



# Keys Meadow School

## Inspection Report

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**Unique Reference Number** 133520  
**Local Authority** Enfield  
**Inspection number** 282312  
**Inspection dates** 13–14 November 2006  
**Reporting inspector** Mike Thompson

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

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<b>Type of school</b>	Primary	<b>School address</b>	84 Tysoe Avenue
<b>School category</b>	Community		Enfield
<b>Age range of pupils</b>	3–10		London EN3 6FB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8350 8200
<b>Number on roll (school)</b>	314	<b>Fax number</b>	020 8350 8211
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Adrian Crowshaw
		<b>Headteacher</b>	Mr Lawrence Price
<b>Date of previous school inspection</b>	Not previously inspected		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Keys Meadow opened in September 2003 with four classes, one for each year group from Nursery to Year 2. Now there are two classes in each of these year groups plus one for each of Years 3 to 5. All pupils in Years 3 to 5, and many in Years 1 and 2 have experienced at least one change of school. Some have previously had very little or no formal education. Owing to the school's rapid growth, a significant number of pupils and staff are inducted each year.

The school serves an area with significant levels of social deprivation. Almost a half of its pupils are eligible for free school meals, over a half are from minority ethnic backgrounds, and almost a third of all pupils speak English as an additional language. All of these proportions are well above the national averages. A quarter of all pupils have learning difficulties or disabilities. This proportion is above the national average. There are high rates of both inward and outward mobility of pupils.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Keys Meadow is a good and improving school with a number of outstanding features. Its effectiveness is due to its good leadership and management, good teaching, the well planned curriculum, and the excellent quality of care it provides for its pupils.

One of the keys to its continued progress is the excellent way in which it involves parents and pupils in its drive to improve learning. One parent summarised the overwhelmingly positive views of others when writing, 'The school truly lives up to its motto and;quot;We can do it, We can flyand;quot; and has helped my child to grow in confidence.'

The school's procedures for checking on the progress made by pupils are excellent. These systems have enabled it to cope with the very high levels of movement of pupils in and out of the school as it grows rapidly. The information collected about pupils is used particularly well by teachers to ensure that the least able and most vulnerable pupils make very good progress. This is achieved by providing good quality help wherever it is needed. However, the most able pupils are not always being targeted in a similar way, and make satisfactory progress.

A key feature of the school is its relentless drive to bring all pupils up to an acceptable level of academic performance. In order to do this, it has invested heavily in creating a good climate for learning. This is now secure, and the good standard of pupils' personal development and well-being helps provide a good platform for future learning. A further noteworthy feature is the way in which staff constantly look for ways of meeting the needs of all pupils through their thoughtful approach to planning the curriculum. They recognise, however, that they now need to focus more strongly on developing pupils' literacy skills in other subjects.

Pupils achieve well overall. Children are given a good start to their education in the Foundation Stage. When they join the school in the Nursery, their attainment is well below what is normally expected at this age. They make good progress, and by the time they transfer to Year 1, their attainment is just below average. Standards in Year 2 are improving each year as the impact of the good provision in the Foundation Stage and the good teaching in Year 2 takes effect. Last year standards in Year 2 were well below average. This year they are better, but below average overall. There are no pupils yet in Year 6, but those in Year 5 are performing at levels well below those expected for pupils at this stage of their education, reflecting satisfactory progress from a low starting point.

The headteacher and deputy work well in partnership and provide clear direction for the school. Through their good induction of new staff, the strong sense of teamwork that has developed, and their clear focus on continued professional development, they have ensured that there is a good capacity for continuing improvement.

## What the school should do to improve further

- Ensure that every opportunity is taken to develop pupils' skills in literacy through work in other subjects.
- Ensure that the teachers focus on the performance of the most able pupils with the same degree of rigour as they do for the less able.

## Achievement and standards

### Grade: 2

The impact of the good grounding given in the Foundation Stage is seen in the improving levels of attainment in Years 1 and 2. Pupils in Year 1 are on course to attain higher standards than pupils currently in Year 2. This is because many of these pupils were the first to join the school in the Nursery year.

The good quality help given to pupils with English as an additional language ensures that they make good progress in developing skills in English.

The rate of admissions other than at the normal time averages 22% per year, and its cumulative effect is most evident in the attainment of Years 3 to 5. The good use made of the school's high quality systems for monitoring the performance of pupils ensures that most newcomers make good progress. This is because the needs of the lower-attaining and vulnerable pupils are quickly identified and help is given. However, the needs of those of above average ability are sometimes missed.

