

# Worcesters Primary School

## Inspection report

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<b>Unique Reference Number</b>	102020
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	335824
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	Michael Merchant

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>	468
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Johnson-Proctor
<b>Headteacher</b>	Ann Cable
<b>Date of previous school inspection</b>	11 February 2010
<b>School address</b>	Goat Lane Enfield EN1 4UF
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors spent the large majority of their time looking at learning, they visited 21 lessons and observed 18 teachers. They held meetings with governors, staff and groups of pupils. Inspectors also talked to some parents and carers who were present at the start and finish of the school day. They observed the school's work, and looked at its improvement plan, data on pupils' progress, records of the monitoring of the quality of teaching, and a range of school policies. They also analysed questionnaires received from 94 parents and carers and 80 pupils.

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

- pupils' attainment and progress, particularly for lower-attaining pupils, boys and those pupils with special educational needs and/or disabilities
- how well the teaching takes account of the needs of groups and individuals, particularly boys and higher-attaining pupils and how well teachers help all pupils to improve their work
- how consistently teachers check the progress of different groups of pupils in each year group and how well they inform them about what they need to do to improve their work
- the effectiveness of school leaders in checking attainment, progress and teaching and fostering improvements in the outcomes for all pupils.

## Information about the school

The school is much larger than most other primary schools. Just under one third of all pupils are of White British heritage and there is a wide range of other heritages represented at the school, the largest being those of Black or Black British African origin and those from other White backgrounds. The proportion of pupils who speak English as an additional language is higher than is typically found and the number of pupils known to be eligible for free school meals is above average. Those pupils identified as having special educational needs and/or disabilities, mainly behavioural, emotional and social needs, is above average. The number of pupils with a statement of educational needs is close to that typically found.

**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?**

**4**

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

**4**

## Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the leadership and management of the school.

Although the school is providing an acceptable standard of education, the overall effectiveness of the school is inadequate because the persons responsible for leading, managing and governing the school are not demonstrating the capacity to secure the necessary improvement. School leaders have not addressed the school's weaknesses, particularly the decline in pupils' progress in Key Stage 2 over the past three years, with sufficient urgency. There has been too little tangible impact of their actions on pupil outcomes and there has been insufficient progress since the last inspection. Many aspects of the school's self-evaluation are over-generous and are not well founded on careful analyses of school performance. School governors, whilst being supportive of the school, have not held the school to account for its work and have an unrealistic picture of pupils' progress. Middle-leaders are enthusiastic and fully understand their roles, although their responsibilities have not been developed well enough for them to be fully accountable for attainment and progress in their respective areas.

Pupils are happy in this caring school. Parents are very supportive, and even those who have some criticisms recognise that their children love coming to school. As a result, pupils enjoy learning and are eager to participate in all activities. A very positive atmosphere permeates the school, relationships are strong, behaviour is good and pupils have a high regard both for their classmates and for the adults who work with them. However, since the last inspection, pupils' attainment and the rate of progress they make have both declined and teaching throughout the school is less effective than it was.

Children start in Nursery with skills and abilities that are below those expected for their age. They make good progress in most areas of learning and, at the end of Reception, work securely within most of their early learning goals. Pupils continue to make good progress in reading, writing and mathematics in Years 1 and 2, but their progress slows considerably as they move through Key Stage 2. Currently, pupils' achievement is satisfactory, a considerable decline from the good progress all were making at the time of the last inspection. Boys and pupils with special educational needs and/or disabilities have not made the progress of which they are capable over the last two years. Inspectors found teaching to be satisfactory but there is still not enough good teaching to make up for lost ground. In particular, in many lessons:

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- pupils spend too much time listening to the teacher talk, with limited opportunities to work with each other or on their own
- the pace of learning is too slow and activities are not closely matched to the capabilities of different pupils
- the time at the end is not used well to check how well pupils have done, what they have learned and what they need to do to further improve.

