

# Brian Evans

## Inspection report

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<b>Unique Reference Number</b>	102005
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	335818
<b>Inspection dates</b>	26–27 November 2009
<b>Reporting inspector</b>	Brian Evans

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	266
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Drinkwater
<b>Headteacher</b>	Mrs Nina Saunders
<b>Date of previous school inspection</b>	1 October 2006
<b>School address</b>	Brick Lane Enfield Middlesex EN1 3PU
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<b>Email address</b>	headteacher@suffolks.enfield.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. In total, 13 lessons were observed. Inspectors observed the school's work and pupils at play. They looked at documentation including pupils' books, the school's data on pupils' progress, the school improvement plan and records of the school's monitoring of teaching and learning. The school's arrangements for safeguarding and protection of pupils, policies and procedures for promoting equality and countering discrimination, and 47 parental questionnaire responses were evaluated. Informal discussions with staff, pupils and parents also contributed to the evidence gained.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of safeguarding procedures
- strategies for improving pupils' performance in literacy and numeracy
- the impact of assessment on pupils' independent learning skills
- how well leaders and managers at all levels understand the school's strengths and weaknesses and help it to improve
- monitoring and recording progress in the Early Years Foundation Stage.

## Information about the school

Suffolks Primary School is an average-sized school. The headteacher has been in post for two years. Pupils come from a very wide range of ethnic backgrounds. A high proportion of pupils have English as an additional language and a higher than average number receive free school meals. A high number of pupils have special educational needs and/or disabilities. The majority have specific learning or emotional and behavioural needs. In Years 3 to 6, around eight pupils with a statement of special educational needs for complex speech and language/developmental difficulties are admitted on roll in order to attend the specialist Speech and Language Unit on site. The proportion of pupils leaving or joining the school at times other than at the start of the school year is above average. Early Years Foundation Stage provision is provided in the Nursery and Reception classes. Among a number of awards in the past year the school has Healthy School status and the Inclusion Quality Mark. An independent after-school club is run each weekday.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Suffolks Primary School provides a satisfactory education for its pupils. Children enter the Nursery with basic skills that are well below those typically expected for their age. Attainment is below average at the end of Year 6 but average when allowance is made for pupils who are admitted late into the Speech and Language Resource Base in Years 3 to 6. The overall three-year added value outcomes for pupils' progress from Key Stage 1 to 2 show satisfactory progress for English and mathematics. Most targets were met in 2009. Pupils make satisfactory but uneven progress through the school. There are inconsistencies between year groups in the quality of pupils' learning because teachers vary in how well they use the good tracking and assessment systems to meet individual learning needs.

The key priority in the development plan is rightly to continue to improve literacy and numeracy throughout the school. There is evidence from pupils' books and from displays around the school that standards are slowly rising. Over a five-year period, the figures show a small rising trend in attainment. The school recognises that the main focus in literacy has now to be on improving pupils' extended writing. Issues identified in the last inspection about mathematics and science and on providing for the needs of pupils who have English as an additional language are being tackled effectively.

Good leadership and management over the past two years are underpinned by the clear leadership and vision of the headteacher. She is supported enthusiastically by her senior team and teaching and support staff who are all determined to raise standards further. Her priority has been to remove barriers to learning for pupils by implementing a twofold strategy. First, to improve teaching through careful monitoring, coaching and support for teachers. Second, to develop the literacy and numeracy programmes within the curriculum which enable pupils to apply their basic skills effectively. This strategy is developing well and thus the school's capacity for sustained improvement is good under the leadership of the new headteacher and her senior leadership team.

Most pupils feel valued, safe and enjoy school. They take an active interest in their classwork and contribute well to discussions. Pupils take on responsibilities eagerly as, for example, by helping others as 'buddies' or 'play leaders'. Teachers and support staff work very effectively as a team to provide good support for pupils with additional learning needs. Equality of opportunity is promoted well and gaps between different groups are closing. Pupils make good gains in their personal growth because of the good provision for their spiritual, moral, social and cultural development. Pupils receive good care, guidance and support. They are well aware of the importance of a healthy lifestyle and staying safe. The school's learning mentor and the parent support adviser work well with families and their children in partnership with external agencies and the

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local community. Through persistent work with families attendance continues to be at the national average for primary schools. Governance is satisfactory. This is because some projects are at an early stage as, for example, working with the school in evaluating the impact of the action plan in promoting community cohesion beyond the school and local community. Overall, the school's partnership with parents is good.

