



# Worcesters Primary School

## Inspection Report

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**Unique Reference Number** 102020  
**Local Authority** Enfield  
**Inspection number** 286248  
**Inspection date** 1 March 2007  
**Reporting inspector** Graham Lee

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>	Goat Lane
<b>School category</b>	Community		Enfield
<b>Age range of pupils</b>	3-11		EN1 4UF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8363 7860
<b>Number on roll (school)</b>	466	<b>Fax number</b>	020 8366 7475
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms Claire Johnson-Proctor
		<b>Headteacher</b>	Mrs Ann Cable
<b>Date of previous school inspection</b>	7 May 2002		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a larger than average primary school, with a part-time nursery. It serves a mixed and changing community, and has increasing levels of pupil mobility. About half of pupils are of White British origin and a significant minority of other White, mainly Turkish, heritage. The remainder are from a wide range of minority ethnic backgrounds. About one in four speak English as an additional language which is higher than average. Only a few of these are at the early stages of learning English. Attainment on entry is below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Worcesters is a good school, which is outstanding in some respects. It is a warm and welcoming place where staff and pupils go about their business with a smile on their faces. It is a school where every child really does matter and the care, guidance and support for pupils and their families are outstanding. Consequently, pupils feel safe and secure and thrive in this supportive environment. They are proud of their school and bubble with enthusiasm for all it has to offer. They behave exceptionally well and are exceedingly polite and friendly. They always strive to do their best and achieve well. These strengths are recognised by the vast majority of parents who hold the school in high regard. One commented, 'I am extremely happy with the progress of my children both socially and academically.'

From generally below average starting points, pupils of all abilities and backgrounds make very good progress and reach standards that have risen sharply in the past two years and are significantly above average. They do exceptionally well in English. Pupils' good basic skills and positive attitudes to learning ensure that they are very well prepared for secondary school and the world beyond. Pupils achieve well because the teaching is good, the curriculum meets their needs and there are good systems in place to provide additional support for those that need it. Teachers have very good relationships with their classes and generally plan well to meet the needs of all of their pupils. Occasionally, their expectations are not high enough and too long is spent recapping on previous learning. Consequently, not all pupils are challenged to achieve as well as they might.

Provision and achievement are satisfactory in the Foundation Stage. Children make a very good start to their learning journey in the vibrant and stimulating Nursery. They consolidate their learning in the Reception classes and make satisfactory progress. Recent changes to the Foundation curriculum has rightly recognised that children have not been making sufficiently rapid progress, particularly in communication, language and literacy. Elsewhere, the curriculum is good and the wide range of additional activities and clubs is an outstanding feature. These make a significant contribution to pupils' social skills and enjoyment of their education. Pupils' personal development is also a high priority in the curriculum. For example, the daily, energetic 'take ten' exercise sessions, the lively dance club and many sporting opportunities encourage all pupils to adopt a healthy lifestyle which 'makes you stronger and gives you a healthy mind,' as one described it.

The headteacher and senior leadership team provide very strong leadership which has led to the high quality of care for pupils and rising standards. There is an emphasis on teamwork and increasingly leaders at all levels are taking responsibility for improving teaching and learning and raising achievement. Leaders know the strengths and weaknesses of the school well and adopt successful strategies to bring about improvement where necessary. For example, a focus on reading and writing in recent years has led to the achievement of very high standards in English. All issues from the last inspection have been successfully addressed and pupils' achievement continues to improve, indicating that the school has outstanding capacity to do even better.

## What the school should do to improve further

- Accelerate children's progress in the Reception classes, particularly in communication, language and literacy.
- Ensure that teaching consistently challenges all pupils to achieve as well as they can.

## Achievement and standards

### Grade: 2

When they enter the Nursery, children's skills and understanding are wide ranging, but generally below average particularly in communication, language and literacy. Increasing numbers are at the early stages of learning English. Their satisfactory progress in the Foundation Stage means that standards on entry to Year 1 are below average overall, particularly in language and literacy. Pupils' good progress through the infants and juniors is reflected in sharply rising standards. At the age of seven they have improved over the last three years and in 2006 were significantly above average. At the age of eleven, standards have been significantly above average for the past two years. In 2006, around half of pupils reached the higher level in science and mathematics and most did in English. Boys, in particular, are doing very well and much better than they do nationally. Pupils with learning difficulties and disabilities are very well supported and make good progress. One parent commended this good support and indicated that her daughter was 'doing brilliantly' as a result.