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

- By February 2011, increase the rate of progress made by all groups of pupils in Key Stage 2 :
  - making sure that at the end of each lesson, pupils have a clear idea of what they have learnt, whether they have fulfilled their personal objectives and what they need to do to improve further.
- By October 2010, improve the quality of teaching and learning so that it is consistently good or better in the great majority of lessons by:
  - making sure that there is a sharper match between work set and the different abilities of pupils
  - giving pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class
  - making better use of time at the end of lessons so that pupils' learning is checked and consolidated more carefully
  - ensuring all lessons move at a fast enough pace.
- Increase the effectiveness of leadership by:
  - developing the role of self-evaluation as a key tool to promote school improvement
  - ensuring that the governing body have the skills and knowledge to be better able to hold school leaders to account
  - developing the role of subject leaders so that they become more accountable for pupils' attainment and progress in their respective areas.

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

All groups of pupils in Years 1 to 6, are making satisfactory progress. Strategies introduced to promote mathematics across all subjects and to support the development of problem-solving skills have been particularly effective. Attainment overall by Year 6 is just below average, much the same as when pupils joined the school. After a period in which the progress of boys, lower attaining pupils and those with special educational needs and/or disabilities had been inadequate, these pupils are now starting to show signs of better progress in mathematics and English. Pupils from the wide range of heritages at the school, those new to learning English and those who join the school other than at the usual times make similar progress to their peers.

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The quality of learning in the vast majority of lessons is now at least satisfactory and is good when teachers plan imaginative work meeting the needs of all in the class. For instance, in a particularly effective Year 6 literacy lesson, pupils worked with great enthusiasm in pairs when taken to the school playing fields to examine a 'mystery door'. They worked excitedly and productively to imagine what the door could be and to devise appropriate adjectives to describe and write about it.

Pupils greatly enjoy school, grow in confidence and develop positive attitudes to learning. Relationships are happy and harmonious and supported the calm and purposeful atmosphere observed by inspectors in all classes. In discussions, pupils are very clear about how to stay safe and have an excellent understanding of the importance of a healthy lifestyle. They enjoy being active and show this through their participation in activities at breaktimes and in clubs. Pupils from all backgrounds work and play together well and have a secure awareness of the different ways of life in other communities. Pupils develop good social and interpersonal skills. However, their broadly average attainment in English and mathematics means that they are only satisfactorily prepared for the next stages of their lives.

*These are the grades for pupils' outcomes*

<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	3
<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>1</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>3</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>

<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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## How effective is the provision?

The school’s strong emphasis on promoting pupils’ emotional well-being results in them feeling very safe, secure and well looked after. Close and watchful support for potentially vulnerable pupils and close partnerships with outside agencies ensure that the needs of these pupils are well met. Recent changes to the curriculum, for instance its ‘creative partnerships’ are beginning to have an impact on pupils’ motivation and enjoyment although they have not been in place long enough for them to have led to improvements in progress. The school ensures that learning is meaningful and fun because it carefully and imaginatively plans themes with strong links between subjects. In too many lessons, weaknesses in teaching prevent pupils’ progress from being good. Questions are not always used effectively to probe pupils’ understanding and pupils sometimes mark time because the work is too easy. Teachers sometimes talk too much which limits the time pupils are actively and independently learning, resulting in slower progress and less time for pupils to talk about what they have learnt. The pace of work in some lessons is pedestrian and opportunities are missed to encourage pupils to explain their ideas fully and so improve their language skills. Teachers do not always use the time at the end of lessons to check up on how well pupils have progressed with their learning and to identify any gaps. In the more effective lessons, pupils benefit from teachers who have high expectations for pupils’ learning. Here, pupils make good progress because teaching is lively and fun, tasks and concepts are clearly explained, and activities are carefully designed to challenge pupils to learn at a swift pace. Assessment procedures to check pupils’ progress have improved recently. Consequently, teachers are more aware of the progress different groups of pupils make, including those who need to make up lost ground. Pupils have targets in English and mathematics, but their knowledge of these is too variable. Pupils are at a very early stage of evaluating their own progress towards these targets.

*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?

School leaders have done too little to maintain and build upon the good outcomes and effective provision reported at the last inspection. Self-evaluation procedures are not rigorous enough in teasing out why some pupils do better than others. Senior managers and governors do not evaluate the implementation and effectiveness of whole-school

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strategies robustly enough to bring about improvements. Assessment information is not yet used rigorously enough by leaders to identify where progress is too slow so that any potential underachievement can be tackled quickly. The school monitors the quality of teaching regularly. However, it puts too strong a focus on what teachers do rather than how much pupils learn. Consequently, the quality of teaching and learning is not improving fast enough. Leaders have not communicated high expectations effectively enough to all staff to ensure that all have a shared sense of direction and feel part of a successful team.

