

Prince of Wales Primary School

Inspection report

Unique Reference Number	102002
Local Authority	Enfield
Inspection number	355108
Inspection dates	15–16 September 2010
Reporting inspector	Madeleine Gerard

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Pauline Stone
Headteacher	Carmel Moore
Date of previous school inspection	18 September 2007
School address	Salisbury Road Enfield EN3 6HG
Telephone number	01992 762840
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Age group	3–11
Inspection dates	15–16 September 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 29 lessons, saw 17 teachers and held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at work in pupils' books, tracking data showing pupils' attainment and the progress they are making, the school's development plans and the 80 responses to the questionnaire received from parents and carers.

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

- how effectively the school tracks pupils' progress and uses assessment information to set targets and match work to all pupils' needs
- how consistently the school's provision ensures all pupils learn and progress well
- how successfully pupils develop their personal skills.

Information about the school

This is a much larger than the average sized primary school. The proportion of pupils with special educational needs and/or disabilities at the school is higher than average. Most of these pupils have moderate learning difficulties. Seventy five per cent of pupils are from minority ethnic backgrounds. The proportion of pupils speaking English as an additional language is much higher than average and a few are at an early stage of learning English. More pupils than average join and leave the school other than at the usual times and an additional class of Year 1 pupils started part way through last year. The school has achieved a number of nationally recognised awards, including the International Schools' Award. The school operates a breakfast club. The Children's Centre and the after school club which share the same site were inspected separately.

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

3

Main findings

Prince of Wales Primary School provides a satisfactory standard of education. It is a happy school where relationships are warm and friendly. The school's strengths are in the personal development of the pupils, the curriculum and the pastoral care that the pupils receive. This contributes considerably to pupils' positive attitudes to learning and their good behaviour in lessons and around the school. The curriculum ensures that pupils have a wide range of interesting work to do and promotes their good personal and social skills. Pupils appreciate the wide variety of enrichment activities and extra-curricular clubs that the school organises, including African drumming and dance, choir and Turkish saz (lute) playing. Visits to local places of interest are popular, including museums, art galleries and a residential visit to an adventure centre in Norfolk for pupils in Year 6. Pupils contribute well to the school community. They are keen to take on responsibility in the Fair Trade shop, for switching off lights and electrical equipment, and recording weekly broadcasts for the award-winning school radio. Pupils have a good awareness of how to keep themselves fit and healthy. The school has succeeded in achieving the Healthy School Award and the Active Mark.

Staff look after children well in the Early Years Foundation Stage and children get off to a sound start. Teaching through the rest of the school is generally satisfactory and enables pupils to make satisfactory gains in their learning. In some classes, pupils learn and progress well because teaching is good. The progress of pupils is regularly tracked. Some teachers' planning does not use assessment information well enough to ensure that pupils are always set suitably challenging tasks to make consistently good progress. In some lessons, expectations about what more able pupils can do are not always high enough and in other lessons, tasks are sometimes too challenging for pupils who find learning difficult. As a result, the pace of learning is not always as swift as it should be. The quality of marking and target setting is uneven. Some marking suggests how pupils can improve their work and in some classes pupils know their targets, but this is not consistent.

The school has a satisfactory understanding of its performance as a result of generally accurate self-evaluation. Leaders, managers and the governing body are involved in monitoring the quality of the school's work. Regular reviews of the curriculum, including opportunities for pupils to contribute their ideas to develop the curriculum, ensure that it meets their needs well and extends their interests. Monitoring and evaluation of planning, teaching and learning are not rigorous enough to ensure sustained

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improvements in the quality, consistency and rates of learning and progress. Consequently, the school has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Increase rates of learning and progress by:
 - ensuring teachers have a shared understanding of the challenge, pace and expectation required to ensure all pupils make consistently good progress
 - using information from assessments and marking to plan work that is consistently well matched to all pupils' needs in all classes.
- Sharpen the skills of leaders and managers at all levels, including governors, in monitoring and evaluating the school's work, particularly teaching and learning, and pupils' achievement, to secure swift improvements.

