

Enfield (New Waltham) Primary School

Inspection report

Unique Reference Number	117758
Local Authority	North East Lincolnshire
Inspection number	301372
Inspection dates	2–3 July 2008
Reporting inspector	Derek Sleightholme

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	127
School	
Appropriate authority	The governing body
Chair	Mrs Liz Chadwick
Headteacher	Mrs Carol Cromack
Date of previous school inspection	1 October 2003
School address	Enfield Avenue New Waltham Grimsby DN36 4RB
Telephone number	01472 321434
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a below average size primary school. The number of pupils joining and leaving the school at other than the usual times in the school year is well above average. Nearly all pupils are from White British backgrounds. The number of pupils at an early stage of acquiring English is well below average. The percentage of pupils eligible for free school meals is very low. The percentage of pupils with learning difficulties and/or disabilities is well above average and rising.

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 a good school. The headteacher has worked with staff and governors to set clear priorities for the school's development. Provision has improved since the previous inspection particularly in relation to raising standards, improving teaching, developing the curriculum and self-evaluation.

Pupils' achievement is good. Standards in Year 2 are above average in reading and average in writing and mathematics. By Year 6, standards are above average in English, mathematics and science. Due to high mobility, the compositions of year groups change regularly. Despite this, pupils make good progress whatever their starting points. This good progress results from good teaching and the action taken by school leaders to introduce flexible groupings that are responsive to changes in pupils' needs.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. However, they do not have a good enough understanding of the diverse cultures within modern Britain. Pupils enjoy coming to school, they are eager to show visitors around and their attendance is above average. The behaviour of pupils is good. A small number of pupils who display challenging behaviour are well managed, because the school provides good care and supervision. Pupils understand the importance of being healthy, have a good awareness of personal safety and know how to access help. They have a good record of charitable fund raising.

Teaching and the curriculum are good and feature stimulating activities. Year 6 pupils proudly play their media animations produced through good teamwork and by taking advantage of the much improved information and communication technology (ICT) facilities. This lively activity typified how well they are prepared to cope with the future. The curriculum is extended through visits, visitors and popular extra-curricular clubs. Programmes designed to help pupils with learning difficulties and/or disabilities or at an early stage of acquiring English help them to make good progress. However, there is not enough scope for pupils generally to develop their writing within the curriculum. Guidance and support to pupils including the setting of individual challenging targets are good.

Leadership and management, including governance, are good. Leaders evaluate school provision accurately and use this information to set appropriate priorities. Good partnerships, including one with a specialist ICT college, have had a good impact on pupils' learning. Governors support the school well. It provides good value for money.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. This year, children were admitted to the Reception year with skills that were slightly below what would be typically expected. They collaborate regularly in activities with some Year 1 pupils who are taught in the same class. End of year assessments confirm all Reception children are achieving well and most have reached the goals expected for their age. The curriculum and teaching are good, resulting in good progress across all areas of learning. Children benefit from a rich variety of learning experiences some led by adults and others self-selected. For example, children independently used good resources to organise a flower stall during activities in the outer area. Leadership is good. There is a strong sense of teamwork with rigorous attention to children's welfare and safety. Communication

with parents is effective, including preparation for the new intake in the coming year. Assessment practices are methodically undertaken and provide a clear picture of children's individual progress.

What the school should do to improve further

- Improve opportunities for pupils to develop independent writing skills.
- Improve pupils' understanding of the richness and diversity of modern Britain.

Achievement and standards

Grade: 2

Pupils' achievement is good, especially so in view of the high mobility of pupils. Currently, one third of pupils in Years 2 and 6 did not join this school at the usual date of admission. Pupils with learning difficulties and /or disabilities make good progress because they benefit from personal support provided by skilled teaching assistants.

Since the last inspection, results of school assessments at the end of Year 2 have been improving and in 2007 were average in reading, writing and mathematics. Current standards in Year 2 are average in writing and mathematics, but above average in reading. Despite significant changes to the year group, these pupils have made good progress from their starting points in Year 1.

In the 2007, Year 6 national tests results were average in English and science, and above average in mathematics. A slight decline in English standards has been halted because of effective action taken by the school this year. Currently standards in Year 6 in English, mathematics and science are above average, confirming these pupils have made good progress. Unvalidated results for the 2008 national tests confirm these standards.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. During their school years, most pupils become responsible and reflective. For example, they appreciate the efforts of other pupils who play the piano during assemblies. At the start of the day, pupils enthusiastically take part in the vigorous 'wake up shake up' exercise programme because they know it is good for them. The vast majority show positive attitudes to learning and behave well. Attendance is good. A small minority of pupils display challenging behaviour, but this is very well managed by staff so that pupils feel safe and secure. Pupils know that if they are troubled they can turn to adult for help. Pupils enjoy school, particularly those lessons that include practical work. They are keen to acquire new skills such as learning to throw a javelin and they proudly present their media animations that they have produced through good teamwork.

