

Capel Manor Primary School

Inspection report

Unique Reference Number	101981
Local Authority	Enfield
Inspection number	307864
Inspection dates	6–7 November 2007
Reporting inspector	Daniel Kilborn

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	
School	210
Appropriate authority	The governing body
Chair	Mr T McGee
Headteacher	Mrs K Jaeggi
Date of previous school inspection	18 March 2003
School address	Bullsmoor Lane Enfield EN1 4RL
Telephone number	01992 764087
Fax number	01992 711668

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized primary school serves an area with features of socio-economic disadvantage. The proportion of pupils from minority ethnic backgrounds has risen significantly in recent years to over half of the school roll. An above average percentage of pupils have English as an additional language but few are at the early stages of learning English. The proportion of pupils with learning difficulties and disabilities is below average. An above average percentage of pupils are eligible for free school meals.

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 with outstanding features. The school is popular and highly regarded by the vast majority of parents. One parent commented, 'Capel Manor offers a very high standard in all aspects'. Pupils are proud of their school and their personal development is outstanding. They greatly enjoy coming to school and this is evident in their excellent behaviour, willingness to learn and improving attendance. The headteacher has established an ethos in which the spiritual, moral, social and cultural development of pupils is excellent and they demonstrate a good understanding of how to lead healthy lives and to keep safe. There are many opportunities for pupils to take on responsibility such as through the school council and as monitors. The skills they learn help them to prepare very well for the future.

The leadership's rigorous monitoring ensures the quality of teaching and learning is consistently good and helps all pupils to progress well. All adults who work in school are committed to professional development and there is a clear drive to improve pupils' learning. Teachers have high expectations of pupils' involvement in learning. Teaching assistants play a significant role in helping pupils of all abilities and backgrounds to make good progress. Day-to-day classroom assessment is good and used effectively to plan work that meets the needs of most pupils. Pupils with learning difficulties and those at the early stage of learning English receive outstanding support.

The leadership sets challenging targets that are grounded in accurate analysis of pupils' progress. As a result, most pupils achieve consistently well throughout the school and overall, standards are above average. Mathematics is a relatively weaker subject where standards are broadly average. This is because fewer pupils are attaining the higher levels as there are not enough opportunities for them to apply their problem solving skills in different situations. Pupils achieve well in information and communication technology (ICT), music and the arts.

There is a good curriculum with a wide range of opportunities for enrichment. The promising new approach to making links between subjects such as history and geography is already bringing more relevance and enjoyment in learning. However, this is not yet a regular feature of curriculum planning across the school.

The quality of care, guidance and support is outstanding. This is reflected in the excellent relationships at all levels and in the commitment of all adults, following the inspirational leadership of the headteacher, to the well-being of the pupils. Academic guidance is good and systems for the tracking of pupils' progress are excellent.

The school works closely in partnership with parents as well as the local community. The leadership of the headteacher is outstanding and she is supported very well by the deputy head teacher, all staff and the governing body. Leaders work very well together and have a clear view of the school's strengths and areas for improvement. The senior management team monitors and evaluates key areas of the school robustly and provides targeted support where needed. The school has excellent capacity to promote further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. Children enjoy the stimulating environment, behave well and make good progress. They enter the Reception class with a wide range of pre-school experiences. Most enter with attainment that is below average, particularly in communication,

language and literacy and mathematical development. Teaching is good, but in these aspects of their learning, about a half of the children do not attain the expectation for pupils entering Year 1. Planning is good and based securely on a strong and relevant curriculum. This provides an interesting balance of adult-led and structured play activities, including effective use of the good outdoor area. The good teaching of letter sounds provides a secure base for pupils' good progress in reading. Assessment is good and helps the teacher to match activities successfully to the varied needs of the children. Good links between home and school, including home visits, ensure that children settle quickly into school.

What the school should do to improve further

- Raise achievement and standards in mathematics to the level of English and science by providing more opportunities for pupils to apply their problem-solving skills in different situations.
- Ensure that the new approach to linking subjects such as history and geography is embedded in curriculum planning.

Achievement and standards

Grade: 2

Standards reached by Year 2 pupils have risen steadily in reading, writing and mathematics for the past three years. More pupils now reach the higher levels. Progress continues to be good in Years 3 to 6. Standards improved significantly in 2007. In English standards are above average and in science they are well above. Standards in mathematics are broadly average since fewer pupils reach the higher levels. Pupils are not given sufficient opportunities to apply what they know to problem solving situations. The school is currently working to provide more opportunities for pupils to solve challenging problems so that more reach the higher levels. Standards in writing have improved particularly well since the previous inspection. Inspection evidence suggests the current Year 6 pupils are on course to reach their challenging targets. Pupils with learning difficulties and those who speak English as an additional language (EAL) achieve well throughout the school.

