

Keys Meadow Primary School

Inspection report

Unique Reference Number	133520
Local Authority	Enfield
Inspection number	341393
Inspection dates	22–23 September 2009
Reporting inspector	Glynis Bradley-Peat

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 of pupils on the school roll	443
Appropriate authority	The governing body
Chair	Adrian Croshaw
Headteacher	Lawrence Price
Date of previous school inspection	3 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with the headteacher, senior leadership team, teaching staff, governors and pupils. They observed the school's work, looked at documents including the school improvement plan, systems for tracking the pupils' progress, safeguarding documentation, school policies and 95 parental questionnaires.

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

- the reason for the apparent lack of improvement in mathematics attainment and progress, especially among girls
- why, if teaching is said to be good, the outcomes for learners are not better
- the strategies the school is using to combat poor attendance and what impact they are having
- the impact that changing personnel at a senior level has had on the capacity of leaders and managers' for sustained improvement.

Information about the school

Keys Meadow primary school is larger than average. It has grown steadily in numbers since it was opened in 2003. Currently, there is only one class in Year 6, but all other year groups have two classes. There is provision for the Early Years Foundation Stage for both Nursery and Reception classes.

The proportion of pupils from minority ethnic groups, and the numbers with English as an additional language, are much higher than usually found. The proportion of pupils who have special educational needs/and or disabilities is above average and fluctuates from year to year. In some year groups the percentage is high. The majority of these pupils have speech, language and communication difficulties. The proportion of pupils who join or leave the school at other than the usual times is high.

There is a breakfast club attended by a number of pupils each day. The school has gained a number of awards which reflect a commitment to promoting pupils' healthy lifestyles.

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?

2

The school's capacity for sustained improvement

2

Main findings

Keys Meadow provides a good standard of education and pupils enjoy attending. Pupil questionnaires are very positive and one pupil wrote, 'Keys Meadow is a brilliant school because every year we do something different, new and exciting.' In addition, pupils spoke highly of their teachers when talking to inspectors. They chatted about how teachers' patience and understanding gave them the confidence to learn. The children feel valued and as a result they behave well. The success of the school is also appreciated by the majority of parents who praise the school for its work. One parent articulated the views of a number and wrote 'She is progressing very well because she receives good encouragement and feedback from her teachers'.

The school's positive reputation in the local area and improving pupil outcomes are down to the tireless work of all staff who share the senior leadership team's ambitions for the future. Governors also contribute satisfactorily to the school's evaluation of its performance but they too readily accept the word of the headteacher and other leaders. They do not gather their own evidence about how the school is doing sufficiently well and this limits their ability to be good critical friends. Procedures to safeguard pupils' well-being, safety and health are good and all members of staff are well trained.

High expectations pervade the atmosphere in the school and there is a real 'can do' attitude. A key factor in the recent improvements has been good teamwork and the ability of senior leaders' to spot and put right weaknesses. This ensures that there is good capacity for further improvement. For example, the low attainment of pupils in mathematics, particularly girls, has been tackled robustly. New initiatives are now beginning to blossom and have an impact on pupils' learning. However, the school is aware that there is still work to be done to ensure that all pupils make consistently good progress and reach the levels of attainment of which they are capable. Historically, by the time pupils have left Year 6 their attainment has been well below average although lower in mathematics. Currently, there is a rising profile of attainment which is accelerating across many year groups. Progress has also increased and throughout much of the school is now good. This is also true for pupils who have special educational needs and/or disabilities. There has been sustained improvement in the Early Years Foundation Stage which means that, more recently, children have been leaving Reception with close to expected attainment. Progress across the older year groups is also speeding up but although this is the case the effects have yet to be fully translated into higher levels of attainment in Year 6. Despite a degree of change at senior management level because of a number of maternity leaves, the school's capacity to improve has not been affected. This is because the headteacher has ensured that leadership has been distributed well among all leaders and there has been good

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succession planning. Improving attendance is an issue yet to be resolved. Too many pupils are persistently absent and a high number of families continue to take their children away during school time on holidays despite the school's best efforts to dissuade them. When children are not in school, they cannot learn which adversely affects their achievement.

What does the school need to do to improve further?

- Raise attainment in mathematics across Years 1'6 by:
- providing more opportunities for pupils to learn independently and apply the skills they have learnt
- devising activities which engage and motivate pupils to learn more effectively.
- Improve attendance by:
- ensuring that rigorous systems are put into place to tackle persistent absence
- working more closely with the appropriate external agencies to support those families whose children do not attend school regularly.
- Improve the quality of governance by:
- agreeing and following through a programme of monitoring and evaluation
- ensuring that more governors develop their role as critical friend.

