

Prince of Wales Primary School

Inspection report

Unique Reference Number	102002
Local Authority	Enfield
Inspection number	307872
Inspection dates	18–19 September 2007
Reporting inspector	John Earish

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	3–11
Gender of pupils	Mixed
Number on roll	
School	454
Appropriate authority	The governing body
Chair	Mrs P Stone
Headteacher	Mrs C Moore
Date of previous school inspection	15 September 2003
School address	Salisbury Road Enfield EN3 6HG
Telephone number	01992 762 840
Fax number	01992 764 512

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger-than-average primary school serves a culturally diverse area of Enfield where social circumstances are much less favourable than average. About two thirds of the pupils are from minority ethnic groups and a small number are at very earliest stages of learning English. This number is increasing rapidly year-on-year. Mobility is high with increasing numbers of refugee and asylum seeking families. Attainment when children start school in Reception or Nursery is very much lower than that expected for the age group. The proportion of pupils with learning difficulties and disabilities is well above that found nationally. The proportion of pupils eligible for free school meals is well above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Prince of Wales is a good school, with many outstanding features. It is working with determination to become an outstanding school in all respects. One of the oldest pupils commented, 'we really like coming to this school because you really feel at home and they make learning fun'. Parents agree and are overwhelmingly positive about their children's education.

The school has been through a period of great change. Outstanding leadership at all levels has enabled it to meet the needs of the large numbers of refugee and asylum seeker families who have recently moved into the community often for very short periods. Very many of the children have never experienced full time education or have frequently changed school. Many have emotional, behavioural and educational difficulties. Leaders at all levels are constantly adapting the provision to capture the pupils' enthusiasm for learning and to raise expectations of what they can achieve.

Pupils' personal development is outstanding because they are exceptionally well cared for at school and, as a result, feel secure and happy, a view also endorsed by the parents. They enjoy coming to school and take great pride in all that they do. Pupils treat each other with great respect and behave exceptionally well. There are very strong partnerships with the community and with outside agencies to promote learners' well-being. As a result, pupils feel happy and eagerly want to learn.

Achievement is good and continues to improve year-on-year. At the heart of this success lies the skilful use of assessment information to set work that corresponds to the pupils' varying needs and abilities. For example, the high quality provision for those with emotional and social difficulties enables these pupils to play a full and active part in school life. This enables them to make consistently good progress during lessons because teachers have much higher expectations of how much pupils can achieve. Standards are now average overall. They are higher than those of previous three years and continue to rise.

All groups of pupils achieve well because the teaching is of consistently good quality and the outstanding curriculum captures pupils' enthusiasm and interest whatever their cultural background. Leaders at all levels are constantly looking for innovative ways to improve the quality of provision and raise pupils' self-esteem. For example, there are many opportunities to capture their curiosity through the novel use of information and communication technology (ICT) for animation, film-making and video conferencing. This has a very positive effect on pupils' motivation and their self worth. This contributes strongly to their outstanding personal development and relationships. However, opportunities for pupils to learn independently and show initiative are undeveloped in some lessons.

Effectiveness of the Foundation Stage

Grade: 2

The quality of education in the Foundation Stage is good and children achieve well. Children start school with skills and abilities that are exceptionally low. They make good progress because teaching is of good quality but few reach the goals set for the end of the reception year. A very effective system for 'home visits' ensures that all staff gain clear understanding of the social, personal, emotional and academic needs of the children before they start school. Parents really appreciate this.

What the school should do to improve further

- Ensure that teachers provide adequate opportunities during lessons for pupils to work independently and use their initiative in order to sustain rapid progress.

Achievement and standards

Grade: 2

Standards are broadly average in English, mathematics and science, but achievement is good. Standards are improving year-on-year and the vast majority of pupils are making good progress despite starting at very much lower levels than expected for the age group. Standards and achievement are rising for all groups of pupils, including those with learning difficulties and/or disabilities and those who speak English as a second language, because of the impact of the outstanding leadership at all levels within the school. For example, the result of a recent initiative to teach and support both pupils and parents of different ethnicity so they can work together and support each other has resulted in outstanding improvement in the standards in English by the age of 11 years. In addition, standards in reading, writing and mathematics at age seven years show good improvement again this year particularly at the higher level 3. The most recent information on the tracking of pupils' progress across the school confirms that sustained improvement continues.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are able to reflect on who they are as individuals as well as celebrating their own culture and that of others. They also reflect on their own feelings and actions and how they affect others with the result that behaviour and relationships are outstanding. Pupils work diligently in lessons and listen carefully to their teacher's instructions and their peers' contributions. Outstanding arrangements for their care ensure that all pupils feel safe at all times in school and are learning to take responsibility for their personal safety. Pupils are well aware of the importance of healthy eating and staying fit. They participate fully in games, physical education lessons and the wide range of clubs the school offers. The pupils contribute extremely well to community decisions through the school council. They are aware of how important it is to help others in both school and the wider community through raising money for charities and sponsoring a child in Bangladesh. Attendance levels, previously unsatisfactory, have improved year-on-year and are now satisfactory overall. This is further evidence that pupils now enjoy coming to school. Pupils rapidly acquire literacy, numeracy and ICT skills that will equip them well for later life and learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching is effective because teachers know pupils well, have high expectations of them and plan work that matches their individual needs and capabilities. The school is striving for the quality of teaching to be outstanding. This means they are tackling well the occasions when teachers spend too long in explaining the tasks so that pupils have insufficient opportunities to work independently and use their initiative. The best lessons enable pupils to work together