Personal development and well-being

Grade: 1

Pupils greatly enjoy school, have excellent attitudes to learning and their behaviour is exemplary. Lessons that deal with subjects such as resolving conflict and making friends have a significant impact on pupils' spiritual and social development. Pupils have an excellent understanding of the values, traditions and beliefs of different faiths and cultural groups. Through activities such as whole-school theme weeks, they have good knowledge and appreciation of worldwide communities. These aspects of their personal development, together with the good basic skills they attain, prepare them very well for their future well-being. Pupils are proud of their success in influencing decision making in the school through the school council. Pupils who are new to the school say how quickly they made friends. Attendance is in line with national averages and has improved because of the successful and pro-active approach of the school, particularly with the few families who take extended holidays in term time.

Quality of provision

Teaching and learning

Grade: 2

Teaching overall is good with some outstanding practice. Lessons usually have a crisp start, fast pace, clear learning objectives, good questioning with good use of ICT. In a small minority of lessons teacher talk dominates too much of the lesson resulting in less progress. Highly effective relationships between teachers and pupils create an atmosphere of mutual respect. This gives pupils confidence to take risks in their learning, and consequently facilitates progress well. Lessons are planned well and meet the needs of most pupils. Teaching has improved as the result of rigorous monitoring by senior managers. Until recently, however, teachers have not provided consistent opportunities for pupils to apply problem-solving skills in mathematics. Teachers and support staff work very well together and teaching assistants have a very good impact on pupils' learning. Assessment is good and the monitoring of pupils' progress is excellent. Pupils have a good understanding of what they need to do to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is suitably broad with an appropriate emphasis on literacy and numeracy. It is highly successful in promoting pupils' personal, social and emotional development. There is a wide range of enrichment activities with opportunities for pupils to learn Spanish, to participate in sport, the arts, gardening and to play a musical instrument. Residential visits and visits to the community add a further effective dimension to the curriculum. The whole-school theme weeks at the end of each term, when the normal curriculum timetable is suspended and replaced by a specific subject focus or theme are particularly successful in capturing pupils' interest. The school is currently extending this more exciting approach to curricular planning in order to improve and add relevance to learning in subjects such as history and geography. As a response to a comparative fall in the numbers of pupils reaching the higher level in mathematics, the school is beginning to plan more opportunities for pupils to use and apply their knowledge to problem-solving activities.

Care, guidance and support

Grade: 1

All adults who work in school have an outstanding commitment to the care, guidance and support of all pupils. The vast majority of parents praise the school in this regard and pupils say that there is always someone to listen and help if they ever have a problem. As one parent said, 'this is a lovely, warm and caring school.' The learning mentor provides good support for vulnerable pupils. There are excellent support systems to aid the induction of new pupils. There are good arrangements for regular risk assessments and appropriate child protection procedures. The pastoral support and academic guidance for pupils with learning difficulties and for pupils who speak EAL is excellent and helps them progress well. The tracking of pupils' progress is exemplary and pupils are encouraged to assess their own learning against good literacy and numeracy targets that are specific to their learning needs. This helps them see how they might improve.

Leadership and management

Grade: 1

The headteacher is an outstanding leader who inspires others by her commitment and drive to improve all aspects of pupils' learning. As a result, pupils' personal development is outstanding, their progress is improving and standards have risen significantly this year. The school enjoys the support of the vast majority of parents. As one parent commented, 'since the head arrived every area of the school has improved greatly'. The deputy head teacher and senior managers are excellent role models in their own teaching, share the headteacher's determination and vision and have been empowered to develop their roles more effectively. An excellent school improvement plan points to a clear and appropriate way forward. Self-evaluation is outstanding and based securely upon detailed tracking and data analysis. This is helping to raise standards further by targeting additional support where it is needed most. Teaching, pupil's achievements and attendance have all improved markedly. Governors have a very clear understanding of school strengths and areas for development. They fulfil their role as a critical friend very well in both supporting and challenging the senior leaders.

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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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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	1

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?	1

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?	1
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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	1
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

19 November 2007

Dear Pupils

Inspection of Capel Manor Primary School, Enfield, EN1 4RL

I would like to thank you on behalf of the inspectors for the very friendly welcome we received on our recent visit to your school. I would also like to tell you what we found out. We think that your school is improving well and providing you with a good education. We are confident that with your help, the headteacher and all the staff in the school will continue to make your school even better.

We were very impressed with your excellent attitudes to work and how well you all get on together. We would like to thank the school council for sharing their views with us and know they consult you about their work. The school grounds are superb and we know these and the outdoor classrooms are used well to help you improve many areas of your work.

You work hard at school and the teachers make most of your lessons interesting, challenging and enjoyable. You are doing well in English, science, ICT and music and we saw some lovely work. We think that some of you could do better in mathematics and have asked the teachers to give you more practice in solving problems. We know how much you enjoy the new topic work and themed weeks and have asked the school to ensure these continue.

You tell us there is always someone to help you if you are concerned about anything. We know that your teachers and visitors to school teach you about healthy eating, keeping safe and the importance of taking regular exercise. We think the school provides you with many opportunities to take part in out of school activities.

We really enjoyed our time in your school and we wish you good luck for the future.

Mr D Kilborn

Lead Inspector