Pupils make a good contribution to the school through service as councillors and managing the healthy tuck shop. They conscientiously help at the school reception desk by answering the telephone politely and efficiently. Some devised questions and used them to interview a candidate for a post at the school. These opportunities and the good progress they make in literacy, numeracy and ICT skills help them to prepare well for life ahead.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Most lessons capture pupils' interests because teaching strengths include good planning, preparation and use of practical resources. Questioning is used well to probe pupils' understanding and help them acquire new knowledge. Good organisation is a characteristic of most lessons and pupils are managed well.

Assessment is used skilfully to monitor progress and identify action to improve pupils' learning. For example, in a Year 6 mental mathematics session, pupils used ICT software and electronic response pods to upload their answers to multi-choice questions. The teacher checked the class results to spot where pupils had made most errors and quickly resolved any difficulties they had. Pupils are encouraged to check their own work against the criteria for success, which develops their confidence about how well they are doing. Marking is regular and supportive. It celebrates pupils' effort and provides clear guidance on what they need to do to improve. Pupils' completed work reveals a weakness of teaching to be an over-reliance on the use of commercial worksheets. This restricts the opportunities pupils have to develop independent writing skills.

Curriculum and other activities

Grade: 2

The curriculum is good. Although priority is given to literacy, numeracy, science and ICT, this is balanced well with appealing work in the humanities, arts projects and elementary French. Provision also includes a programme covering social and emotional aspects of learning. The humanities are used well to help pupils appreciate world cultures through celebrations such as celebrating the Chinese New Year. However, pupils' knowledge of the richness and diversity of modern British society is not as broad as is usually seen. Following significant improvement to facilities for ICT, including a formal partnership with a specialist college, pupils now research knowledge regularly and independently. A wide range of popular after school clubs includes dance, music and badminton delivered by a specialist coach. The use of visits, for example to museums, enriches learning experiences. The annual residential opportunity for older pupils is one of the highlights of pupils' time at school.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. Procedures for safeguarding, child protection and risk assessments meet requirements. Staff access regular update training. Teaching assistants provide sensitive support to pupils with learning difficulties and/or disabilities, and those at an early stage of acquiring English. Access to specialist support is prompt because effective partnerships exist with external agencies. Staff follow professional advice and information from assessments to place pupils on appropriate support programmes. The school recognises that monitoring of progress of the most able pupils can be further refined. Flexible arrangements for grouping pupils contribute to their good achievement.

A significant number of parents express concern about the challenging behaviour of a small number of pupils. The inspection found that these pupils are managed and supported well, so that the learning of other pupils is not affected. The academic guidance provided to pupils is

good. Pupils are set targets for progress in literacy, numeracy and personal development improvement. These are regularly reviewed and adjusted to maintain a level of challenge aimed at a faster than expected rate of progress.

Leadership and management

Grade: 2

Leadership and management, including governance, are good. The determined leadership of the headteacher and senior leaders provide a clear sense of direction. A strong sense of teamwork permeates the staff. This helps the school successfully meet its aims that include ensuring pupils 'reach their full potential' and where 'personal abilities can develop'. Important outcomes of leadership are the improvement in standards, attendance and ICT provision. Leaders have ensured provision is finely tuned to meet pupils' individual needs and challenging targets are set. Overall, improvement since the previous inspection has been good. With this track record of success, the school has good capacity to improve further.

Thorough self-evaluation has ensured school leaders have an accurate picture of the school's strengths. It helps them to set relevant priorities for further improvement. Their good monitoring practices include surveys such as checking the outcomes of better provision in ICT. Governors support the school well and are keen to contribute to school activities. A weakness in governance is that, although governor visits are used to inform feedback at governing body meetings, these helpful events are not documented.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

4 July 2008

Dear Pupils

Inspection of Enfield (New Waltham) Primary School, North East Lincolnshire, DN36 4RB

Thank you for helping me when I visited your school. You were friendly and helpful. I enjoyed visiting your classrooms, looking at your work on display and in your books and talking to you about your school.

You attend a good school. It is a lively place to be. Almost all of you behave well and your attendance is good. Your enthusiasm for 'Wake up shake up' convinced me you have a good understanding of the importance of being healthy and staying fit. You told me you how you are alert to danger and how to get help. The school takes good care of you.

I know you enjoy the good curriculum that is provided for you. I saw how you appreciated the efforts of the pupils who play so well for you in assembly. I observed how well you help the daily running of the school through the many responsibilities you have, such as managing the healthy tuck shop.

Teaching is good and helps you to make good progress throughout the school. By Year 6 most of you have reached above average standards. In order to help you improve your personal writing, I have suggested you are given fewer worksheets to complete. I have also suggested that the school helps you to understand that life in modern Britain is often very different from where you live. I know the school leaders are keen to make even more improvements to your school. You can help by continuing to work hard in lessons.

I wish you and the staff the very best for the future.

Derek Sleightholme

Lead inspector