## Personal development and well-being

### Grade: 1

Pupils' personal development and well-being, including the social, moral, spiritual and cultural dimensions, are outstanding. Their enthusiasm for school is illustrated by their good attendance, enjoyment of lessons and in the way they talk about school. One described graphically how a visit to the War Museum had brought the realities of World War 2 alive for him. Another explained how 'Big Writing' created an atmosphere that helped her to relax and really enjoy writing. Pupils feel safe and secure because they are confident that adults will resolve any difficulties that they encounter. They are very supportive of one another and help to resolve problems through the peer mediation scheme. School council members are proud of their 'say no to bullying' campaign, not because there are particular problems, but because they think it is an important issue. They are also very involved in the local community and raise money for a variety of charities.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils' achieve well because teaching and learning are good. Teachers generally have high expectations of pupils' work and behaviour and use a variety of strategies, including interactive technology, to engage and motivate them. For example, in a Year 1 literacy lesson, pupils were really enjoying writing poems about the sun with big pens on large sheets of paper spread right across the tables. This activity really captured their imagination and enabled them to make good progress. Teachers work in close partnership with a highly skilled team of support staff who make a significant contribution to the quality of education, particularly for pupils with learning difficulties and disabilities. Occasionally teachers talk for too long rather than challenging pupils to develop their own ideas and spend too much reinforcing ideas that have already been understood by many pupils. Consequently the pace of learning slows.

### Curriculum and other activities

#### Grade: 2

The curriculum provides well for the development of pupils' basic skills. There are increasing levels of challenge for more able pupils, which are reflected in the numbers now reaching the higher levels. Pupils who find things a little more difficult are supported very effectively through a wide range of intervention programmes and support strategies. Setting arrangements in Year 6 are beneficial in providing additional challenge and support where necessary. The curriculum also provides extremely well for pupils' personal development and gives many opportunities for pupils to be creative and really enjoy their education. It is much better balanced than it was at the last inspection and there are very good links between different subjects. Information and communication technology (ICT) is used effectively to support learning. For example, in Year 3 pupils were developing their ICT skills by using the internet to research information for their work on the Ancient Greeks. The curriculum is enriched through regular 'activity' days, visits and visitors and a wide range of clubs which develop their interests and skills. The curriculum in the Reception classes has not been rigorously focussed on the acquisition of early literacy skills. This has now been addressed in a revised curriculum but it has yet to be reflected in improved progress.

### Care, guidance and support

#### Grade: 1

In response to difficulties most parents find the school 'very understanding, compassionate and most importantly supportive,' as one put it. The school welcomes everybody and the care and support of each individual is at the heart of its work. This results in pupils' outstanding personal development and good achievement. Vulnerable pupils are supported very effectively and the school draws on the expertise of a wide range of outside agencies to meet their needs. Staff also work closely with parents to

enable them to support their children's education more effectively. Good examples of this are the curriculum meetings and language classes for Turkish parents. Breakfast and after school clubs provide a valuable service to families. Academic guidance is also very strong. Very good tracking and monitoring systems ensure that no groups underachieve and allow effective support to be given to those who need it. Pupils are clear that strategies such as 'three stars and a wish' and peer evaluation help them to improve their work. They are involved in target setting meetings with their teachers and parents which help everybody to be clear about what each pupil is aiming to achieve in the immediate and long term.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall and ensure a good quality of education and outstanding care and guidance for pupils. The senior leadership team set an excellent example and have high expectations of everyone. Their rigorous monitoring of performance data and teaching and learning has led to considerably improved standards. Leaders are committed to devolving responsibilities more widely and the new 'learning teams' are allowing staff to share ideas and to build capacity for sustained improvement. The role of these teams in monitoring and evaluating the school's work is still developing. It is too early to assess their impact on raising standards and improving teaching and learning. Governors are very enthusiastic and supportive and offer a good balance of support and challenge to school leaders.

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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?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### 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	1
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**

I am writing to thank you all for making me so welcome when I visited the school recently. I really enjoyed my day at Worcesters and you all helped by being so friendly and eager to talk to me about your school. I thought you would like to know what I found out.

You and your parents are right to be proud of the school because it is a good school which is outstanding in some respects. I was really impressed with how enthusiastic you all were and how you were bursting to tell me about all the good things you do. You should be very proud of yourselves because you are all very polite and friendly and well behaved. I was particularly struck by the maturity of the school council. Well done all of you! You all feel safe because the staff look after you very well. I noticed that you all work hard in lessons and tried to do your best. I was really impressed with your understanding of the need to stay fit and healthy and by your energy in the 'take ten' and dance sessions!

All of you do well because lessons are interesting and you told me how teachers help you to improve your work. By the time you move on to secondary school you reach standards that are now well above average and are very well prepared. Those of you who find things a little bit more difficult are given lots of help. You really enjoy all the opportunities you have to take part in clubs and visits.

One of the main reasons the school is doing so well is because the leadership is very good and all the staff work together well as a team. They are determined to make things even better for you. I have asked them to do a couple of things that I think might help. Firstly I have asked them to make teaching even better than it is now by giving you lots of opportunities to talk about your ideas in lessons. Secondly, I want them to make sure that children build on the flying start they get in the Nursery by making faster progress with their reading and writing in the Reception classes. Best of luck to you all.

Yours truly

Graham LeeLead Inspector