



# Freezywater St George's Primary School

Inspection Report

**Unique Reference Number** 102031  
**LEA** Enfield LEA  
**Inspection number** 276640  
**Inspection dates** 19 October 2005 to 20 October 2005  
**Reporting inspector** Nicholas (Nick) Butt AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Hertford Road
<b>School category</b>	Voluntary aided		Enfield
<b>Age range of pupils</b>	4 to 11		EN3 6NR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01992764737
<b>Number on roll</b>	210	<b>Fax number</b>	00
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr M V Sadler
<b>Date of previous inspection</b>	20 March 2000	<b>Headteacher</b>	Mr M A Hollow

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 19 October 2005 - 20 October 2005	<b>Inspection number</b> 276640
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a one-form entry primary school in a mixed residential area with some social deprivation. As a church school it draws its pupils more widely than from the immediate area. Fewer pupils are entitled to free school meals than usually found, and the proportion with special educational needs is lower. The school's intake is changing. Now only half the pupils are of White British origin. The main minority ethnic group is Black African and an increasing numbers of pupils have English as an additional language. There is a strong Christian ethos. The new motto is "Believe and Achieve".

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is an effective school where the money is well spent. The recently appointed headteacher and deputy have injected new energy and life creating a real momentum for change. This has already brought about significant improvement and enthused staff and governors. The leadership of the headteacher is outstanding. She has a clear view of where she wants to take the school, and has won the commitment of the whole school community to her vision. Children make a good start in the Foundation Stage and achieve well. Standards in reading and writing are high by the end of Year 2, but pupils do less well in mathematics. The more able pupils are not always challenged sufficiently. Pupils across the school make good progress, and those with learning difficulties are supported well. Standards remain high at the end of Year 6. Teaching is good. The school is just beginning to use assessment information to track the progress of different groups of pupils. Monitoring of teaching by the leadership team is of a very high quality, securing rapid improvement. Pupils' personal development is good. Attendance is well above average and pupils enjoy coming to school. The school is highly rated by parents, who value the headteacher's steps to involve them more in their children's education. Issues from the previous inspection have been addressed well, as a result of which standards in science and information and communication technology (ICT) are better. The school is going from strength to strength.

### What the school should do to improve further

â€¢ Improve standards in mathematics by the end of Year 2, in line with those in reading and writing, giving pupils more opportunities to think about the methods they are using. â€¢ Give pupils work that challenges them in mathematics so that they achieve higher standards. â€¢ Make more use of assessment information in planning work for groups of pupils, so that their progress is closely monitored.

## Achievement and standards

### Grade: 2

Children enter the school with lower abilities than normally found. They make a good start in the Foundation Stage because of effective teaching and high expectations, and many meet or even exceed the expected goals by the time they enter Year 1. The results of national tests in Year 2 show that standards in reading and writing are well above the national average, but those in mathematics are below. Expectations of what pupils can do are not high enough, and there are few opportunities for them to talk about their work. In Years 3 to 6 pupils make good progress, with standards that are well above average in English and science, especially among the more able pupils. Standards are not so high in mathematics. This is because the more able pupils do not do so well. Boys do better than girls in Years 1 and 2, but there is no significant difference in Years 3 to 6. The school monitors closely the performance of minority ethnic pupils, and has noticed that some Black African and Black Caribbean pupils do

