

Inspection of Starks Field Primary School

167 Church Street, Edmonton, London N9 9SJ

Inspection dates: 11 and 12 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils described Starks Field as a 'friendly and inclusive' school. They said that this is a school where everyone is respected. Staff know the pupils well. There is a calm and orderly atmosphere around the school. Pupils benefit from the well-resourced outside space. They particularly like using the wide range of sporting equipment and climbing areas in the different playgrounds. Pupils make good use of these at breaktimes and lunchtimes.

Pupils are polite and considerate of others throughout the school. Teachers and pupils have positive and respectful relationships. Pupils know that staff will listen to their concerns and deal with these appropriately. Bullying is rare. When it happens, staff deal with it effectively. Pupils enjoy their lessons and there is very little disruption to their learning.

Staff and leaders are ambitious for every pupil to succeed. Pupils with special educational needs and/or disabilities (SEND) are particularly well included, as staff understand their specific needs.

Leaders broaden pupils' experiences through trips and visits. Pupils visit museums and galleries around London to deepen their knowledge. Older pupils get the opportunity to visit universities, including Oxford and Cambridge. They find out what university is like, meet with academics and debate various topics.

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

Leaders have designed an ambitious curriculum. They have thought carefully about how this meets the needs of all pupils. Some aspects of this curriculum are newer than others. In a few of the newly developed subjects, leaders have not worked out precisely how pupils will recap, revisit and practise the key subject knowledge that they have been taught. This sometimes leads to gaps in pupils' knowledge. But in most subjects, staff are clear about what needs to be taught and how to ensure that pupils remember important concepts. For example, in mathematics, teachers build in regular opportunities to check what pupils know before they move on to introducing new ideas. They have well-established procedures for addressing pupils' misconceptions. Leaders know what needs to be done to refine further the curriculum thinking. They provide staff with support and training, including to strengthen their subject knowledge. Leaders are working to ensure that staff are consistently clear about what to teach in each subject across the school.

Staff carefully consider the key vocabulary that pupils will need to learn so that they can access the learning. They give pupils time to understand the meanings of important words before moving on.

In the early years, teachers provide children with lots of opportunities to practise early reading and writing, and develop their understanding of mathematics. For

example, children listen to stories and rhymes and readily join in with songs and counting games. Teachers ensure that children are ready for the move to Year 1.

Leaders make sure that pupils learn to read well. Pupils learn the sounds that letters make through a systematic approach to teaching phonics. Books that these pupils read are closely matched to the sounds that they are learning. This helps them to quickly become fluent readers. Pupils who join the school after Reception, and those who find reading more challenging, are also taught to read using this highly structured approach. This helps them to catch up with their peers. Pupils enjoy reading a rich variety of books, including those that are available in the school library.

Staff and leaders want pupils to become thoughtful citizens. Pupils are taught about the importance of fundamental British values, diversity and inclusion. Lessons across the curriculum are designed to help pupils to understand the importance of being safe, including when they are online. Pupils take part in a range of opportunities and experiences that aim to develop their interests and talents. For example, they enjoy many clubs and activities, and particularly like special assemblies, such as the Year 6 performance. Staff provide pupils with regular visits to the National Gallery. This really enthuses pupils about their artwork.

Leaders quickly identify how to best support pupils with SEND. Staff who work in the specialist provision make sure these pupils get what they need to learn well. Teachers make suitable adaptations to their lessons to ensure that pupils with SEND are supported appropriately. Leaders work closely with staff and other professionals to meet the needs of pupils with SEND, including in the early years.

Staff feel that leaders are mindful of their workload. As a staff team, they work together to identify where the school has strengths and where there are areas that could change or improve. Leaders and governors make sure that staff workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. They provide regular staff training. This ensures that staff remain alert to the signs that pupils might be at risk of harm. Staff report any concerns swiftly and appropriately. Leaders are knowledgeable about local safeguarding risks. They respond immediately to any local events that pose a potential risk to pupils. Leaders work effectively with external agencies and show persistence in securing the help that pupils need. Leaders work with families to raise their awareness of the risks to their children. Pupils learn about how to keep themselves safe, including when outside school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not planned for opportunities for pupils to regularly practise, recap and revisit what they have been taught. This sometimes leads to gaps in pupils' knowledge. Leaders should continue to provide staff with suitable guidance and training on this. They should ensure that the curriculum in these subjects allows pupils to practise and remember key subject content.

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 information from Ofsted Parent View 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.

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	134307
Local authority	Enfield
Inspection number	10287209
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Bradley Jones
Headteacher	Melissa Davies Oliveck
Website	www.starksfield.enfield.sch.uk
Dates of previous inspection	6 and 7 June 2018, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, the school has opened a specially resourced provision for pupils with autism.
- Leaders do not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.

- Inspectors visited early years and met with the early years leader.
- To inspect safeguarding, inspectors reviewed policies and spoke to leaders, staff and pupils. They also reviewed the single central record and records of referrals made to the leader responsible for safeguarding.
- Inspectors reviewed responses to the Ofsted surveys for staff, pupils and parents.
- Inspectors spoke to leaders and reviewed records related to behaviour and attendance. They also observed pupils' behaviour during breaktimes.
- Inspectors spoke to leaders, staff and pupils about the provision for personal development.
- Inspectors spoke to leaders and governors about their plans for the school. Inspectors met with a representative of the local authority.

Inspection team

Adam Vincent, lead inspector

His Majesty's Inspector

David Radomsky

His Majesty's Inspector

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