

# Keys Meadow School

84 Tysoe Avenue, Enfield, EN3 6FB

**Inspection dates** 10–11 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Senior leaders have made major improvements to the school since the previous inspection. As a result, the quality of teaching and pupils' achievements are now good.
- Children in the early years get an excellent start and catch up quickly from starting points that are well below those typical for their age.
- All groups of pupils make good progress in reading, writing and mathematics throughout the school.
- Attendance has improved and is now above average. This reflects pupils' enjoyment of school.
- The quality of teaching is good. Teachers have high expectations of pupils. They have established very positive working relationships with them. Teaching assistants support pupils' learning well.
- The school's work to keep pupils safe is exemplary. Pupils say they feel extremely safe. Behaviour is good and they are keen and eager to learn.
- The school strongly promotes pupils' spiritual, moral, social and cultural development in all aspects of its work. Every effort is made to prepare pupils for the next stage in their education and for life in modern Britain.
- Governors provide effective support and challenge to school leaders.

### It is not yet an outstanding school because

- Not enough pupils are achieving the higher levels in reading, writing and mathematics at the end of Key Stages 1 and 2.
- Subject leaders are relatively new to their positions. Therefore it is too soon to see the full impact of the work that they have started recently.

## Information about this inspection

- Inspectors observed learning in 21 parts of lessons and pupils learning in small groups. Some observations were observed jointly with either of the headteachers or the deputy. Inspectors visited an assembly.
- Inspectors looked at a range of pupils' work with the senior leaders.
- Meetings were held with groups of pupils, staff with key responsibilities, members of the governing body and a representative from the local authority. A telephone conversation was held with the Chair of the governing body.
- Inspectors listened to pupils read in Years 1, 2 and 6.
- Inspectors looked at a range of documentation, including minutes of the governing body meetings and information about pupils' progress. They scrutinised information relating to attendance, behaviour and safeguarding.
- Inspectors took account of 38 responses to Parent View, Ofsted's online questionnaire for parents. They spoke to parents informally at the start of the school day.
- Inspectors considered the 44 responses by staff.

## Inspection team

Sharona Semlali, Lead inspector	Additional Inspector
David Gutmann	Additional Inspector
Judith Olivier	Additional Inspector

## Full report

### Information about this school

- The school is a larger than average-sized primary school.
- The headship of the school is shared by two part-time headteachers. There is a full-time deputy headteacher. This is called the headship team.
- Since the previous inspection, there have been some changes in staffing. The governing body has reconstituted and there is a new chair of governors.
- The early years consists of part-time morning and afternoon Nursery classes. In addition to this, there are two full-time Reception classes.
- A significant number of pupils join or leave the school in all year groups. This is above average.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are above average.
- The proportion of pupils who are disadvantaged and supported by pupil premium is above the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals or looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is above 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 by the end of Year 6.
- The school manages its own breakfast club.

### What does the school need to do to improve further?

- Increase the proportion of pupils attaining the higher levels in reading, writing and mathematics at the end of Key Stages 1 and 2 by:
  - raising the level of challenge for the most able pupils
  - ensuring that all teachers make the best use of information about what pupils can already do so they can set work more accurately matched to pupils' needs.
- Build on the work already started to develop the roles of subject leaders to ensure that they have an increasing impact in raising pupils' achievement.