## Personal development and well-being

### Grade: 2

The excellent behaviour of pupils is an indication of the success of school priorities to establish a culture of learning. Pupils have good attitudes to learning and enjoy school. This is shown by the rapidly improving attendance rates that are now close to the national average.

Pupils' moral and social development is outstanding, and contributes significantly to the happy atmosphere of the school. The spiritual and cultural development of pupils is satisfactory.

Pupils of all ages have a very good awareness of how to stay safe and be healthy. Vigorous activity in the 'brain gym' sessions is an enjoyable feature of the beginning of each school day. The school encourages older pupils to survey the views of children from all classes about this aspect of their life in school. This is an outstanding feature of their personal development.

Pupils make a good contribution to the community in a variety of ways. They are satisfactorily prepared for the next stage of their education and their future as life-long learners. Their social skills are good, but they generally lack secure basic skills in numeracy and literacy.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers in all classes manage their pupils well and have high expectations of how pupils should behave. Pupils respond very well. They try hard to concentrate, work hard and are eager to please. Teachers and classroom assistants keep a close check on pupils in lessons and intervene effectively when some of the more vulnerable have difficulties. They are particularly successful in helping new pupils settle and in raising the standards of pupils with very weak literacy skills. They are less successful in planning challenge into the work for pupils of higher ability.

Pupils value the quality of teachers' marking, and pupils of all ages are able to explain what they are expected to do to improve their work. Younger children talk in terms of teachers leaving them 'messages' on their work while older pupils confidently use words such as 'targets' and 'success criteria'. There is regular use made of new technologies, such as interactive white boards, to help promote speaking and listening skills. However, teachers frequently miss opportunities to model language that is grammatically correct and more complex in structure. There are too many instances in which printed worksheets inhibit the development of pupils' writing skills.

### Curriculum and other activities

#### Grade: 2

There are some outstandingly innovative aspects to curriculum planning. The provision for pupils with significantly low standards is exceptionally good at ensuring that they make rapid improvement in the basic skills of reading and writing. This is done by making good use of the excellent information about their performance to give extra help where needed to small groups of pupils, working to clear targets. In Years 4 and 5, where there is a wide range of ability, imaginative ways of grouping pupils are being explored. However, planning does not always address the needs of some of the higher attaining pupils. The collaborative projects in art, and the movement towards a quarter of all learning to be available through outdoor activities, are examples of the school's commitment to providing exciting and challenging activities for the pupils.

There are good links with other organisations that enhance the work of the school, such as a local arts support service, and varied out-of-class activities, ranging from lunchtime 'playground challenges' to after-school clubs.

### Care, guidance and support

#### Grade: 1

The procedures governing the safety and protection of pupils are comprehensive and applied sensitively. Risk assessments are of a high standard and used very effectively to maintain a healthy and safe environment for pupils and staff.

The high quality systems for assessing and tracking pupils' academic progress and personal development are used well to ensure that help is quickly provided where it is needed. Particularly noteworthy are the evaluations of each individual's performance that are carried out by teachers, parents and the pupils themselves. These are then shared to provide a focus for discussion and to plan out what needs to be done next to help each pupil to do better.

## **Leadership and management**

### **Grade: 2**

The impact of leadership at all levels is seen in the good progress made by the pupils. The headteacher works well in partnership with the deputy headteacher. Together they have ensured that the rapid growth of the school continues to be very well managed. They are supported well by their middle managers. These 'phase leaders' are fully aware of their roles and responsibilities and, together with the whole staff team, are effective in promoting the school's vision of working together to ensure that all pupils are inspired to 'lift off and soar'.

Governance is good. Governors carefully monitor the work of the school and are good at holding it to account. The school's evaluations of the impact of its work are thorough and accurate, and used well to set challenging targets. The systems put in place provide a good basis for continued improvement.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

On behalf of the inspectors I would like to thank you very much for being so helpful when we came to visit your school. We really enjoyed meeting you, talking to you and looking at all your work.

We think that you go to a good school, and this is why:

- you behave really well and get on well with each other;
- you make good progress because you are taught well;
- there are lots of extra things for you to do that help to make your learning more interesting;
- all of the adults in your school make sure that you are safe and are really well looked after;
- your headteacher and deputy headteacher, the staff and the governors are doing a good job.

Even in a good school like yours there is always something that could be even better. So, we think that what needs to be done next is for your teachers to help you become better at speaking, reading and writing. We would like them to help you do this at all times and not just when you have your literacy lessons. The reason for this is that we would like to see you do even better than you already are.

We would also like your teachers to keep a careful check on those of you who sometimes find your work easy. This is so that you can then be given work that always makes you think hard. I'm sure that you are ready for this challenge!

With best wishes for your future success,

Mike Thompson

Lead inspector