it is successful.
- Leaders plan the curriculum carefully, giving pupils the opportunity to enjoy and extend their learning across all subjects. There is a good range of after school clubs. Assemblies are used well to enhance topics and to discuss social and moral issues.
- There is a good framework for checking pupils' progress and the leader of this work ensures all staff are accountable for the progress of their pupils.
- The headteacher regularly observes the quality of teaching across the school. Her systems recognise strengths and identify where further support and guidance may be needed. As a result, teaching over time is good, with some that is now outstanding.
- The school works well in partnership with other schools and the local authority to improve teaching and learning and to sample pupils' work, checking that all agree about the progress pupils have made.
- The quality of middle leadership, including subject leadership, is strengthening. This is helping to drive improvement forward at a faster rate for mathematics and literacy. The leaders of these subjects are particularly skilled and have provided excellent guidance and support to other staff.
- Leadership of special educational needs is effective in ensuring staff are trained and pupils are well provided for and make good progress.
- Statutory requirements relating to safeguarding and equality of opportunity are met.
- The new primary school sports fund is used to good effect. More pupils enjoy taking part in physical education and sports competitions, which benefits their health and well-being. The headteacher has been very keen to offer a wide range of activities so that all pupils will find something they enjoy. Pupils have experienced rowing, played golf and ultimate Frisbee, for example.
- Leaders ensure health education is threaded through the subjects taught and pupils have good regard for their own personal safety and well-being.
- The headteacher and governors have set up before- and after-school care sessions for up to 11 pupils. This is an interim measure during a tendering process. A range of interesting activities are provided; for example, during the inspection a gardener came to help the pupils sort out some problems they had with planting their seeds.
- The local authority has an accurate view of the school's performance. Their support has enabled leaders to rapidly improve the effectiveness of all aspects of the school.
- **The governance of the school:**
 - Governors know the school well. They can accurately describe the improvements being made.
 - Governors challenge the school leaders and ask questions to get more detail.
 - Governors have reviewed the pay and performance-management policies and know how these

are applied to staff in the school. They check that pay rises are awarded only when teaching is good and pupils achieve well. They use an external reviewer to support the performance management of the headteacher.

- Governors know how the pupil premium funding has been spent and how it has benefitted those pupils who are entitled to support from this money.
- Information about the school is shared widely with all governors. This was evident when a parent governor and the clerk were able to talk to the inspector when both the Chair of the Governing Body and the vice Chair were unavailable during the inspection. A comprehensive governor file is held centrally and used by visiting governors. This ensures all governors have current information.

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	117758
Local authority	North East Lincolnshire
Inspection number	442261

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	111
Appropriate authority	The governing body
Chair	Christina Tabor
Headteacher	Amanda Scott
Date of previous school inspection	5 February 2013
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