

Worcesters Primary School

Inspection report

Unique Reference Number	102020
Local Authority	Enfield
Inspection number	355112
Inspection dates	25–26 May 2011
Reporting inspector	Melanie Knowles HMI

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	468
Appropriate authority	The governing body
Chair	Martin Cocks
Headteacher	Karen Jaeggi
Date of previous school inspection	10–11 February 2010
School address	Goat Lane Enfield EN1 4UF
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Email address	office@worcesters.enfield.sch.uk

Age group	3–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Twenty three lessons were observed and 17 teachers were seen. Meetings were held with senior leaders, members of the governing body and pupils. Inspectors observed the school's work, and looked at relevant documentation including data on pupils' attainment, progress and attendance, evidence of the school's monitoring of its work and teachers' lesson plans. Inspectors considered 135 responses from parents and carers to the questionnaire issued during the inspection, as well as those completed by 98 pupils in Key Stage 2 and those by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's strategies in tackling areas of weakness and increasing the rate of pupils' progress, particularly in Key Stage 2.
- The quality of teaching and the challenge and pace in lessons across all classes.
- The effectiveness with which assessment is used to support learning.
- How well leaders and managers at all levels have built on the improvements identified in November 2010 and whether the impact of their actions demonstrates their capacity to sustain improvement.

Information about the school

Worcesters is larger than the average sized primary school with a 60-place Nursery. The proportion of pupils known to be eligible for free school meals is well above average. The school serves a diverse community, with two thirds of pupils coming from minority ethnic backgrounds, mainly Black British African, Asian, Caribbean and Turkish heritage. The proportion of pupils with special educational needs and/or disabilities has increased in recent years and is well above average. Most of these pupils have speech, language and communication difficulties. The proportion of pupils with a statement of special educational needs is slightly below average.

The school was led by an interim headteacher between Easter 2010 and January 2011. The present headteacher joined the school in February 2011 and the deputy headteacher started in April of this year.

When the school was last inspected in February 2010, it was given a notice to improve because its overall effectiveness was judged to be inadequate. This was because those leading and managing the school were not demonstrating the capacity to secure the necessary improvement.

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

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Worcesters Primary School is a satisfactory and improving school. The school is now settled after a period of instability. The new headteacher has acted robustly to accelerate the pace of development so that outcomes for pupils are now improving rapidly and there is a sense of confidence and optimism about the school's future. One member of staff, reflecting the views of many, wrote, 'I feel that the headteacher and deputy headteacher have brought both calmness and a feeling that they will lead the school on to greater things.' Pupils are happy and behave well, and staff work as a cohesive team to provide a good level of care, guidance and support for them. This helps pupils to feel very safe, valued and respected. Pupils have an excellent understanding of how to stay safe and are very aware of the risks posed by the internet. They say bullying is very rare, but they know what to do and to whom to go if problems arise.

Pupils' attainment at the end of Year 6 in 2010 showed a continuation of the decline that was reported during the previous inspection. However, actions initiated by the interim headteacher, and built upon by the new leadership team, have halted this trend. Teachers' assessments and work in pupils' books show that attainment has recovered to broadly average levels across the school. Pupils are making at least satisfactory progress in their learning and this is improving strongly in most year groups. Pupils in Year 6 have made particularly good progress since the start of the year because of carefully targeted and effective support programmes, and small-group teaching in mathematics.

The quality of teaching and learning is improving, but is not yet consistently good across the school. The support of other adults in the classroom is not consistently well focused. However, the weaknesses highlighted at the previous inspection, such as a slow pace to learning and too much teacher talk, have largely been addressed. The number of computers for learners' use is below average and pupils do not have enough opportunities to use information and communication technology (ICT) in lessons. Regular meetings to discuss each pupil's achievement have raised expectations about the amount of progress that pupils should be making. School leaders have correctly identified that these meetings do not yet have a sufficient focus on the specific actions that will be taken by teachers to secure accelerated

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progress for all pupils. The information provided by pupil tracking systems is being used to inform teachers' planning so that it meets the needs of most pupils, but teachers do not make effective use of group work in lessons to address pupils' targets or gaps in learning.

Leadership and management have improved since the previous inspection and are now satisfactory. The new headteacher and her recently appointed deputy headteacher are strong driving forces for improvement in the school. They have tackled the major weaknesses in teaching and are now beginning to turn their attention to developing a more exciting curriculum that matches the needs and interests of pupils more effectively. They are building the confidence and expertise of phase and curriculum leaders and have put a structured training programme in place. These middle leaders all have a clear sense of purpose and ambition and a good understanding of the school's strengths and weaknesses. They are rapidly developing the skills they need to be able to contribute fully to the drive for further improvement.

Governors have built their knowledge and skills so that they are able to understand the school's work and can hold school leaders to account. Some key governors visit the school regularly and are beginning to monitor its work. A policy for governors' visits is being developed and there are plans to set up a monitoring schedule that will involve more governors in evaluating the progress of the priorities in the school's plan.