Outcomes for individuals and groups of pupils**2**

In every lesson observed pupils made at least satisfactory progress, and in many they made good progress. This was possible because pupils behaved well, were motivated and engaged and were keen to please. Although pupils respond well the majority of the time, there were momentary lapses where this was not the case. Sometimes pupils lose concentration when teachers talk for long periods of time in lessons. Learning objectives and outcome criteria enable pupils to understand what is expected of them. Pupils were observed talking about whether they had achieved their target in a 'flexi maths' lesson. Different groups of pupils are catered for well, particularly those pupils whose first language is not English. A small group were enjoying a card game with a teaching assistant where they had to identify everyday objects from a close-up of part of the object. The game ensured that all joined in and that pupils made good progress in using new vocabulary, improving their attainment in reading.

The school's strategies for monitoring and promoting attendance are satisfactory and have had some impact on attendance rates. It is further developing this by rewarding individuals and classes with the best attendance and has recently introduced a zero tolerance on holidays in term time. Despite the school's best efforts, attendance remains inadequate.

Spiritual, moral, social and cultural education is good. Pupils show respect for each other's faiths. Pupils share good relations with adults in the school and with each other. They understand what makes a healthy diet and the importance of taking regular exercise. However, there is still some way to go before pupils become ambassadors for health promotion. Pupils have the opportunity to make a positive contribution to the

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school community and say that their views are listened to and acted upon. Pupils enjoy taking on responsibilities as school councillors or playground buddies. One said, 'I love being a buddy because I like helping others'. They are aware of how to keep themselves safe. Pupils acquire a level of basic skills in reading, writing, mathematics and information and communication technology (ICT) that will contribute satisfactorily to their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils are enthusiastic and clearly enjoy their learning; they are keen to participate and demonstrate their skills. Teachers use new technology well to enhance lessons. Competent behaviour management and good relationships mean that pupils can learn in a calm classroom. Sometimes, however, teachers concentrate too much on their own teaching and do not take sufficient account of what they would like pupils to learn. Opportunities are sometimes missed for pupils to investigate and learn independently, or to discuss in pairs and groups. Good support is provided by teaching assistants who make a significant contribution to the learning of more vulnerable pupils and those who

¹ 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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have special educational needs. Tightly focused learning objectives and good use of success criteria ensure pupils know what is required of them. There is good quality marking and feedback, so that pupils know what they need to do to make their work better next time. Too often, there is too much teacher talk at the start of lessons.

One good feature the curriculum engenders is a belief in pupils that they can achieve if they try. A good range of learning experiences is provided for pupils of all ages and abilities. These contribute very well to pupil's enjoyment of school and to their good progress. The school's 'Futures curriculum' helps to develop links between subjects. This is helping pupils to see how skills gained in one subject can be used in others. Planning is themed into topics such 'roots' and 'my place in space'. Pupils also like the opportunities to learn about international and global issues through links made with several schools abroad. Pupils benefit from outdoor learning and visitors to school which bring learning to life. Pupils gained the opportunity to improve their writing when an author spent time with groups of children. This makes a good impact on achievement and attainment in English. Basic skills are boosted in mathematics with a new scheme and there is evidence to suggest that some aspects could be modified to be more fun in the early stages when concepts are introduced. Some self-review of the curriculum is underway as there is some overcrowding of timetabled work. A number of additional activities including sports, music and arts clubs, both before and after school, are good and well attended and help enrich the class-based learning activities.

Summary

There are excellent procedures to ensure pupils' welfare and well-being. Pupils are very pleased with the guidance and support that they receive. Staff are allocated according to expertise which maximises pupils' progress and learning. Outside agencies are employed well by the school and ensure that those vulnerable pupils who require support are well catered for.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Effective leadership and management ensure that the school checks on its performance accurately, identifying strengths and areas for development. Self-evaluation takes into account the views of parents and pupils through structured questionnaires, and engagement with parents is good. The school has generated a realistic set of priorities which are revisited regularly and tweaked. For example, the headteacher and deputy

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headteacher accept that the leadership and management of teaching could be strengthened by sharper lesson observations based more upon pupils' learning. Senior leaders also share the inspectors' view that aspects graded as good during the inspection have room for improvement.

Senior leaders all have high aspirations for the future of the school and this belief is cascaded down and shared among all groups of staff who speak highly of the headteacher. Governors support the school satisfactorily. They are conscientious in terms of recording meetings, fulfilling their statutory requirements and sub-committee organisation. However, their skills are less well developed across the whole governing body in terms of being 'critical friends'. Governors do not have a sufficiently independent role in monitoring and evaluating the work of the school.