not do so well. It is putting in place measures to help them catch up. Pupils with learning difficulties make good progress because of the clear targets they are set and the effective support they receive.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good and better than the school thinks it is. All pupils are included in all aspects of school life. They are proud of their school and like wearing the smart uniform. As one pupil put it: "We all feel equal here." There is an emphasis upon caring. Older pupils help younger ones, both in the playground as buddies, and in extra-curricular activities. A Year 6 boy said, "They are brilliant kids: it makes me want to work with children when I grow up!" Pupils enjoy coming to school, evident from the high levels of attendance. They have positive attitudes to lessons and are becoming increasingly aware of what they need to do to improve. They behave well in class but, sometimes, can be boisterous at lunchtimes. The spiritual, moral, social and cultural development of pupils is good. They are encouraged to reflect upon their own and other people's feelings. Pupils benefit from the school's focus on healthy living. The school council makes a valuable contribution to their understanding of their rights and responsibilities. This, together with the wide range of extra-curricular activities, increases pupils' self-esteem. They are well prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good throughout the school including in the Foundation Stage. The reception children settle quickly into school routines and learn to take responsibilities from the start, for example by filling and distributing drink bottles. They benefit from a wide variety of practical work that is well matched to their abilities. In other classes changes in staffing and in the way subjects are taught, have led to a period of transition and adjustment. The school no longer teaches pupils in ability groups regardless of age, but keeps them in same age year groups. The strongest teaching is in Years 1, 5 and 6. In these classes, lessons move at a brisk pace and pupils are given interesting activities to do. Teachers respond very positively to support and advice from the leadership team. ICT is used more widely across subjects, and there are opportunities for pupils to extend their skills at the city learning centre. Not all teachers have high expectations of the more able pupils, and work is sometimes too easy. The new marking policy is being applied consistently across the school, with the result that pupils are more aware of what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum has been reviewed to ensure that all pupils, including those with learning difficulties, receive their full entitlement. Changes are still in their infancy, but the introduction of new and exciting resources and a more thematic approach to subjects, are making the curriculum broader and more relevant. In particular, the school is seeking to reflect the backgrounds of its growing population of minority ethnic pupils. There is a wealth of musical opportunity, including the choir, which has been chosen to perform at the Royal Albert Hall. All Year 4 pupils are able to learn the violin. Despite the lack of a field, there is also a good range of sports clubs. The school's teams have enjoyed success. There are many visits and visitors, and events such as Cultural Diversity Week, which celebrate other cultures through a variety of activities. The curriculum in the Foundation Stage is good, and well structured.

## **Care, guidance and support**

### **Grade: 2**

Staff provide good care, guidance and support: the school judges it as satisfactory. Parents are confident that their children are safe at school. The proper child protection arrangements are in place, and health and safety regulations are observed fully. Staff know the pupils really well. Relationships are very good across the school, and pupils know they can seek help if they have any concerns. The introduction of worry boxes is a positive step for less confident pupils. The close links developing between the local church and the school strengthen the pastoral support available for pupils and their families. Pupils are beginning to receive good guidance in their learning. They have targets in English, mathematics and science, which staff discuss with them. Pupils with learning difficulties are identified quickly and supported effectively.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good, better than the school indicates. The leadership of the headteacher and deputy is outstanding. The changes they have brought in have created a dynamic school culture focused on teaching and learning, with a drive for ever greater improvement. This has stirred up energy and excitement that is reflected in the enthusiasm of pupils, parents, staff and governors. A parent wrote, "Good habits are being learned for the future." Other leaders make a valuable contribution to school improvement. The willingness of leaders to take on board the school council's ideas is greatly appreciated. For example the toilets were refurbished following representations. Governors revel in their newly defined roles and responsibilities, sharing the workload between them. They are kept very well informed, and now have the confidence to hold the school to account. The quality of self-evaluation is high and rigorous. This links well with the school improvement plan, although success criteria could sometimes be tighter. In view of the high quality of the leadership team the school is making rapid progress and has a very bright future.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.



**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us so welcome when we visited. We enjoyed meeting you all, and hearing about all the good things you are doing. You were very enthusiastic and very proud of your school, and we think you should be. It is a good school and it is getting better all the time.

We like the way Mrs. Gaudencio and Miss Prayag are listening to your ideas, and giving you greater responsibilities around the school. It is good that the toilets have been improved. We also think the teachers have worked very hard to make your lessons more interesting, and to explain to you exactly what you are going to learn. We love your singing, and are sure you will enjoy performing at the Royal Albert Hall. We are pleased that you have opportunities to learn musical instruments, and that there are plenty of clubs for you to enjoy. We think you care for one another really well, and that your school is a happy place where everyone is valued and has something to contribute. We are very impressed that you hardly miss any school at all. We think this is because you enjoy coming so much! We know you will want to support Mrs. Gaudencio and all the staff in helping you to learn really well.

We have asked your teachers to do more to help you with your maths, so that you understand what you have to do and to let you explain your work. We want them to make sure that the work is not too easy for you either, so that you really have to think. We expect they will want to tell you more often how well you are doing, and involve you more in talking about your learning and the progress you are making. They will be interested in your views about how you could do even better in your work, and together you will agree your targets. We really enjoyed coming to your school. We think it is a very special place. Thank you once again for being so friendly to us.