and learn from each other. These are interesting, enjoyable and challenging because teachers use a variety of teaching styles and methods. Consequently, pupils achieve well. Assessment is used successfully to identify, track and support pupils' learning needs, and to set group and individual targets. As a result, pupils know what they need to do to improve, make consistently good progress and achieve well.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and is enriched with a splendid range of additional activities which pupils thoroughly enjoy. A particular strength is the provision for music and sport, and pupils achieve notable success in sporting competitions against other schools and in musical performances. The curriculum meets pupils' needs very well and includes exemplary support programmes to boost the progress of pupils who need extra help. The Foundation Stage curriculum covers all the areas of learning and provides children with a good start to their education. Throughout the school there is a strong focus on the development of pupils' skills in literacy, numeracy and ICT. Pupils' personal development is promoted exceptionally well through teaching about relationships and citizenship. The school draws on the expertise of outside agencies very well to support this work.

Care, guidance and support

Grade: 1

The support, care and guidance of pupils are of a high standard, actively promote equality and cherish individuality. Health and safety and child protection procedures are robust and are reviewed regularly. Pupils have confidence in the staff and the school. They say they feel safe from bullying and know that adults will quickly deal with any worries or concerns. Pupils particularly appreciate the opportunities to work towards the challenging targets that are set for them. A strength of this work are the regular and rigorous discussions of the Every Child Matters group and classroom teachers to ensure that all pupils are able to learn most effectively and access the curriculum to their maximum benefit. The recent appointment of a Parent Support Advisor is enabling the school to reach out to parents to encourage them in their own personal development as well as assisting them in fully supporting their children's learning. High quality provision for those considered vulnerable enables these pupils to play a full and active part in school life.

Leadership and management

Grade: 1

Outstanding leadership at all levels has enabled the school to meet the needs of a rapidly changing community by creating a common sense of purpose amongst all adults. Leaders at all levels successfully focus on improving the quality of provision through raising the pupils' expectations of what they can achieve and providing interesting and challenging activities for them. The school has also reached out to the community, through the work of the Parent Support Advisor, to raise the parents' expectations of what their children can achieve so they can encourage them with their schoolwork.

The school has an outstanding capacity to improve. School review is both searching and rigorous and results in actions that are very well focused on raising attainment and bringing about

sustained school improvement. High quality assurance procedures for monitoring teaching and learning and tracking pupils' progress support these actions. The result of this outstanding leadership is that standards and achievement are rapidly improving year-on-year from very low starting points. Recent information shows that all groups of pupils continue to make at least good progress in all classes and have much higher expectations of what they can achieve.

Governance is good. The chair of governors has a very good knowledge and understanding of the issues facing the school and provides very good leadership for the governing body. The governors are now much more involved in the strategic management of the school.

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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	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

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	1
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	1
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?	1
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

2 October 2007

Dear Pupils

Inspection of Prince of Wales Primary School, Enfield, EN3 6HG

Thank you very much for making us so welcome when we visited your school recently. We were impressed with your friendliness and your sensible and helpful attitudes towards each other.

Here are some of the good things we found about your school:

- Your behaviour is outstanding, and you told us that you really enjoy school and we could see that you do!
- All the adults work hard to make sure that the school is safe and you are well cared for.
- You are taught well, and when you find work hard you are given the right sort of help.
- You are very knowledgeable about staying safe and how to live healthily.
- You enjoy taking on responsibility such as being playground buddies and representing your classmates on the school council.

We think that you are given a good education which prepares you well for the next stage of your learning. To make it even better, however, we are asking your teachers to give you even more opportunities to use your own initiative during lessons and to work independently.

You can all help by continuing to work hard to meet the targets set for you.

With best wishes,

John Earish Lead Inspector