

Freezywater St George's CE VA Primary School

Hertford Road, Enfield, EN3 6NR

Inspection dates 10–11 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well from below average starting points. By the end of Year 6, they are ahead of most 11-year-olds in reading, writing and mathematics.
- Teaching is good and some is outstanding. In the majority of lessons, teachers set suitably demanding activities and pupils receive good written and verbal advice on how to improve further.
- Pupils from different groups, including disabled pupils and those with special educational needs, achieve well. Their needs are very well understood and skilled support is put in place early on.
- Pupils' behaviour, attitudes to learning and respect for each other are good. They are very proud of their school and actively contribute to the purposeful, positive atmosphere.
- School leaders, including governors, share a determination to ensure that the school continues to improve. Leaders have been successful in improving the quality of teaching and developing learning assistants to lead sessions. This has led to improved achievement, raising the standards of reading, writing and mathematics across the school.
- Children in the Reception class are well taught. They make good progress because teachers and adults place a strong emphasis on developing their skills, independence and enjoyment of learning early on.

It is not yet an outstanding school because:

- Pupils are not given enough opportunities to work independently or to use their initiative to drive their learning forward, hindering their rates of progress.
- The marking of pupils' work is not as high quality in all subjects as it is in literacy, so it is not always clear how pupils can improve.

Information about this inspection

- Inspectors observed 20 lessons, five jointly with the headteacher and deputy headteacher. In addition, they made a number of short visits to observe support and small-group sessions for pupils at risk of falling behind.
- Inspectors listened to pupils read and met with two different groups of pupils. They spoke with two school governors and representatives from the local authority and diocesan board. They also spoke to school staff, including senior and subject leaders.
- Inspectors noted the views of 18 parents and carers who responded to the online Parent View survey and spoke to those who were bringing their children to school.
- The inspection team reviewed the responses to 18 staff questionnaires completed during the inspection and looked at the school's own survey results.
- Inspectors observed the school's work and looked at a number of documents, including the school's information on pupils' current progress, planning documents, checks carried out by leaders on the school's effectiveness, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector

Additional Inspector

Michael Elson

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than most primary schools.
- The majority of the pupils are from minority ethnic groups and the proportion who speak English as an additional language is slightly above average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is average.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked after children, those known to be eligible for free school meals and pupils with a parent or carer in the armed forces, is also below average.
- The school now meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve standards even further by making sure that:
 - there are more opportunities for pupils to work independently in lessons and to use their own initiative to explore ideas and complete tasks
 - teachers across the school are as rigorous when marking all pupils' work as they are when marking writing, so that pupils are clear about exactly what they must do to improve further.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress through the school and by the end of Year 6 are reaching standards which are above average. School information and current work inspected indicate that pupils are on track to improve further in both key stages by the end of term.
- Pupils known to be eligible for free school meals achieve well across the school. Overall, pupils eligible for the pupil premium were behind their peers in school in reading by almost a term, in writing by a term and a half, and in mathematics by almost a year. They were ahead of their peers nationally in writing, slightly behind in reading and two and a half terms behind in mathematics. The gaps have closed considerably across the school and current Year 6 pupils are ahead of their peers in reading and writing and are only a term behind in mathematics because the extra funding is used very effectively to provide additional support in early morning English and mathematics sessions.
- Pupils' standard of reading has risen over recent years and reading is a great source of enjoyment, so that by the time they reach Year 6 they read at above average levels. Less-able pupils in Year 2 and Year 6 show a secure grasp of the principles of reading, and have benefited from having reading buddies and reading on a daily basis. The school has been particularly successful in the annual phonics (the sounds letters make) screening check.
- Writing standards are high and pupils relish the many opportunities to write at length in different subjects, taking great care and pride in presenting their penmanship. The most able attending the creative writing club extend their skills even further.
- In numeracy, a new approach to the teaching of mathematics has enabled pupils to quickly develop their understanding and apply this to problem solving and investigation work, which in turn contribute to raising their achievement.
- Disabled pupils and those who have special educational needs receive good quality support and achieve well as a result. Additional funding to provide specialised adult support for smaller groups has been highly effective in promoting these pupils' success.
- The achievement of pupils from minority ethnic groups is similar to that of other pupils. Those who speak English as an additional language also make good progress because the school identifies their language needs early on, and provides good support from learning assistants.
- Pupils achieve well because good and occasionally outstanding teaching leads to rapid progress. However not all pupils achieve at the highest levels because not all teaching really stretches their thinking, independence and ability to direct themselves to achieve the best they can.