Community cohesion is promoted well. Awareness within the school and locally are good and the strategies for raising awareness further are developing. Global awareness is good and has been built upon by the International School Award. A topic focus on global issues also ensures pupils have an understanding of diversity and culture. Equal opportunities are promoted well and there are only minor differences in outcomes. All staff have a clear role in tackling discrimination and they are proud that all groups of pupils achieve well.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage and their confidence grows as they move through the school. There have been many recent improvements

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which have made a good impact on the levels of attainment reached by the end of the Reception year. Children enter the Early Years Foundation Stage at levels well below those expected for their age. In the Nursery and Reception, parents are invited to 'play and stay' sessions which help children settle quickly into their new school. They feel safe and at ease with staff. Particular care is taken of vulnerable children. They receive extended visits and are introduced to school in a way that ensures there is no anxiety. Their confidence and self-esteem are enhanced at every opportunity and they make good progress in their learning such that they leave Reception with levels that are at or close to expected. However, there is some unevenness in attainment; mathematics is better than English and knowledge and understanding of the world is relatively low. There are very positive relationships between staff and children, and good behaviour is evident, as are good personal and social skills and an awareness of self and others' needs. Children enjoy their learning and they engage well in activities that are thoughtfully designed to meet their needs. The learning environment is very well organised, vibrant and interesting, with many displays that support and celebrate learning. Assessment of the progress children make is based on careful observations. Key workers have a good understanding of the needs of individuals, which contributes well towards children's good achievement. The curriculum covers all six areas of learning and offers a good balance of child- and adult-led activities. Leadership and management of the Early Years Foundation Stage are good. There is clear direction and good action planning. There is a consistency of approach and expectations, and good relationships are formed with parents, carers and other agencies.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

There was a good response to the Ofsted questionnaire for parents and carers. There were 95 replies. The majority of parents were happy with the education provided for their children. Parents were particularly pleased with the way the school cares for the children, making comments like, 'I am very fortunate that I have received very good support from my child's teacher'. The outstanding care provided by the school was confirmed during the inspection. A small number of responses pointed to some instances of bullying not being dealt with and behaviour in the school not being good. Inspection evidence showed this not to be substantiated. Although the children stated that there were a few instances of minor bullying, it was always dealt with well. They said they felt

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safe and happy in school. Behaviour in classrooms and around the school was found to be consistently good during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Keys Meadow 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 443 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	61	36	38	0	0	0	0
The school keeps my child safe	57	60	36	38	0	0	0	0
The school informs me about my child's progress	50	53	40	42	1	1	0	0
My child is making enough progress at this school	34	36	41	43	12	13	1	1
The teaching is good at this school	42	44	44	46	3	3	1	1
The school helps me to support my child's learning	43	45	40	42	6	6	1	1
The school helps my child to have a healthy lifestyle	47	49	40	42	4	4	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)	41	43	38	40	4	4	1	1
The school meets my child's particular needs	34	36	43	45	7	7	1	1
The school deals effectively with unacceptable behaviour	28	29	51	54	6	6	3	3
The school takes account of my suggestions and concerns	28	29	51	54	7	7	1	1
The school is led and managed effectively	39	41	47	49	2	2	1	1
Overall, I am happy with my child's experience at this school	52	55	37	39	1	1	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



24 September 2009

Dear Pupils

Inspection of Keys Meadow Primary School, Enfield, EN3 6FB

We enjoyed our visit to your school and thank you for the friendly way you spoke to us. We met groups of pupils and we were very interested in what you had to say. You told us about what you liked and enjoyed and why. This was very helpful when it was time to write the report.

We saw that you behave well in class and around the school and enjoy your lessons. You told us how important it is to eat wisely and to exercise to stay fit and healthy. You enjoy being monitors and buddies and taking responsibility around the school. This is highly commendable, well done '. You also told us about all the different clubs and activities you are involved in, they sound great fun!

Your teachers teach you well and work hard to plan interesting lessons. The headteacher and his team of senior managers also do a good job and have your best interests at heart. They care for you all very well indeed. We think Keys Meadow is a good school. This means it does lots of things well, but it also needs to make some improvements. The one that affects you most is the amount of school some of you miss. If you are ill, you and your parents cannot help it, but there are other times when some of you could have gone to school but your parents took you away on long holidays. Missing school stops you from learning, so perhaps some of you can persuade your parents to see that you miss as little time as possible. There are two other things that we have asked the school to do. We have asked that the headteacher makes sure that the levels that you reach in mathematics by the time you leave Keys Meadow are improved. This is called your attainment. Lastly we have asked that your school governors watch what is happening in school more closely so that they get to know first-hand what happens in your school. This helps them to have interesting discussions with your headteacher.

Yours faithfully

Glynis Bradley-Peat

Lead Inspector

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