Self-evaluation has improved significantly so that it is robust and accurate, but it does not yet involve all staff and parents and carers. School leaders, although new in post, have a very clear understanding of the strengths and weaknesses of the school and have produced a well-crafted school plan that has appropriate targets, actions and timescales. Systems for tracking pupils' progress have been improved. The achievements since the last inspection indicate that the school has satisfactory and rapidly improving capacity to sustain its development.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Continue to increase the proportion of good and outstanding teaching by:
 - ensuring that additional adults are deployed effectively in all lessons
 - developing the use of guided group work
 - sharing good practice across the school.
- Improve the effectiveness of pupil progress meetings so that:
 - teachers are clear about the strategies they will use in lessons to address underachievement
 - measurable outcomes and timescales for actions are agreed.

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- Develop the curriculum further so that it is relevant to all pupils and there is a clear progression in key skills across the school.
- Improve the school's provision for ICT by:
 - ensuring that more pupils are able to use computers in lessons
 - increasing opportunities to use ICT in other subjects.

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

When children start school in the Nursery, their skills and knowledge are generally below the levels typical for their age. They make good progress during the Early Years Foundation Stage, and most have reached the expected levels by the time they enter Year 1. Until very recently, children in the Early Years Foundation Stage made more progress in their learning than pupils in the rest of the school, but this picture is beginning to change. Pupils say they are enjoying their learning more and work in lessons and in books shows that most of them are now making at least satisfactory progress in English and mathematics. Achievement across the school is improving. Nevertheless, the school's tracking indicates that pupils are making more progress in reading and mathematics than in writing and there is more to be done to address variations in rates of progress between year groups.

A systematic review of intervention programmes to support pupils who have special educational needs and/or disabilities has led to better, and now satisfactory, progress for these pupils. Pupils whose circumstances may make them vulnerable and those who speak a home language other than English also make the expected progress in their learning. The school monitors the progress of all groups of pupils rigorously and identifies any underachievement that needs to be addressed. This has led to a narrowing of the gap between the achievement of boys and girls across the school.

The promotion of pupils' spiritual and moral development is good. These aspects of their personal development are well supported by the personal, social and health education curriculum, assemblies and a programme of school visits. Pupils contribute well to the local community and have opportunities to take on responsibilities. The school council is well established, but because of the size of the school, it is difficult for large numbers of pupils to have a strong voice in decisions relating to their learning. Pupils have a good understanding of how to live healthy lives, engage in plenty of exercise at playtimes and take advantage of the clubs on offer to them.

Pupils are developing some of the wider skills and personal qualities needed to equip them for the world of work. They can apply their skills in literacy and numeracy securely, although there are not yet enough opportunities to use ICT in lessons. They show that they can work purposefully on their own or in collaboration with others and they cooperate well in planning tasks and sharing resources. The Year 6 enterprise project has provided a good opportunity for pupils to learn about managing money and marketing. Levels of attendance are average and punctuality is satisfactory and improving.

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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	1
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?

There is an increased proportion of good teaching throughout the school, the pace of learning has improved and there is a better balance between teacher-directed and independent work in lessons. However, the quality of teaching and learning is not yet consistent across all year groups and in all subjects. The majority of teachers demonstrate good subject knowledge, are enthusiastic and have very positive relationships with their pupils. They make imaginative use of resources, including the interactive whiteboards, digital cameras and new technology, such as visualisers. For example, in a Year 1 class, the teacher used the visualiser to project a pupil's work on to the whiteboard to show how successful they had been in writing interesting sentences to describe a monster.

Teachers do not always allocate clear roles for the other adults working with them so that they can support pupils' learning and progress. Changes to the way teachers mark English and mathematics work mean that pupils are given clear indications as to whether they have met the learning intention of the lesson and what their next steps in learning are. This practice is particularly well developed in Year 6.

Rigorous moderation exercises and training for staff in assessment practices have increased the reliability of the assessment data that are gathered so that teachers now know the levels that their pupils are working at. The school recognises that a sharper use of assessment information in the classroom and refinements to teachers' planning would secure further improvements in pupils' achievement.

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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The school makes good use of specialist teachers in drama and singing to enhance the curriculum. However, the curriculum as a whole is not yet well developed to make it relevant to pupils and to ensure that it builds systematically on previous learning. Cross-curricular provision for numeracy and ICT is not well established and enrichment opportunities such as after-school clubs are limited in their variety.

Links with outside agencies enhance the good work the school does to ensure that all pupils, especially those whose circumstances may make them more vulnerable, are well cared for, guided and supported. Effective transition arrangements support children in the Nursery and Reception classes to settle quickly into school life and the learning mentor and parent support advisor play a key role in promoting the school’s caring ethos.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders, staff and governors share a determination to make Worcesters an exciting school that aims for the highest possible standards of attainment. The new headteacher and the deputy headteacher have acted quickly to prioritise areas for development and have rightly focused on improving the quality of teaching and learning and raising attainment in Year 6. They have been successful in improving the proportion of good teaching, but they are fully aware that there is more work to be done to ensure that provision is consistently good. They have introduced a rigorous monitoring schedule to check teachers’ planning, pupils’ books and the learning in lessons. Until recently, monitoring has only been carried out by senior leaders. However, middle leaders are now beginning to take a greater role in driving improvement.