## Inspection judgements

### The leadership and management are good

- The school is well led by the determined and strong leadership of both headteachers in partnership with an the full-time deputy headteacher. Their high expectations are promoted well through the school's motto which is 'You can do it, you can fly'. This is well known and reflected well through pupils' good attitudes to their learning. Together, the headship team have made significant improvements from the previous inspection. They have established a culture where pupils have an excellent start. It is a place where everyone is encouraged to do their best and behaviour flourishes.
- Teacher appraisal processes are extremely rigorous and thorough. They have been effective in developing teachers' practice and in tackling any underperformance. All newly qualified teachers are well supported and given clear guidance.
- School leaders make good use of information on pupils' achievement to ensure that they make enough progress. This is because the school is firmly committed to promoting equality of opportunity for all its pupils.
- Phase leaders who are responsible for particular year groups have a good understanding of the strengths and weaknesses in their areas. They make rigorous checks on the quality of teaching and learning. Phase leaders use regular supervision time with teachers in their teams to hold teachers to account about pupils' achievements.
- Subject leaders have started to provide workshops and training for staff and parents. However, they are at the early stages of this process because they have been in their roles for a shorter time. It is too soon to see the impact of their work.
- Effective use of the spending of the pupil premium funding is helping to accelerate progress of those entitled to it and to close the attainment gaps. Some of this spending includes providing additional adults who give quality support for disadvantaged pupils in smaller groups.
- Sports funding is used well to employ specialist sports teachers. This is helping to improve teachers' skills and ensure pupils enjoy a wider range of high quality lessons in physical education. More pupils now take part in inter-school competitions and more join in active games at lunchtimes.
- The new National Curriculum is rich and motivates pupils well. It is having a very good impact on all aspects of pupils' achievement. For example, the high quality art work displayed around the school and on the website demonstrates the wide range skills pupils are developing. Older pupils have excellent experiences of performing in a real theatre. This builds their confidence quickly. They take on the lead roles such as making their costumes, taking charge of the visual effects, and marketing.
- The curriculum promotes British values well. For example, in assemblies, pupils explore how the role of the monarchy has changed over time and they have taken part in the Jubilee celebrations. However, this is the first year of using the new National Curriculum and some teachers are still working to be fully familiar with it.
- All aspects of the school's work are effective in promoting pupils' spiritual, moral, social and cultural development. Pupils are taught about a range of beliefs, particularly those that reflect their local community. The school offers a wide range of cultural, musical and artistic opportunities for its pupils. Displays around the school celebrate the cultural diversity of its pupils well.
- The school has fostered strong partnerships with parents. It offers a wide range of workshops for them, such as giving suggestions as to how they can help their children with reading and mathematics. Parent representatives work closely with the school to involve a wide range of parents, including those that have a limited understanding of English.
- The local authority has challenged the school well. It has been effective in helping the school to make improvements in mathematics and English. The school has risen to the challenge of devising a new system to check pupils' achievement. However, the changes are recent and not fully embedded across the school.
- Safeguarding arrangements in school are extremely rigorous and effective. They ensure that pupils feel safe and secure at all times.
- **The governance of the school:**
  - The chair of governors leads and manages the governing body well. She works hard to ensure that all members undertake training. This has helped them to understand and carry out their roles effectively. The governing body has improved significantly since the previous inspection. Governors hold coffee mornings for parents and meet with pupils so they can gather their views. The chair attends weekly leadership meetings. Other governors make regular visits to the school and often meet with other leaders. This helps to keep them well informed about what is happening in the school. As a result, governors know what teaching is like in the different year groups and have a sound understanding of

the school's data. They ask challenging questions and hold school leaders to account.

- Governors have a good understanding of the school's systems for managing the performance of staff, ensuring that teachers' pay increases are linked to pupils' achievements.

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

**are good**

### **Behaviour**

- The behaviour of pupils is good. They consistently display positive attitudes towards their learning in lessons. It is not outstanding because on the rare occasions where teaching is not engaging, some pupils' concentration wanders.
- Pupils, staff and parents are generally positive about behaviour. Adults manage the very occasional challenging behaviour well.
- Pupils show high levels of respect towards each other and to the school environment. Teachers do not tolerate any form of discrimination. They all take pride in wearing their school uniform.
- Pupils know the difference between right and wrong. They are given quality time to reflect on their own behaviours and experiences. They feel that they have a strong voice in the school and that their efforts are always recognised. All of them strive to show that they can demonstrate themselves to be excellent role models for others. They respond extremely well and value the school's reward system. For example, pupils take great pleasure in trying to achieve the prestigious accolade which is a 'platinum sweatshirt' in Year 6.
- Attendance has been maintained and continues to be above the national average. This shows how much pupils enjoy coming to school.
- The breakfast club is well attended. It helps pupils to have a very settled and healthy start to the day.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Visitors that come into the school are extremely well monitored. Pupils know that visitors have been accepted into the building by staff if they wear a particular sticker.
- The safeguarding team are highly trained and have very rigorous child protection procedures in place. All training for staff in relation to safeguarding is up to date. A few governors have attended training on how to prevent, and to keep pupils safe from, any form of radicalisation and extremism. Risk assessments are thorough and fire drills take place regularly.
- Older pupils are active in taking responsibility in ensuring that others are kept safe. For example, members of the junior leadership team are working extremely hard to improve pupils' safety when crossing the road outside the school.
- Pupils say they feel extremely safe in the school. They know how to keep themselves safe beyond the school environment, including when using the internet. School leaders make effective use of working with external agencies, such as the police, to show pupils how to keep safe when they are not in school.
- Pupils know about the different types of bullying. They feel that it rarely happens. Pupils say that if it did happen, they are confident that it would be dealt with by any of the adults in school.

## **The quality of teaching**

**is good**

- The quality of teaching is good, as a result of the school leaders' actions to bring about improvements since the previous inspection.
- Mathematics is taught well. Teachers ensure that pupils understand how mathematics relates to their everyday experiences so that they know its relevance. Mathematics is promoted well in other subjects. Teachers ensure that pupils fully understand a concept in mathematics before going onto a different one. Good use is made of getting pupils to use and apply their mathematical skills in different situations, such as problem solving. During the inspection, all pupils were solving problems that involved money, with those in Year 6 becoming much more aware of the importance of managing a budget.
- High quality written displays around the school show that writing is taught well. Pupils have lots of opportunity to write at length for a real purpose in different subjects. Teachers keep close checks on pupils' spellings, punctuation and grammar and address any errors from an early stage. Consequently, pupils' final pieces of writing are mostly accurate
- Reading is strongly promoted throughout the school. Books suitably match pupils' interests. As a result, they enjoy reading for pleasure. The early stages of reading are taught effectively. This is why the results from the phonics (the sounds that letters make) screening check for Year 1 pupils were above average in

2014.

