

# West Grove Primary School

## Inspection report

---

<b>Unique Reference Number</b>	131657
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	293803
<b>Inspection dates</b>	9–10 July 2007
<b>Reporting inspector</b>	Glynis Bradley-Peat

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	450
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Oakley
<b>Headteacher</b>	Miss Campbell
<b>Date of previous school inspection</b>	26 March 2001
<b>School address</b>	218A Chase Road Southgate London N14 4LR
<b>Telephone number</b>	020 8351 9200
<b>Fax number</b>	020 8351 8779

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	9–10 July 2007
<b>Inspection number</b>	293803

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than average. Pupils come from a range of social and economic backgrounds. Seventy per cent of pupils come from a variety of ethnic minority backgrounds. About a third of pupils have English as an additional language (EAL). However, this profile has been changing and in 2006 the percentage of pupils entering the school with EAL rose to 77%. The proportion of pupils eligible for free school meals is a little higher than usually found. The proportion of pupils identified with learning difficulties is above average, as is the percentage with a statement of educational need. The percentage of pupils who join or leave the school at other than the usual times is high. The school has achieved the Healthy Schools Award and is an Investor in People.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with the school's own self evaluation and most of the parents that it provides a good standard of education for its pupils. Although children start with a marked underdevelopment in their mathematical and literacy skills they make good progress and achieve well in the Foundation Stage. Parents praise highly what is done for their children in the Nursery. In the words of one, '... my little boy has made great progress. The Nursery staff really understand my little boy and know his needs and how to get the best out of him.'

Despite the high numbers of pupils joining and leaving the school at other than the usual times, standards have risen and are now average. The pupils make good progress particularly those who remain in West Grove for the whole of their primary education. Standards had been declining, particularly in mathematics, in recent years but the school has changed its teaching strategy which has had a marked impact on achievement this year. Standards have recovered significantly but more remains to be done to raise standards in mathematics into line with those in English and science. More able pupils do not always make the rapid progress that they should in writing and mathematics. The school is aware of this and has begun to put systems in place to raise standards for these pupils.

Pupils' personal development and well being are good. They behave well and are kind and considerate. Pupils very much enjoy being at school. They are given ample opportunity to develop skills which contribute to the community. Pupils are prepared well for the next stage of their education. The school ensures that they are very well cared for and works extremely efficiently with other agencies to promote the well-being of vulnerable pupils.

Teachers work hard and teach their pupils well. They provide them with a good variety of interesting activities both during lessons and after school. The curriculum is enriched both inside and outside the classroom, especially with sporting and creative activities.

Leadership and management are good overall because of the good quality of teamwork and shared vision amongst managers at all levels. The headteacher and her team are clearly aware of what needs to be done in the school and how they are going to do it. Governors are an asset to the school. They provide good support and successfully hold leaders and managers to account. The school has made good progress since the last inspection and key issues have been tackled well. In light of this and the improvements in the results in national tests this year, there is good capacity to improve.

### What the school should do to improve further

- Raise standards in mathematics
- Ensure that the teaching meets the needs of the more able pupils, particularly in mathematics and writing.

## Achievement and standards

### Grade: 2

Children enter the nursery with skills that are below the expected level in mathematical development, and communication, language and literacy. Currently, the majority of pupils do not speak English as their first language when they enter the school. The number of pupils who join or leave the school at other than the usual times is high. These factors impact on the

standards attained in national tests. Nevertheless, through the improvements made to teaching and an effective curriculum, progress throughout the school is currently good.

Standards by the end of Year 2 have improved this year and are now broadly at expected levels in reading and writing. In 2007, standards attained by the end of Year 6 were also broadly average in English and science. Science results have greatly improved from the particularly low results achieved last year. The recovery in mathematics, although considerable, is not as comprehensive and more needs to be done to raise standards still further. The percentage of pupils reaching the higher levels both in Years 2 and 6 are still below that found nationally. The school is aware of this issue and has introduced suitable strategies to tackle it.

Data is used increasingly well to indicate strengths and weaknesses in pupils' learning, progress and achievement and to set challenging targets. Pupils respond well to these challenges. Pupils with learning difficulties make particularly good progress because of the well organised support they receive and the clear plans in place to meet their needs.

