

Inspection of a good school: Prince of Wales Primary School

Salisbury Road, Enfield EN3 6HG

Inspection dates:

15 and 16 June 2021

Outcome

Prince of Wales Primary School continues to be a good school.

What is it like to attend this school?

Pupils feel happy and safe at this school. They are confident in reporting any concerns, such as bullying, because they know something will be done. Pupils commented that teachers are supportive because 'they are always there for us in any time of need'. In lessons, pupils' behaviour is well managed by teachers so that pupils can focus on learning. The early years provision offers a warm and nurturing environment.

While many find it challenging, pupils enjoy reading. The school celebrates and encourages a love of reading, which is given high priority by leaders. A new phonics programme is being used effectively. Staff provide effective support for reading in school, although not all pupils read as regularly at home.

Leaders want to provide a curriculum that is both broad and ambitious for all pupils. The most is made of learning opportunities outside of the classroom. Pupils plant 'edible gardens' and grow different varieties of vegetable. They take part in community activities. For example, Year 4 pupils are working on a local canal regeneration project. Parents and carers said that the school is caring and supportive of pupils' wider development.

What does the school do well and what does it need to do better?

Leaders give a clear priority to developing and improving pupils' reading skills. The phonics programme used by the school was changed in 2019. This was because of historically weak outcomes in the Year 1 phonics check. Staff have been trained to teach using the new programme, and they do so consistently well. Pupils who fall behind with reading are identified and given additional help. Pupils regularly read in school. Because of the COVID-19 (coronavirus) pandemic, there has been a delay in acquiring some of the new books needed to support pupils' learning, including for reading at home. Leaders have adapted existing books as an interim measure but are rightly aware that this is not ideal.

Across the curriculum, teachers address pupils' misunderstandings quickly. For example, when learning to play the recorder, pupils' technical mistakes and misconceptions are speedily challenged. This helps pupils to give a more musical performance. In writing, most mistakes are identified quickly, and pupils are helped to correct them.

Adults in the early years are experts in helping children build on what they already know in mathematics. For example, staff plan learning that gradually deepens children's awareness and understanding of how numbers work. The order and content of the mathematics curriculum are also well planned in Years 1 to 6. As a result, pupils remember and improve on what they have learned before. However, some planning in other subjects does not as clearly order the important subject-specific knowledge that pupils should learn, progressively, as they move through the school.

Leaders plan well for pupils' broader development. Pupils have opportunities to learn about the beliefs and views of others through a broad and ambitious religious education (RE) curriculum. This includes three units on Alevism, reflecting the school's local community. Leaders are proud of the outdoor learning that pupils enjoy. The school has won the 'Enfield in Bloom' competition for three consecutive years.

Leaders want pupils to be confident individuals and responsible global citizens. They create opportunities for them to take part in interesting projects and enrichment activities. Pupils have been working on a climate change project, taught through a range of curriculum subjects. This includes measuring and thinking about the energy the school is using. Older pupils take part in formal debates. Younger pupils talk sincerely about the importance of being kind.

Any low-level disruption in lessons is managed very well. When older pupils' behaviour at break and lunchtimes is boisterous, leaders and teachers also manage it effectively. Leaders have also prioritised improving attendance, including for those who are persistently absent.

Most staff feel well supported with their workload and well-being. Recently qualified teachers feel very well supported and looked after. Teachers appreciate the behaviour management training they have received. They said that this has made a positive contribution to their work at school.

The school has pupils with a wide range of special educational needs and/or disabilities (SEND). Teachers consider these needs carefully when delivering the curriculum. Additional adults support pupils well and ensure that they can fully take part. A nurture group is specifically provided for pupils who need it. Teachers make sure that the full range of curriculum subjects is covered for these pupils.

Safeguarding

The arrangements for safeguarding are effective.

School leaders are knowledgeable about the needs in their community and know their pupils and families well. They make appropriate referrals to help support vulnerable

pupils. Staff are aware that they need to report any concerns that they may have about pupils' welfare.

Leaders have delivered appropriate safeguarding training. Staff know who to report concerns to. Leaders are focusing on strengthening the culture of safeguarding. This includes ensuring that all staff know and remember key safeguarding routines and updates.

Leaders ensure that all necessary and important information relating to safeguarding concerns is recorded. This includes checks made on staff when they are appointed. However, the organisation and administration of records is not always as tight as it could be.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders give high priority to reading. A new systematic synthetic phonics programme has been adopted. Staff have been well trained, and teaching is both consistent and effective. The next, important step is to ensure that this is consistently supported by appropriate reading books, including at home. This is so that the pupils' phonics knowledge is even more firmly cemented and embedded.
- The mathematics curriculum is very well planned. Other curriculum areas, including RE, give pupils interesting and valuable knowledge. However, more consideration could be given to the order in which this knowledge is taught as pupils move through the school. This, again, is to enable that knowledge to be firmly secured.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in July 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102002
Local authority	Enfield
Inspection number	10192433
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	614
Appropriate authority	The governing body
Chair	Stephen Way
Headteacher	Jan M Bless
Website	www.princeofwales.enfield.sch.uk/
Date of previous inspection	6 and 7 July 2016, under section 5 of the Education Act 2005

Information about this school

- The school runs a breakfast club.
- There is a nursery with 60 places. There are currently no two-year-olds on roll.
- The proportion of pupils who join or leave the school at times other than usual is much higher than average.
- The school uses one external alternative provision and a local authority behaviour support unit.
- The proportion of pupils who have an education, health and care plan is much higher than average.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher; senior leaders, including the special educational needs coordinator; subject leaders and teaching staff. The inspection team

spoke to the local authority school improvement partner and met with the chair of governors.

- Inspectors did deep dives in these subjects: reading, mathematics, RE and music. For all these deep dives, they visited lessons, spoke with pupils from the lessons visited, looked at pupils' books where these were available, and spoke to staff who had taught these lessons.
- Inspectors met with the headteacher and the designated safeguarding lead to discuss the school's safeguarding procedures. They also reviewed the school's single central record. The inspection team spoke to the designated officer from the local authority. Relevant policies were reviewed, including the safeguarding policy, behaviour policy, anti-bullying policy, and special educational needs and disability policy. Inspectors also spoke with staff, pupils and parents.
- Inspectors spoke to parents at the school gate at the beginning of the day. They also looked at 17 free-text responses on Parent View, Ofsted's online survey, 36 responses from the staff survey and 75 responses on the student survey.

Inspection team

Sophie Welch, lead inspector

Her Majesty's Inspector

Sean Flood

Ofsted Inspector

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