

Capel Manor Primary School

Bullsmore Lane, Enfield, Middlesex EN1 4RL

Inspection dates

24–25 May 2016

Overall effectiveness

Good

Effectiveness of leadership and management

Good

Quality of teaching, learning and assessment

Good

Personal development, behaviour and welfare

Good

Outcomes for pupils

Good

Early years provision

Good

Overall effectiveness at previous inspection

Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Senior leaders and governors carry out their work with integrity and dedication. They put pupils' learning and welfare at the heart of the school.
- Staff share the headteacher's vision and high expectations for the school. Strong teamwork ensures that this vision is made a reality.
- Teachers have good subject knowledge, which they use to make learning interesting.
- Pupils' achievements are continuing to improve so that more are making above-average progress each year.
- Pupils develop their reading and writing skills well during their time at the school. They use their understanding of calculation to solve mathematical problems.
- Governors are very active in supporting the school and providing a healthy degree of challenge.
- The curriculum provides pupils with a wide range of experiences that enables them to make good progress.
- There is a very optimistic culture that pervades the school. The 12 school values are threaded through the school's work, underpinning pupils' personal development.
- Pupils' attitudes to learning are very positive and they enjoy school a great deal. They show genuine respect for others, including those from different backgrounds.

It is not yet an outstanding school because

- Pupils do not make sustained progress across all subjects. This is because teaching is not consistently strong throughout the school. Teachers sometimes hesitate to push pupils to do even better or do not give clear enough advice about how to improve their work.
- While much is being done to help pupils improve their literacy levels, the level of challenge in mathematics is not as strong.

Full report

What does the school need to do to improve further?

- Improve teaching and learning so that more pupils make sustained and substantial progress by ensuring that:
 - pupils are challenged to do even better across all subjects
 - pupils are given clear advice about how to improve their work.

- Strengthen the teaching of mathematics by ensuring that pupils are given work that consolidates and deepens their understanding.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has effectively driven the school on a journey of improvement. This has been done with honesty and integrity and pupils' achievement and welfare have remained the key focus of the school's work. As a result, there is a shared vision for the school to which governors and the staff are fully committed. This is the result of clear expectations, a strong focus on teaching and progress, and excellent teamwork.
- Much has been done to consolidate the good behaviour and safety of pupils noted in the previous inspection. The school's 12 values pervade the school's work in classrooms and around the school. For example, the study of different religious traditions is woven through literacy and topic lessons, circle time (where pupils learn about their personal development) and assemblies. As a result, pupils' spiritual, moral, social and cultural development is strong. Pupils are encouraged to develop their understanding of right and wrong, to respect others and show tolerance towards differences. This creates a very positive atmosphere in the school where everyone is valued and encouraged to achieve their best.
- The school's analysis of its performance is accurate and reliable. The results are used well to identify appropriate priorities focused on teaching, learning and pupils' personal development. These priorities drive the school's improvement work. For example, intervention classes to help pupils who are falling behind with their literacy or numeracy skills are based on a careful analysis of assessment information, including data, work in books and teachers' marking.
- Systems to monitor the quality of teaching are well conceived and supportive. A range of information is collected by senior leaders to judge teaching quality, and a variety of approaches is used to generate improvement, including coaching or mentoring. These are effective, and as a result, teaching quality and pupils' outcomes have improved since the last inspection.
- Senior leaders have made sure that the curriculum provides pupils with a wide range of learning experiences that are relevant. For example, the curriculum this term in Year 5 is based around the topic of the 'Capel Manor Restaurant'. Pupils are growing and cooking their own food. They are learning about how plants grow in science and the local history of agriculture. In English, pupils write persuasively to encourage people to visit the restaurant, while in art they design adverts.
- The curriculum is enhanced by a wide range of visits and visitors. The local MP visited the school, and pupils went to the Houses of Parliament as part of the school's work on how democracy works. Pupils visit places of worship for all the main religious traditions, learning about the differences and similarities in their beliefs. Other examples include an African artist's workshop, Shakespeare workshops, a dinosaur day, and visits to the local library, London, a farm to see lambing and First World War memorial sites. Music, dance and drama activities extend the curriculum well.
- The school has clear procedures to track the progress of pupils. In the Reception class, these procedures are broadly accurate and provide teachers with information about children's progress in each area of learning. This is because the school works closely with a neighbouring school that has outstanding early years provision to check the reliability of its assessments. While these assessments are mostly accurate, the evidence to back them up is sometimes lacking.
- In Years 1 to 6, a new assessment system is being used to monitor pupils' skills in reading, writing and mathematics. The school recognises that this needs further refining but sensibly uses external expertise to ensure that teachers' judgements are accurate. As a result, it is able to identify those pupils who require extra help with their learning.
- The school uses the additional funding it receives for pupils eligible for free school meals effectively. It has a range of approaches to support pupils who are falling behind with learning, including small literacy and numeracy classes and specialist help in lessons. These enhance pupils' skills well and ensure that they catch up with their peers. However, interventions in mathematics are not as effective as those for literacy. As a result, they do not have as much impact on narrowing any gaps in achievement as they could.
- Extra funding for sports and physical education is used to provide a wide range of sporting activities during school time and before and after school. Pupils particularly appreciate these opportunities, saying that they help to make school enjoyable and fun.