- teachers and teaching assistants give high quality support to pupils in lessons and in small groups. They skilfully adapt the lesson and resources to ensure that all pupils are included, particularly those that have special educational needs. Teachers monitor pupils' work well throughout the lessons. This helps them to pick up quickly any mistakes made by pupils. Teachers have high expectations of pupils' behaviour and have established positive relationships with them.
- Work in pupils books show that teachers' marking is up to date and helpful. Teachers give clear next steps to pupils that show how they can improve their learning. Pupils are given quality time to act and respond to any comments.
- On a few occasions, the less experienced teachers do not always assess pupils' previous understanding well enough. As a result, the work is not always at the right level for pupils. Consequently, there is not always enough challenge for the most able pupils. This means that they find the work at times a little too easy and this impedes their progress.

### **The achievement of pupils**

**is good**

- Pupils make good progress in all subjects throughout the school. The proportion of pupils that made better than expected progress in mathematics and reading was above average in the national tests in 2014. Overall attainment in the 2014 tests at the end of Year 6 showed that results had improved but remained below average. The school's current data show that overall attainment in reading, writing and mathematics for pupils in Year 6 is on track to be broadly average. This is because pupils are making better progress.
- The gap between disadvantaged pupils and their classmates is closing. Sometimes disadvantaged pupils are outperforming their classmates in the school. In a few places where the gaps are wider, this is because those disadvantaged pupils have complex special educational needs and often have English as an additional language.
- In the 2014 national tests, disadvantaged pupils made better or similar progress in all subjects when compared to their classmates and others nationally. In mathematics and reading, disadvantaged pupils were a term behind their classmates and others nationally. In writing, they were just over two terms behind when compared to others nationally but this gap was narrower when compared to their classmates.
- Disabled pupils and those with special educational needs make good progress from their starting points. This is because teachers and teaching assistants are skilled in the way they use different strategies to support their learning and behaviours.
- Pupils from minority ethnic backgrounds and those who have English as an additional language make good progress that is similar to that of the other pupils in the school. If pupils are at the early stages of speaking English, the school works closely with these pupils' parents to find the appropriate support needed for them.
- Those pupils who join the school part-way through the year are helped to settle quickly and so make good progress.
- The proportion of pupils reaching the higher levels at the end of Key stages 1 and 2 in 2014 was below average in reading, writing and mathematics. The school has started to ensure that there is more challenge for the most able pupils. This was reflected in more pupils getting the higher levels in the spelling, punctuation and grammar tests. However, this is not yet consistent throughout the school in all subjects.

### **The early years provision**

**is outstanding**

- Outstanding teaching in the early years provides strong support and challenge that extend children's learning. At the time of the inspection, children in the Nursery class were encouraged to use mark making in a meaningful way to record the results of an impromptu sports day. The doctor's surgery role-play area was highly effective in building on children's experiences and extending their imagination.
- Teachers in the Reception classes plan and cater for children's interests exceptionally well. Inspectors observed children who were applying their early literacy skills by reading non-fiction books about snails and worms and writing about them.
- Children's behaviour is outstanding. They are strongly motivated and keen to share their learning with others in their surroundings, in which they extremely feel safe. They show high levels of respect towards

each other. They understand the importance of washing their hands after handling snails and worms in the classroom. This is an example of how they are developing a firm understanding of how to keep themselves safe and developing the importance of having good personal hygiene. The children showed high levels of determination and perseverance in their learning.

- The proportion of children currently on track to gain a good level of development is closer to the national average than in 2014. The pace of learning is rapid. Children learn a great deal and catch up quickly from starting points that are well below those typical for their age. Their strong desire to learn and excellent relationships with all adults help them to be well prepared to enter Year 1.
- The leadership of the early years is particularly effective. There is a clear vision to continue to improve children's outcomes. The provision is constantly checked. Changes are implemented as a result of rigorous analysis of data. High quality teaching and support ensure that all members of the team contribute towards developing the indoor and outdoor learning environment effectively.
- Strong partnerships are established with parents and external agencies. Parents are kept fully informed about, and involved in, their children's learning. High quality assessment, tracking and planning ensure that staff are catering for all of the needs of individual children.

## 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>	133520
<b>Local authority</b>	Enfield
<b>Inspection number</b>	462173

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	467
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline Davies
<b>Co-Headteachers</b>	Lawrence Price and Catherine Lane
<b>Date of previous school inspection</b>	12–13 June 2013
<b>Telephone number</b>	020 83508200
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