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

Children join the school with a range of skills and capabilities that are generally below those expected for their age. Rates of learning and progress are satisfactory. There are examples of good progress but this is not consistent. In an English lesson, pupils were successfully analysing the feelings and emotions of a character from a book they had been reading. Set in Africa in the eighteenth century, the book successfully engaged pupils' interest. Pupils made good progress because tasks were clearly explained and they were given opportunities to discuss their ideas together in pairs and to use a thesaurus (glossary). In a mathematics lesson when pupils were set very similar tasks to do, the learning and progress of more able pupils and those who find learning more difficult were only satisfactory. In another mathematics lesson, pupils were observed making satisfactory progress because the time spent listening to the teacher was too long. These inconsistencies mean that pupils' overall achievement and enjoyment in their learning is satisfactory rather than good. Attainment by the end of Year 6 is broadly average. Few pupils attain above average standards. Pupils with special educational needs and/or disabilities make satisfactory gains overall as a result of the support they receive in small withdrawal groups and targeted sessions outside the classroom. Pupils who are learning to speak English as an additional language receive individualised help with English and make satisfactory progress.

Opportunities to take part in music and drama performances develop pupils' self-confidence. The school choir performs regularly in the local community, for example at local hospitals and in well-known cultural centres. Pupils generously raise funds for a range of charities. They take an active interest in enhancing the local area and have written to the local council to secure improvements. Pupils are confident that adults will help them should any problems occur and have a good understanding of how to keep themselves safe.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers use effective approaches to encourage consistently good behaviour. Pupils' good social skills are promoted successfully through opportunities to discuss their learning in pairs and small groups. When teachers' explanations are not sufficiently clear, or when all groups of pupils are set similar tasks to do despite the range of pupils' abilities, or when they spend too long listening to the teacher, the rate of learning and progress is only satisfactory. While some additional adults are used well in lessons to contribute to pupils' learning and progress, teachers' planning does not always identify specifically what they should to support learning. Pupils who speak languages other than English at home are swiftly identified when they join the school and receive targeted support matched to their needs.

Close partnerships with local schools are used well to enhance the curriculum and pupils' personal skills. For example, pupils enjoy debating competitions with other schools and the class with the best attendance is rewarded with an afternoon of sporting activities at

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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a local secondary school. Enhancements to the way writing is taught, such as ensuring pupils have opportunities to write at length in a wide variety of different styles, as well as opportunities for pupils to develop their skills across a range of subjects, are helping to raise attainment in writing. However, there are fewer opportunities for pupils to make creative and practical use of their numeracy skills. Musical provision is a particular highlight. High quality artwork on display around the school reflects the school's success in achieving the Arts Mark gold award. All pupils in Years 5 and 6 play steel pans. Pupils in Years 3 to 6 learn either French or Spanish.

Pastoral care is good and contributes to pupils' security and self-confidence. The breakfast club ensures a calm and friendly start to the school day. Here, a variety of games promotes pupils' personal and social skills. Vulnerable pupils are well supported through links with a wide range of outside agencies and nurture groups for targeted pupils. The school works hard to promote regular attendance and good punctuality, although attendance is average.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher works closely with the deputy headteachers and, together with the staff, they form a united team. Leaders drive improvement and embed ambition soundly. However, expectations of teaching and priorities for improvement sometimes lack the rigour necessary to ensure that all pupils are appropriately challenged. Some aspects of the procedures for tracking pupils' progress are not sophisticated enough to secure the swiftest gains in learning for all groups of pupils. As a result, the school's work to tackle discrimination and promote equality is satisfactory overall. Safeguarding procedures are satisfactory. Record keeping is detailed, staff are appropriately trained and the school works closely with other agencies to reduce risk of harm. The school is currently seeking ways to make its procedures even more rigorous, for example in carrying out risk assessments. The governing body has successfully ensured that community cohesion is promoted well. Pupils have a good awareness of the local community. They have had opportunities to meet pupils from schools further afield in Cornwall and Hertfordshire. Links with schools outside the United Kingdom, for example in South Africa, Sicily and Spain, together with the school's work to achieve the International School's Award and visitors from schools abroad, ensure pupils develop a