**What does the school need to do to improve further?**

- Remove inconsistencies in the quality of teaching by ensuring all teachers use assessment data in planning lessons to meet the variety of pupils' needs and so provide them with more challenging targets.
- Improve extended writing skills by giving pupils more opportunities for writing across the curriculum.
- Evaluate the impact of the school's community cohesion action plan.

**Outcomes for individuals and groups of pupils****3**

In lessons, pupils of all capabilities acquire new knowledge and skills at a satisfactory rate. The school's focus on literacy and numeracy is slowly raising the level of basic skills. After careful review, teachers are now placing a greater emphasis on raising expectations in English and mathematics by focusing on extended writing skills and on challenging an individual pupil's mathematical thinking. Achievement in science has improved significantly since the last inspection. Pupils with learning difficulties and emotional needs make good progress because their needs are met well by a range of adults and specialist support. Pupils respond well in class and behaviour is generally good both in and out of the classroom.

Pupils make good gains in their personal development. All groups of pupils including those with special educational needs and/or disabilities work and play well with each other. Respect by all adults and pupils for one another are good. Policies on anti-bullying and race equality are implemented well. There is an independent counselling service available in the school for boys and girls to turn to if they have a problem or if teachers feel that a referral is necessary. Sport plays a large part in pupils' lives and all pupils are well aware of what contributes a healthy lifestyle and diet. Older pupils take full advantage of opportunities to take up posts of responsibility in the school community whether it is through the school council or, for example, as role models for younger pupils as 'buddies' or trained Young Sports Leaders. A number of events with the Enfield Business Partnership help them to understand aspects of the world outside school as, for example, in setting up a school post office network.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is satisfactory overall but varies from outstanding to satisfactory. The headteacher and senior managers have a good coaching and professional development programme in place which is gradually helping all teachers to improve their practice. In an outstanding practical science lesson, Year 5 pupils made excellent progress in understanding the differences between soil types. The topic both challenged and enthused pupils and the lesson moved at a cracking pace. With the teacher's further encouragement, they improved their understanding and produced work of real quality. The use of assessment data in planning to meet individual needs is not yet used skilfully enough in all lessons. Opportunities to focus on the next appropriate stage of learning for an individual pupil are sometimes missed. At times, a minority of pupils feel that they are reinforcing their learning rather than acquiring new skills and become bored. Most pupils with special educational needs and/or disabilities make good progress because the work is well matched to their needs. It is underpinned by a good range of resources which promotes good learning opportunities.

The creative curriculum builds on progress being made in developing pupils' basic skills. Displays on Ancient Greece and Rome illustrate well some of the topics covered. The creative arts and sport reflect well the cultural backgrounds of pupils. Many pupils take advantage of the good range of clubs and all enjoy numerous visits to theatres and workshops and visitors to school that make learning meaningful. It includes residential experience for older children. Information and communication technology is integrated well into the afternoon topic-based curriculum. The learning mentor, parent support adviser and the counselling service play a crucial role alongside teachers in providing

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good care, guidance and support. Pupils with special educational needs and/or disabilities are identified early and given good additional support where appropriate. Good assistance is in place for pupils who speak English as an additional language. Staff in the Speech and Language resource base respond well to the needs of pupils with specific learning difficulties. There is a positive atmosphere in the unit.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Since her appointment, the headteacher has been effective in building on the strengths of her staff so that all share in the running of the school. A good senior leadership team is developing well and is continuing to raise achievement levels. The good tracking and assessment of pupils' progress is analysed well to identify and bridge gaps in pupils' learning. Senior and middle managers have identified where there are weaknesses in the use of assessment information. They are currently working alongside teachers to share the best practice in using this information effectively in all classrooms.