Governance has improved since the previous inspection and is now satisfactory. Governors have quickly built a good relationship with the new headteacher based on a culture of openness and support. They are keen to develop their role in monitoring and evaluating the work of the school. They understand that there is a need to raise their profile among parents and carers and staff, and there are plans to develop their pages on the school’s website. Safeguarding is taken very seriously and the school has robust systems and procedures for child protection. All staff receive regular training in child protection.

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The school’s work to promote community cohesion is satisfactory. There are particularly strong links within the local community and work to improve pupils’ understanding of national and global diversity is continuing. The school itself is a very harmonious community and pupils from different backgrounds and ethnicities get on very well together. Policies and procedures ensure that equality of opportunity is promoted for all.

Relationships with parents and carers are positive and the school has plans to develop the role of the parent support adviser so that parents and carers can be more engaged with their children’s learning. The school works well with external agencies to secure effective support for those pupils that need it and has links with other local schools. It has made good use of support from the local authority to develop teachers’ subject knowledge and improve provision.

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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children’s skills when they join the Nursery are below the levels typically found of children of this age, particularly in terms of language and problem solving, reasoning and numeracy. Most children, including the increasing number entering the Nursery with little or no English, make good progress towards the early learning goals.

Provision across the Early Years Foundation Stage is good. Staff work closely together in supporting all children. Adults carry out regular assessments of children’s achievements so that work is well matched to their needs and abilities. Children from different backgrounds work and play together harmoniously. There is an interesting and engaging range of activities on offer which excite and motivate the children, such as pizza making in the Nursery. Most adults use skilful questioning to deepen

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children’s knowledge and understanding, and the teaching to promote the development of writing skills is particularly good. Children in the Reception classes are not afraid to have a go at writing and are able to use their skills in blending letter sounds to make plausible attempts at spelling simple words. Staff have a very high regard for children’s safety and well-being. Children are encouraged to make appropriate choices, make friends and develop their independence.

Leadership and management of the Early Years Foundation Stage are good. Monitoring is used to identify where provision could be better and adjustments are made which result in improved outcomes for children. For example, actions have been taken to enhance relationships with parents and work is planned to develop the classroom and outside learning environments.

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

The vast majority of parents and carers believe that their children enjoy school and that the school keeps their child safe. Most parents and carers also feel that teaching is good, that they are kept well informed about their children’s progress and that the school helps them to support their child’s learning. Although most parents and carers believe the school deals well with unacceptable behaviour, a few disagree. Inspectors saw good behaviour in lessons, around the school and at break times. A very large majority of pupils agreed that behaviour is good in school when they responded to their questionnaire. A few parents and carers feel that their children are not making enough progress. Inspectors found that pupils are making satisfactory progress and school leaders and managers are continuing their drive to improve this still further. Particularly positive comments from parents and carers include how approachable the staff are, how happy their children are at school and appreciation of the care their children receive.

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 135 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	82	61	51	38	2	1	0	0
The school keeps my child safe	70	52	62	46	1	1	0	0
The school informs me about my child's progress	52	39	74	55	8	6	0	0
My child is making enough progress at this school	40	30	80	59	13	10	1	1
The teaching is good at this school	48	36	79	59	6	4	1	1
The school helps me to support my child's learning	47	35	74	55	11	8	0	0
The school helps my child to have a healthy lifestyle	53	39	76	56	5	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	30	79	59	7	5	0	0
The school meets my child's particular needs	41	30	80	59	11	8	1	1
The school deals effectively with unacceptable behaviour	42	31	73	54	13	10	1	1
The school takes account of my suggestions and concerns	37	27	83	61	9	7	0	0
The school is led and managed effectively	42	31	77	57	7	5	0	0
Overall, I am happy with my child's experience at this school	63	47	66	49	5	4	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.

27 May 2011

Dear Pupils



Inspection of Worcesters Primary School, Enfield, EN1 4UF

Thank you for the help and the welcome that you gave me and the other inspectors when we visited your school recently. We really enjoyed hearing some of you gospel singing and seeing the displays of your work around the school. The inspection team found that your school has improved since its last inspection and it is now satisfactory. This is because those responsible for running the school are doing this well and the teaching is now better. As a result, your progress and achievement are satisfactory.

These are the things we found to be best about your school.

- You behave well and are polite and kind to each other.
- The staff at the school care for you well, and this helps you to feel very safe.
- You are keen to take on responsibility in school and help in the local community.
- You know how to live healthy lives and take part in lots of sporting activities.
- You come to school regularly and you are usually on time.

We have asked your school to do several important things to help it to become even better.

- Match the work teachers give you more carefully to your needs so that you can make better progress.
- Change the way it teaches different subjects so that you can see how your learning links together.
- Give you more opportunities to use computers and other technology in lessons.
- Make sure that the other adults in the classroom know what to do and make more use of group work to help you learn better.

It was a pleasure to visit your school. You can continue to help by working hard and making sure that you keep attending school every day. We wish you every success and happiness for the future.

Yours sincerely

Melanie Knowles
Her Majesty's Inspector

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