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

### **Grade: 2**

Spiritual, moral, social and cultural development is good. This is a happy school because the pupils have a strong sense of respect for themselves and others. Pupils are keen and enthusiastic about their learning. They are polite, courteous and friendly. Behaviour in and around the school is good. They play safely together in the playgrounds when using games equipment. Pupils know that they can go to any adult if they have any worries and that something will be done to help them. This is reinforced through 'circle time' activities. Attendance is satisfactory and improving. Pupils have achieved the 'healthy schools award' and have a keen understanding of living healthily and maintaining a balanced diet. They have plenty of exercise in regular physical education lessons, sports clubs and during break and lunch times. Pupils have important roles and responsibilities around the school and contribute well to creating an orderly community. They elect their school councillors democratically and they take their responsibility seriously. They have brought about improvements to the lunchtime indoor and outdoor games provision and are particularly conscientious in organising fundraising activities to support charities. Pupils leave the school as confident and well-rounded individuals and are well prepared for secondary school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Over the last twelve months particularly, teaching has improved and is now good with many strengths. Lessons are well planned so that the learning experiences for all pupils engage them fully in their work. Investigational activities, such as those observed in a science lesson on friction helps to further reinforce understanding and enjoyment. Pupils show high levels of independence but are also able to work collaboratively with their 'learning partners' or larger groups in the classroom. Pupils are well involved in reviewing and assessing their own work and planning their next steps in learning. There are good relationships between staff and children and this helps pupils to tackle their work with confidence and enthusiasm. Teachers are aware of the school's areas for development and have, for example, successfully worked on an initiative to improve children's literacy skills. However, more able pupils are not

consistently challenged in order to reach the higher levels of attainment in writing and mathematics.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum with a wide range of exciting, interesting and relevant experiences for the pupils. Good links have been developed between subjects. For example, in the Year 2 'Zoo' topic, pupils explore plants and animals in the local area as part of science. Literacy, numeracy and information and communication technology (ICT) skills are all improving and are taught independently but also developed through other subjects. The use of interactive whiteboards could be more imaginative to enliven learning further. Good enrichment activities are provided through a variety of clubs such as the art, chess, dance and gymnastics clubs. However, pupils' musical experiences and opportunities are limited and could be developed further. The curriculum is well supported by educational visits such as the Year 5 residential week in Devon, the Year 3 visit to a Roman amphitheatre and the Year 6 visit to the Houses of Parliament. The school uses the local area well to support the curriculum, and visitors from the community support themed events such as the school's 'Black History Month'.

## **Care, guidance and support**

### **Grade: 1**

Pupils receive outstanding levels of care, guidance and support. Robust procedures for child protection and health and safety checks around the school site are thorough. Risk assessment for school visits and good attention to detail in promoting safety ensures that all pupils are very well cared for. The provision for pupils with learning difficulties and disabilities is very good. Effective systems are in place to identify pupils who require extra support so that their needs can be promptly met. Pupils' progress is meticulously tracked and they are clearly aware of how they are getting on. They know their targets well and understand when they have achieved them. Pupils understand how to improve their work because well established marking systems throughout the school are in place. These are of high quality, teachers and pupils often enter into a written dialogue about a piece of work. For example, at the end of a piece of work the teacher wrote, 'How will you make the shadow bigger or smaller?' The child wrote, 'by moving the torch closer or farther away from the object'.

## **Leadership and management**

### **Grade: 2**

The headteacher provides good leadership and has a clear vision for the school. This is evident in the school improvement planning processes which accurately identify the school's priorities for improvement. She is very well supported by the complimentary skills of the 'headship team'. There is a clear sense of teamwork amongst the staff and a strong commitment to improvement. The school's monitoring and self-evaluation processes are rigorous and robust. Middle managers monitor their subject areas effectively. Systems and structures are now in place which have resulted in much higher standards this year, but the journey to the high standards of which the more able pupils are capable, still has a little way to go.

The governors are well organised, involved in the life of the school, and support the headteacher and staff very effectively. Although there are a high proportion of recently appointed governors, they have got to grips quickly with the concept of being critical friends.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

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

### 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	Yes

### 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	2
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	1
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	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.

## Annex A

**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**

18 July 2007

Dear Pupils

Inspection of West Grove Primary School, London, N14 4LR

We enjoyed our visit to your school and thank you for the friendly way you spoke to us. We met groups of pupils and we were very interested in what you had to say. You told us about what you liked and enjoyed and why. You were proud of the work of your school council and also of the way you help others in the playground to make friends.

We saw that you behave well in class and round the school and enjoy your lessons. You told us how important it is to eat healthily and keep fit. You enjoy going on trips, for example to 'Cuffley Camp' and Barton Hall. Your headteacher leads the school well. Along with her team of leaders and managers she aims to help all of you do the best that you can. Your teachers teach you well and work hard to make sure that you have lots of different things to do in your lessons.

We think West Grove is a good school. This means it does lots of things well, but also needs to make a few things better. There are two things that we have asked the school to do. We have asked that your teachers make sure that you all have work which makes you think hard, especially in mathematics and writing. Also, your teachers are going to help you in different ways to improve your mathematics and we hope you will try as hard as you can to improve your work this year.

We hope you continue to enjoy your time at West Grove.

Kind Regards

Glynis Bradley-Peat  
Lead Inspector