■ The governance of the school

- Governors provide a good level of support and challenge in equal measure. They are highly committed to the school and its pupils and go out of their way to help the school improve its provision and outcomes. For example, the chair of the governing body led the work to restructure the governing body and make it more effective. This has paid off and governors have a good understanding of the part they play in supporting the school's strategic planning.
 - Governors have a range of experiences that they bring to their role. This ensures that they are able to fulfil their statutory duties effectively. They make regular and well-focused visits to the school, which are reported very clearly to other governors and senior leaders. As a result, they have first-hand knowledge of the school's day-to-day work and a good understanding of the school's strengths and areas for improvement.
- The arrangements for safeguarding are effective. The school has very secure measures for ensuring that pupils are safe and training for staff is thorough and up to date. Procedures for recruiting staff are very effective, with robust checks on applicants' suitability to work with children, and at the school. Record keeping is thorough. Links with parents and carers, as well as external agencies such as the local authority, are strong. As a result, pupils are cared for well, including vulnerable pupils.

Quality of teaching, learning and assessment is good

- Teaching quality has improved since the last inspection. This is because senior leaders have monitored teaching thoroughly and provided support and challenge to individual teachers where necessary.
- Marking in books is generally thorough, following the school's policy, and pupils respond well to advice about how to improve their work. However, there are a few occasions where marking does not give pupils enough information to help them do even better. Consequently, not all pupils make as much progress as they should.
- Teachers have a good knowledge of the subjects they teach and use this to provide interesting activities that challenge and motivate pupils. For example, in Spanish, teachers' expertise is used very effectively to develop pupils' grasp of the language. In the Reception class and in Years 1 and 2, teachers have a secure understanding of phonics (the sounds that letters represent). As a result, phonics is taught methodically and pupils use their phonics knowledge well to read new words.
- Questioning is often used well to check pupils' progress or extend their learning. Occasionally, teachers fail to probe pupils' understanding deeply enough and this means that the level of challenge is not as strong as it could be, especially in mathematics. In a few cases, progress is not sufficiently swift. Nevertheless, in most classes, pupils make good progress and work diligently.
- One of the strengths of teaching is the way that all adults work together effectively to support pupils' learning. Teaching assistants often take centre stage in lessons and work seamlessly and flexibly with the teacher to ensure that pupils make sufficient progress. For example, in one class, the teaching assistant asked searching questions of a small group of pupils, helping them successfully to consolidate their learning. Both adults promote the school's high expectations and thus have a very positive impact on pupils' attitudes to learning and their progress.
- Literacy and numeracy are taught effectively. Teachers provide pupils with good opportunities to develop their writing skills so that they understand different styles and types of writing. The teaching of grammar, spelling and punctuation is good and pupils make significant progress in this area as a result.
- In mathematics, teaching ensures that pupils understand important number concepts. The most able are given work that deepens and consolidates their knowledge, while those who struggle are given additional help to catch up with others. However, in a few cases, teaching does not demand that pupils push themselves to do even better.
