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Jan Bless
Headteacher
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Dear Mr Bless

Requires improvement: monitoring inspection visit to Prince of Wales Primary School

Following my visit to your school on 14 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. 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 May 2014. 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:

- ensure that there is sufficient capacity for the achievement leaders to maintain the high level of support and challenge to improve teaching in year teams
- focus on the development of the mathematics curriculum so that planning for all year groups is coherent and builds progressively on prior learning
- ensure that priorities in school improvement planning are supported by clear evidence of their impact on pupils' attainment and progress.

Evidence

During the visit, meetings were held with you, senior and middle leaders, the Chair and Vice Chair of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. I also spoke to a small group of Year 6 pupils about their work. The school action plan was evaluated together with a

range of policies. A range of pupils' books were scrutinised together with outcomes from the most recent Key Stage 2 assessments in 2014.

Context

There has been considerable change at the school since the last inspection. A local leader of governance has been appointed to the school by the local authority and has been elected as Chair of the Governing Body. The external review of governance has begun with a reconstitution of the governing body planned for January 2015. The role of achievement leaders has been refined to provide specific support and challenge to each year group. Altogether, 15 teachers were appointed in September including three newly qualified teachers and two school based trainees. In addition, the number of learning mentors has been increased and there is now mental and emotional health provision for families based at the school. The school roll continues to increase with all year groups except Year 4 having three classes.

Main findings

The outcome of the last inspection together with the disappointing outcomes for the Year 6 assessments in 2014 led to a thorough re-appraisal of the improvement programme at the school. This has led to the development of the role of achievement leaders to include more focused support and challenge. Achievement leaders now have a specific role for particular year groups where they provide support, coaching, classroom monitoring, shared teaching and interventions with groups of pupils who are identified as underachieving. The role provides strong support for the teaching teams in each year group with a much greater focus on improving teaching and the progress made by individuals and groups of pupils. Achievement leaders are held to account by senior leaders through a monitoring calendar which includes teaching observations, book scrutiny and evaluation of planning. This focused approach is beginning to show improvements in pupils' progress. For example, school data show that a module of work for Year 3 pupils who were underachieving in writing has led to two-thirds of the children now working at age appropriate levels. However, there is still more work to do to ensure greater consistency in teaching across year groups. Marking is now more consistently monitored by achievement leaders and time within lessons is dedicated to responding to the guidance given to pupils. Overall, the role of the achievement leader is crucial in focusing improvement work and the school needs to ensure that the capacity for this high level of support and challenge is maintained throughout the year even if difficulties with staffing occur.

The school has developed a stronger focus on improving reading through guided reading sessions each day for all pupils. Learning support assistants have been deployed across the school to work with groups of pupils as part of this school wide initiative. Another school initiative has been to develop a 'Big write' session each week for all pupils from Year 2 to Year 6. This has raised the profile of reading and

writing but has yet to lead to clear improvements in achievement. The development of mathematics has been at a slower pace. With the support of staff from the local authority, teachers are undertaking a review of the mathematics curriculum to bring it in line with the new national curriculum requirements.

The school improvement plan is a comprehensive document with actions that cover all of the recommendations from the last inspection. It shows the activities to be undertaken, the staff responsible for the development of the actions and a timeline. What is less well developed are the arrangements for monitoring based on progress data so that there is a comprehensive measure of the progress made. The school has recently developed a self-evaluation summary sheet which provides a brief overview of improvements but this still lacks clear achievement data for specific improvement programmes.

The external review of governance is currently under way led by a national leader of governance but has already shown some impact in terms of developing structures and roles. A local leader of governance has been appointed to the governing body and has been elected as chair. The vice chair has met with the achievement leaders to get a perspective on their roles in promoting improvement and there are plans for joint reviews of progress with governors. As part of the review a skills audit is being conducting and the results of this will lead to a reconstitution of the governing body planned for January 2015.

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

The local authority has provided focused support for English and mathematics which has helped the school to develop these curriculum areas, as well as specific training on data analysis. It has been instrumental in brokering support from successful schools to review pupil progress meetings and leadership structures, including the support of a national leader in education. This is appreciated by the school's leadership. The most impact can be seen in the support for the changes in the structure of the governing body. The local authority has supported the changes in the leadership of the governing body and the external review well.

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

Yours sincerely

Robert Pyner
Her Majesty's Inspector