The quality of teaching is good

- Teachers and learning assistants work closely and plan together well, carefully taking account of what pupils already know, understand and can do. This ensures that activities are suitably demanding for most pupils, engage their interest and motivate them well. Pupils frequently work in pairs or small groups, however teachers do not always create opportunities for them to work independently and use their initiative to tackle problems. This can limit progress because pupils are dependent on their teachers for next instructions.
- Teachers are very effective in linking activities with pupils' targets so that pupils can check they understand exactly what is expected of them and how they can achieve greater success. Pupils understand their targets for different subjects and check them when reviewing a piece of work. They have high motivation to achieve their best.
- Pupils are adept and confident in discussing aspects of literacy and Year 6 pupils willingly offer their views on how a piece of writing can be improved by adding oxymorons, powerful openers and evocative vocabulary.
- Homework is set regularly and pupils know exactly what is expected of them. They are happy with the amount and the level of their homework and understand how it helps them to continue

to achieve their very best and consolidate what they have learned. They value the opportunity to complete some of their homework using a popular, online mathematics program.

- Marking is good in most lessons and subjects, and in the best examples teachers encourage pupils to respond to marking comments and correct work. The marking of writing is of an exceptionally high quality and has led to rapid improvements in standards of writing. This shows teachers how well pupils understand. Nevertheless, this quality is not echoed across all subjects and pupils do not always know what they must do to improve further.

The behaviour and safety of pupils are good

- Parents, carers and staff who expressed an opinion agreed that behaviour in lessons and around school is good. Pupils are polite and generally well behaved, respond well in class, especially when teaching is good or better, and show positive attitudes to learning.
- Staff manage pupils' behaviour consistently well across the school and, added to the high regard which they show for pupils, this has contributed directly to the calm and positive atmosphere in the school. Behaviour is not yet outstanding because pupils do not always manage their own behaviour to a high enough standard without the need for adult intervention.
- There are few instances of bullying, and these are dealt with effectively by staff. Pupils understand risk and know about different types of bullying and how to keep themselves safe on the internet. Most are adapting well to the new behaviour policy and lunchtime reflection helps them to think about how they can modify their actions and avoid future conflict. There are few racist incidents and discrimination is not tolerated.
- Attendance has improved and is consistently above average because the school has been active in maintaining the high profile of attendance and informing families of the important link between attendance and achievement. The school uses the services of other professionals to tackle unauthorised absence and strengthen contact with families who struggle to ensure their children attend regularly.
- Pupils say that they feel very safe in school. If they have any concerns, they say that there are several adults who they can turn to for help and the 'worry box' if they need more privacy.

The leadership and management are good

- The headteacher and school leaders have successfully created a positive climate in school where pupils are keen and determined to succeed. Standards of reading, writing and mathematics have risen because leadership roles have evolved and strengthened and staff are given the time to plan and check pupils' work together. Staff are highly positive and praising of the leadership team.
- The school reviews all aspects of its work regularly and has developed good systems to check pupils' progress. Leaders act quickly to address any gaps and make sure that the pace of progress is not hampered. Plans to raise standards are linked directly to the checking of teaching and learning and pupils' progress.
- Leaders make sure that the way they check on teachers' and learning assistants' performance links directly to whole-school priorities, the impact on pupils' progress and, in turn, staff salaries. This has raised the quality of teaching and pupils' learning. Leadership is not yet outstanding because the quality of teaching over time, although improving, has not ensured that all pupils achieve their very best.
- Pupils enjoy the different subjects they study and many involve themselves in after-school clubs. Talented writers produce the school newspaper and pupil premium funding enables those who are eligible to participate in a wide range of activities and also provides free access for them. This has helped pupils to feel more settled and be more fully included in the life of the school, securing their good progress.
- Equal opportunities are rigorously promoted. No pupil, regardless of background or need, is denied access to anything the school has to offer.

- The local authority and the diocese have supported and challenged the school. They have contributed to improvements in the quality of teaching and learning over time by strengthening the roles of subject leaders. This has helped to raise the quality of English and mathematics.
- **The governance of the school:**
 - Governors are highly skilled and they have developed their capacity to be more challenging of school leaders in the pursuit of raising standards. They have a good understanding of information on pupils' progress, and use the very latest available to make comparisons with other schools. Governors are committed to enhancing their own skills and focused training lies at the heart of their continued development. Each month a different governor visits to check directly on key areas of the school's work and check the quality of teaching; this provides them with essential insights into the daily running of the school. They also ensure that financial resources are efficiently managed, including pupil premium funding, and how this has impacted on pupils' achievement. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They check that all aspects of safeguarding meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102031
Local authority	Enfield
Inspection number	413138

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	Chris Braxton-Jones
Headteacher	Annie Gaudencio
Date of previous school inspection	28 April 2009
Telephone number	01992 764737
Fax number	01992 850966
Email address	headteacher@freezywater-st-georges.enfield.sch.uk

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