- Well-established routines support pupils' learning effectively. They reflect the school's values and underpin how teachers approach their work. As a result, the school promotes British values effectively, including respect, tolerance and the rule of law. Pupils respond positively, working together sensibly in pairs or groups to share ideas or talk about their work.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have successfully established a very positive culture and the 12 school values are used especially well to develop pupils' personal skills and understanding. For example, respect, tolerance, kindness and responsibility are very evident throughout the school in both classrooms and in the playground.
- The emphasis on values means that pupils are very positive about the school and their teachers. They say that there is little bullying and that they always feel safe. They know whom to turn to if they have a problem because teachers use circle time to help them identify five adults whom they trust. Pupils also learn about keeping themselves safe on the internet, and the local police officer visits regularly to talk with them about keeping safe, including road safety.
- Clubs before and after school give pupils lots of opportunities to extend their learning. There is a wide range of activities, including drama, computer coding and homework. A 'fun club' covers a variety of activities such as gardening, healthy cooking, and arts and crafts. There is also a wide range of sports offered, with gymnastics and karate provided by specialist coaches. Pupils enjoy these opportunities a great deal, especially the range of different sports.
- Pupils have good opportunities to take responsibility. The junior leadership team, the junior travel ambassadors (who promote walking, cycling and scootering to school), friendship and peer mediators and PE ambassadors enable pupils to help promote the school's values and develop their personal skills very well. They know that through the junior leadership team, their views matter and have an influence on issues such as school meals and friendship areas in the playground.
- Parents agree that the school looks after their children very well. As one parent said, the school is 'brilliant', while another said she would recommend the school to others unreservedly.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school and show care and respect for others. At break- and lunchtimes they behave well, playing together sensibly. Pupils follow adults' instructions quickly, ensuring that there is a well-ordered atmosphere throughout the school. Pupils respect the new building and are proud of their school. For example, in an assembly they showed delight in winning a local cycling competition.
- The school has worked hard to improve attendance and has been successful in reducing the amount of time that pupils miss from school. Staff work closely with families to help get their children to school regularly. As a result, attendance has risen this year and is now broadly average. However, the school recognises that attendance continues to be a priority for the school.

Outcomes for pupils

are good

- Pupils make good progress from their different starting points. In 2015, achievement improved and pupils reached broadly average standards in reading, writing and mathematics. The proportion of pupils reaching expected levels at the end of key stage 2 increased significantly in 2015, reversing the dip in results in 2014. This represents good progress and means that pupils are prepared well for secondary school.
- Children in the early years achieve well, with the proportion reaching a good level of development by the end of Reception similar to national figures. Children make generally effective progress from their different starting points.
- In Year 1, pupils make good progress in their reading and quickly make up any gaps in their learning. This is because the teaching of phonics is effective and pupils quickly learn how to sound out new words. In 2015, pupils achieved standards at the end of key stage 1 that were broadly in line with the national average.
- The school identified that less able pupils were not doing as well as they should in reading and writing. The school has spent time providing additional support for these pupils so they are now making better progress and their achievement is similar to that of other pupils in the school.

