

Inspection of an outstanding school: Enfield Heights Academy

Pitfield Way, Enfield Highway, Enfield, Middlesex EN3 5BY

Inspection dates:

16 and 17 November 2021

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils' pride and enjoyment at being part of the school are unmistakable. One pupil captured this well by telling **the inspector, 'You'll like it here, people are friendly'.**

Pupils know and understand the school's mission of 'to be a force for positive **change**'. It is **made explicit in learning and provides guidance for pupils' day**-to-day life. Pupils are proud of the artwork that they have all contributed to in the school hall, which showcases this mission.

Staff share leaders' vision that every pupil should have the opportunity to succeed academically and socially. Pupils learn particularly well in English and mathematics. This is because leaders and staff have clear expectations for what pupils need to know and remember. In other subjects, such as history, leaders and staff are not as clear about how pupils should develop knowledge over time.

Pupils said that behaviour is positive in lessons and at playtimes. Pupils respond in a thoughtful and calm way **to teachers' high expectations** for their behaviour. They are a credit to the school.

Pupils consider instances of bullying to be rare. They know that staff resolve any issues quickly. Pupils have a range of clubs, activities and visiting speakers to choose from. They said these help them follow their interests and learn new things.

What does the school do well and what does it need to do better?

Leaders and governors are ambitious for their pupils. All pupils learn a wide range of subjects as set out in the national curriculum. Pupils study subjects like computing, music

and art, alongside English and mathematics. Pupils generally achieve well. This is notable in English and mathematics, but their learning in other subjects is not so strong.

Curriculum plans in subjects such as English and mathematics set out clearly what pupils **should learn and when. They are designed to build up pupils' knowledge and skills.** However, plans in other subjects do not always do this. They do not have clear sequences of learning for teachers to follow. Leaders have not thought sharply enough about what exactly pupils need to know and remember. As a result, at times, pupils find it difficult to make links to their prior learning.

Leaders place much emphasis on ensuring that pupils become confident and fluent readers. The teaching of phonics begins as soon as children start in the Reception class. Staff follow a common approach to teaching phonics. Children enjoy reading books that are matched to the sounds that they know. Staff identify children who find reading difficult. They give additional support to help them catch up quickly.

Leaders and staff foster a love of reading across the school. Well-stocked library areas provide attractive spaces for pupils to become immersed in books. Older pupils are keen readers. They talk eloquently about their favourite authors.

Teachers check pupils' understanding well in English and mathematics. They identify gaps **in pupils' learning and** adapt subject planning in response. For example, in mathematics, staff have retaught previous learning on percentages. Some pupils had missed learning on this concept due to the COVID-19 pandemic. Staff worked with pupils to address common misconceptions. As a result, pupils are now confident in using percentages to solve mathematical problems.

In other **subjects, teachers do not routinely check pupils' understanding** as thoroughly. They do not find out if pupils have the essential knowledge to attempt new learning. Occasionally, staff give pupils work that they are not ready for. For example, in history, sometimes pupils struggle to complete tasks because they do not fully understand some important concepts.

The school's provision for pupils with special educational needs and/or disabilities (SEND) is strong. Staff carefully make adaptations in order to meet **pupils' needs. Positive** relationships between pupils and staff enable pupils with SEND to flourish.

Leaders provide experiences so that pupils can develop their interests and character. For example, pupils support charities and attend local community events. Pupils are taught about diversity and differences. This results in a calm, tolerant school environment. Opinions are respected and individuality is celebrated. Pupils know that their teachers expect them to behave well and work hard. They concentrate in lessons and are not disrupted by poor behaviour.

The trust provides leaders with challenge and support. This has helped to improve the curriculum and to train teaching staff. Leaders take staff well-being seriously. Staff are positive about how leaders at all levels support them. Staff particularly like the team

approach to overseeing different subjects and the regular planning meetings they have. They feel there is always someone to turn to for advice.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is of fundamental importance to everyone in the school. This helps to identify pupils who may be at risk. Leaders work well with families and other agencies. They secure effective support for pupils when it is needed.

Suitable approaches are in place for managing safe recruitment and allegations or **safeguarding concerns about staff. The trust checks that the school's safeguarding** documentation is of a high standard.

Pupils are taught how to stay safe through the curriculum. They learn how to look after their mental health and how to stay safe online. Pupils know who to talk to if they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans in some subjects are not as coherent and well sequenced as those in English and mathematics. Leaders have not identified precisely what pupils need to know and remember. As a result, pupils do not build the knowledge and skills they need as effectively. Leaders should ensure that curriculum plans are carefully designed and sequenced in all subjects.
- On occasion, staff do not check that pupils have understood previously taught subject content before moving on to new concepts. This means that, at times, pupils are not prepared fully for some activities. They do not have the essential knowledge they need to complete more complex tasks. Leaders should ensure that staff focus sharply on checking what pupils know and can do across the curriculum.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be outstanding in April 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138381
Local authority	Enfield
Inspection number	10206478
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	Board of trustees
Chair of trustees	Donald Graham
Headteacher	Jade-Simone Bacon
Website	www.chat-edu.org.uk
Date of previous inspection	20 and 21 April 2016, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, the school has increased its capacity to include a full key stage 2. There is one class in each year group from Reception to Year 6.
- The headteacher has been in post since September 2019.
- The school is one of three primary schools in the North Star Community Trust.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with senior leaders, teaching staff and some support staff. The inspector met with the chief executive officer and a representative from the board of trustees as well as members of the trust's central team for safeguarding and human resources.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils

about their learning and looked at samples of pupils' work. Other subjects were also considered.

- The inspector scrutinised a range of documents, **including leaders' evaluation of the school and priorities for improvement.**
- The inspector reviewed arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The inspector took account of the views of pupils, parents and staff, as gathered **through discussions and Ofsted's surveys.**

Inspection team

Michelle Thomas, lead inspector

Ofsted Inspector

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