Governors and all leaders promote equality of opportunity and celebrate diversity both in and out of school. A community project serves the needs of pre-school Nursery and Reception children who need to develop their communication and social skills. It is too early to judge the impact of the school's action plan for community cohesion, which is set in the wider regional and international community. Close attention is paid to ensuring that good safeguarding procedures are in place and that statutory duties are reviewed regularly and meet requirements. Clear documentation, risk assessments and detailed records ensure that the children are cared for well. Policies and procedures and their impact are updated regularly to ensure that they reflect the best practice and are followed consistently by staff. Professional support and in-service training days are linked closely to the school's development plan and regularly used to raise awareness on child protection and teaching and curriculum issues. The chair of governors and the governing body are closely involved with the senior team and local authority in planning the expansion of the school and all governors are being trained in understanding data and assessment so that they can hold the school more accountable for the standards achieved.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Nursery with skills that are well below those typically expected for their age and most leave at the end of Reception with knowledge and skills which are just below average. In the Nursery, children settle quickly and enthusiastically enjoy a wide range of well-planned activities. They move between indoors and outdoors and are encouraged by adults to develop independence. These include, for example, rolling modeling clay, using the sensory table linked to storytelling and cutting out. Children enter confidently into the daily routines. Friendships are developing well and children are starting to play imaginatively in pairs and sometimes larger groups. Good assessment notes are kept on children which are linked to Early Years Foundation Stage records.

The quality of provision is good. Children make good progress in their learning and development because the staff in the Nursery and in Reception classes work closely together and with parents to provide high levels of care. There is a good partnership with other agencies which enables the setting to meet the needs of the individual child. Children are safe and secure and have a stimulating spread of play experiences and activities. One lesson in the reception area started with music and movement which was both inclusive and engaging. In another, the teacher sought to 'create magic' in the tale of the three little pigs by the use of puppets and a lively story telling style. Her use of open questioning encouraged children to develop their own ideas.

The Early Years Foundation Stage leader and her team are building a good knowledge of the children in their care. They work effectively as a team, tracking individuals, identifying learning needs and ensuring that their interventions support good progress.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

In their responses, the majority of parents and carers were positive about the school and its impact on their children's well-being. The quality of care and support for pupils who have specific learning or emotional needs was highly praised by parents and carers. Some parents have concerns about behaviour and its impact on pupils' progress. Parents' and carers' views generally reflect the inspection findings apart from pupils' behaviour which inspectors found to be good.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Suffolks Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	55	18	38	2	4	0	0
The school keeps my child safe	17	36	28	60	2	4	0	0
The school informs me about my child's progress	19	40	24	51	1	2	0	0
My child is making enough progress at this school	16	34	24	51	4	9	0	0
The teaching is good at this school	17	36	23	49	2	4	0	0
The school helps me to support my child's learning	17	36	22	47	6	15	3	6
The school helps my child to have a healthy lifestyle	16	34	27	57	3	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	36	21	45	1	2	0	0
The school meets my child's particular needs	16	34	23	49	1	2	0	0
The school deals effectively with unacceptable behaviour	15	32	21	45	4	9	3	6
The school takes account of my suggestions and concerns	16	34	23	49	4	9	0	0
The school is led and managed effectively	19	40	18	38	1	2	0	0
Overall, I am happy with my child's experience at this school	17	35	24	51	2	4	3	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 November 2009

Dear Pupils

Inspection of Suffolks Primary School, Enfield EN1 3PU

Thank you very much to all of you who spoke to us in lessons, around the school and in the special meetings we had. Yours is a satisfactory school with a number of good features. You are a very friendly multi-ethnic community. These are some of the other things that we found:

- All the adults in school work hard to care for you and ensure you are safe.
- You enjoy learning. We liked the displays around the school such as the work on Ancient Greece and Rome.
- A very high proportion of you have a healthy lifestyle and take part in so many different activities during lunchtime and after school. You gave us a great many examples of your contributions to sport and in the community.
- You help one another as, for example, when older pupils help younger ones in the playground as buddies or play leaders.

Your headteacher and her staff are determined to make Suffolks a good school. We discussed with them the most important things they need to do and we have said that they should:

- improve your writing by giving you more opportunities to write in different subjects
- challenge you to achieve your best work
- understand more about other communities in this country and abroad.

They will need your help to do these things which we are very sure you will give. Thank you again and good luck for the future.

Yours sincerely

Brian Evans

Lead Inspector

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