There have been some successes. The school has made good progress at improving provision in the Nursery and Reception classes. The school is totally inclusive, and makes sure there is no discrimination on any grounds, so promoting equality for all pupils. However, the school is at an early stage of evaluating how well it fosters an understanding of others from different ethnic groups and cultures and so community cohesion is no more than satisfactory.

Middle-leaders are eager to take accountability for their respective areas but have too little responsibility for monitoring standards, learning and teaching. The governing body fulfils all legal requirements and gives good attention to the welfare of pupils and staff, with all safeguarding arrangements found to be effective at the time of the inspection. The governing body has been supportive of the school, but has not held leaders to account for the pupils’ declining attainment and progress.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>4</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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**



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

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Children really enjoy coming to school and parents are very appreciative of the good start that their children receive in the Early Years Foundation Stage. Staff have created a safe, attractive environment in which the needs of all children are well met. Teaching is good. Children make good progress from their starting points. This is because a team of well-qualified adults supports the children skilfully by asking focused questions to develop their understanding. There is a good balance of activities led by adults and those from which children can choose. Children are developing good social skills because they are making choices and fostering independence through working with others. All adults make observations of children and carefully assess their learning. However, this information is not always used rigorously enough to ensure that next steps in learning are sharply focused and the progress of different groups of children is not tracked or analysed well enough. The Early Years Foundation Stage leader provides good leadership to her team. She has a very secure understanding of the Early Years’ curriculum and constantly reviews her practice to ensure that all children receive good quality care and support.

*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**

The school and its headteacher clearly enjoy the confidence and support of those parents who returned the questionnaire. A number of individual comments reflected the good quality care, support and guidance given to pupils, particularly to those with special educational needs and/or disabilities. The inspectors agree with these views. A very small minority of parents raised concerns regarding instances of inappropriate behaviour. Inspectors found behaviour in class and around the school, during the inspection, to be consistently good.

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

Ofsted invited all the registered parents and carers of pupils registered at Worcesters 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 468 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	62	36	38	0	0	0	0
The school keeps my child safe	58	62	35	37	0	0	0	0
The school informs me about my child's progress	35	37	53	56	5	5	1	1
My child is making enough progress at this school	46	49	47	50	1	1	0	0
The teaching is good at this school	41	44	48	51	4	4	0	0
The school helps me to support my child's learning	34	36	54	57	3	3	0	0
The school helps my child to have a healthy lifestyle	27	29	53	56	2	2	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)	37	39	53	56	2	2	0	0
The school meets my child's particular needs	0	36	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	34	36	56	57	2	2	2	2
The school takes account of my suggestions and concerns	19	20	67	71	0	0	1	1
The school is led and managed effectively	41	44	51	54	1	1	1	1
Overall, I am happy with my child's experience at this school	54	57	38	40	0	0	1	1

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.**



12 February 2010

Dear Pupils

Inspection of Worcesters Primary School, Enfield EN1 4UF

Thank you for making us feel so welcome when we came to inspect your school. It was great to talk to you about the things you like best about school. We had the chance to talk to many of you and it was really pleasing to hear about how you feel safe and how much you enjoy school. Your behaviour is good, you get on well with each other and help your classmates if needed. We would like to thank your parents for filling in a form that gave us their views about the school.

Whilst these are some of the positive things, we think that the school is not doing as well as it used to and we have asked the headteacher, teachers and governors to make some improvements. Inspectors will visit the school in the next six months or so to check how well it is doing.

These are some of the things we have asked the school's leaders to do to make it better;

- make sure that far more of you make faster progress by checking that you all know just the right things to do to reach your targets
- ensure that the work planned for you in lessons is neither too easy nor too hard, and gives you opportunities to find things out for yourselves
- carefully watch the progress that you make in lessons and make sure that none of you fall behind
- help the school governors to play a bigger part in improving the school
- make sure that the teachers who are responsible for subjects check on how well you are taught and how well you are doing.

Mrs Cable, the staff and the governors want the school to continue to improve. You can all help too by making sure you work hard all the time and always do your best.

Thank you once again for being so helpful.

Yours sincerely

Michael Merchant

Lead inspector

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