- The school has worked successfully to improve progress in mathematics. Teaching provides activities that enable pupils to consolidate their knowledge of calculation and use this learning to solve number problems. The most able pupils are given increasingly difficult problems and, as a result, deepen their knowledge and skills well. However, at times, the level of work is not demanding enough and the pace of learning slows a little as a result.
- Pupils currently in the school continue to make good progress and achieve well in almost all years and across the range of subjects, including in literacy and topic work. Pupils in Years 3 to 6 have the opportunity to learn Spanish and there are regular, planned themed weeks for different subjects. For example, the inspection coincided with the school's music, dance and drama week where pupils had the opportunity to be involved in a variety of creative activities.
- Disadvantaged pupils are supported well and gaps in attainment have closed. As a result, disadvantaged pupils do at least as well as others and some do better. Pupils currently in Year 6 are well on the way to achieving at least similar results as those of last year.
- Pupils who have special educational needs or disability make good progress from their starting points. Teachers and teaching assistants know pupils well and provide them with support that is tailored to their needs.

Early years provision

is good

- The good leadership and management of the early years provision mean that children experience a variety of activities that stimulate and support their learning effectively. For example, the learning environment inside and out is very well resourced and encourages children to use their imagination. Well-established routines help to create a calm and purposeful atmosphere where children can learn safely.
- All adults provide positive role models for children, developing their spoken language skills well so that they become more fluent. Some children have a sound knowledge of familiar stories and spend time developing their writing skills. Phonics (the sounds that letters represent) is taught systematically, and children are able to sort different words and sentences confidently.
- Pupils who speak English as an additional language are supported well and quickly improve their knowledge and understanding of English.
- Children count confidently and can add simple numbers, although there are times when adults do not extend children's number skills as much as they could. Nevertheless, most children make effective progress from starting points that are lower than average.
- Adults have high expectations of behaviour and the school's values underpin learning. As a result, behaviour is consistently good and children are happy, willing learners who enjoy being stimulated by the range of different activities. Children work together well, sharing equipment and helping each other.
- Parents are very positive about the early years provision and say that their children enjoy school a great deal and feel safe. There are good opportunities for parents to meet with teachers to find out about different areas such as mathematics and phonics. As a result, parents are confident about supporting their children's learning at home.
- For the most part, staff assess children's needs and progress effectively. Learning journals show clear evidence of progress in literacy and other of areas of the early years curriculum. Evidence for mathematics is less clear and the school recognises the need to gather more information.
- The school's link with a neighbouring school that has outstanding early years provision contributes well to continuing improvement in Reception. As well as moderating teachers' assessments, the neighbouring school provides ongoing support for the leadership of early years.

School details

Unique reference number	101981
Local authority	London borough of Enfield
Inspection number	10011906

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	364
Appropriate authority	The governing body
Chair	Mr Keith Adams
Headteacher	Mrs Tracy Kilkenny
Telephone number	01992 764087
Website	www.capelmanor.enfield.sch.uk
Email address	office@capelmanor.enfield.sch.uk
Date of previous inspection	May 2014

Information about this school

- Capel Manor Primary School is a little larger than most primary schools.
- When it was inspected in May 2014, it was judged to require improvement.
- The proportion of pupils known to be eligible for free school meals is very high.
- There is a much higher proportion of pupils whose first language is not English than in most primary schools.
- The proportion of pupils who receive special educational needs support is below average. The proportion with a statement of special educational needs or an education, health and care plan is average.
- The number of pupils who join or leave the school at times of the year other than the usual times is higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school meets the requirements for the content of its website.
- The school provides before- and after-school clubs and lunchtime activities for all its pupils.

Information about this inspection

- Inspectors observed learning in each year group, including in the Reception class. Many of these observations were undertaken jointly with school leaders.
- Pupils' work in a range of subjects was looked at.
- Inspectors listened to pupils reading.
- Inspectors looked at behaviour at break- and lunchtime.
- Discussions were held with senior leaders, including governors, and subject leaders, pupils and parents.
- A range of documentation and policies was scrutinised, which included the school's self-evaluation, and records of pupils' behaviour and attendance, and assessment.
- Inspectors scrutinised records relating to the quality of teaching, the school's website and information about extra-curricular activities, trips and visits.
- Records, policies and procedures relating to safeguarding were reviewed.
- Inspectors took account of the 38 responses to Ofsted's online survey, Parent View, and of 25 responses to the survey of staff.

Inspection team

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