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strong understanding of those who live in communities in different parts of the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Home visits made by staff before children join the school help them to settle quickly when they start at the school. Children work and play well together and are happy. In the Nursery, children were observed working cooperatively to build a house. Children in Reception shared gardening equipment and enjoyed raking up the recently mown grass in the outside space. Children take on responsibility for tidying up. Children in the Nursery who have only been at the school a short time were learning where to store equipment in the classroom. As a result of recent improvements, teachers in both Nursery and Reception plan activities that are closely linked to children's interests. For example, children in the Nursery were learning about spiders and singing songs about them as a result of finding a spider in the outside space. The use of the outside areas to develop literacy and numeracy skills is more limited. Some adults promote children's learning successfully through discussion and questioning, but this is not consistent. Although records of regular observations are kept, and children's progress is tracked through the Early Years Foundation Stage, assessment information is not always used to ensure children make swift gains in their learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A very small minority of parents and carers responded to the questionnaire. The overwhelming majority of those who responded to the questionnaire are happy with their child's experience of school and confirm that their children enjoy school. In the survey, the very large majority of parents and carers evaluate the work of the school positively and are confident that the school keeps their children safe. A very small minority felt that the school could do more to meet their children's particular needs and a few were unable to say whether the school prepares their children well for the next stage in their education. The inspection findings endorse the positive views of parents and carers regarding pupils' personal development, and judged the quality of teaching and pupils' academic outcomes to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Prince of Wales 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 450 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	70	23	29	0	0	0	0
The school keeps my child safe	48	60	32	40	0	0	0	0
The school informs me about my child's progress	43	54	33	41	2	3	0	0
My child is making enough progress at this school	37	46	38	48	1	1	0	0
The teaching is good at this school	46	58	32	40	0	0	0	0
The school helps me to support my child's learning	35	44	40	50	2	3	0	0
The school helps my child to have a healthy lifestyle	32	40	45	56	1	1	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)	33	41	35	44	1	1	0	0
The school meets my child's particular needs	34	43	36	45	4	5	1	1
The school deals effectively with unacceptable behaviour	31	39	40	50	0	0	0	0
The school takes account of my suggestions and concerns	32	40	41	51	3	4	0	0
The school is led and managed effectively	42	53	33	41	3	4	0	0
Overall, I am happy with my child's experience at this school	49	61	30	38	1	1	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



17 September 2010

Dear Pupils

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

Thank you for your very friendly welcome and for helping us when we visited your school recently. We really enjoyed our visit and were pleased to see how well you all get on together and how well behaved you are in lessons and around the school. This helps to make Prince of Wales Primary a happy place to be. We also enjoyed hearing about your radio station and the Fair Trade shop that you are organising. I am writing to tell you about the judgements that we reached. Prince of Wales Primary is a satisfactory school. You like school and enjoy all the interesting things you get to learn about. Although you are making satisfactory progress, many of you could do better. You particularly like the clubs and other activities that are organised for you. You are enthusiastic to take on responsibilities within the school and have a good understanding of how to keep yourselves fit, healthy and safe. All the adults work well together to take good care of you.

To make the school even better, we have asked the staff to make sure that all of you are set work that is at the right level of difficulty. All of you can help by telling your teachers if the work is too easy or too difficult. When teachers mark your work we have asked them to give you clear ideas about how you can make it even better. We have also asked the school to make even more checks on the work that it does in order to ensure everything is as good as possible.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gérard

Lead inspector

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