School report

Inspection of Russet House School

11 Autumn Close, Enfield EN1 4JA

Inspection dates: 4 and 5 May, and 11 and 12 May 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	**Outstanding**

What is it like to attend this school?

Pupils are happy and flourish at this school. They attend regularly, learn in an atmosphere that is calm, and feel safe and secure. This is because pupils are well cared for by staff who enjoy working at the school. Leaders and staff strive to achieve the very best for pupils. Staff discuss bullying with pupils, so they are aware of what to look out for. Pupils behave well and bullying is rare.

Support for pupils in lessons is a consistent feature across the school. Pupils are grouped to ensure that the different learning 'pathways' they are on meet their individual education, social and communication needs. The curriculum is adapted accordingly, and they become increasingly confident learners over time. Pupils are taught to communicate effectively and practise the social skills they need to use daily.

Leaders provide a wide variety of activities and experiences to broaden and enhance learning, including visits to the recycling centre and garden centres.

Leaders make sure that there are strong links between school and home. Parents and carers are positive about the school. A typical comment from parents was, 'Russet House School is the best thing that happens in my life for me and my son. I'm very happy with school and with the teachers.'

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

The curriculum has been carefully structured to consider pupils' special educational needs and/or disabilities. Leaders have taken account of what pupils need to know and be able to do. Subject leaders recognise that the foundations for the school curriculum start in early years. Children in early years enjoy well-constructed activities that support their development. Pupils' learning covers a wide range of subjects and experiences. Teachers adapt activities effectively, in appropriately designed small steps.

Leaders keep parents well informed and involved in planning relevant targets informed by each pupil's education, health and care (EHC) plan. Parents see the progress their child is making. Most subject leaders are knowledgeable and provide support for staff. In English and mathematics, for example, they check that each step in the curriculum builds on what pupils already know. However, in some subjects, the ambition is less clear. Leaders have not identified precisely the key knowledge and curriculum content that pupils need to learn regardless of their needs. This prevents pupils from building their understanding over time.

Pupils try hard, and they are helped and supported to attempt new skills and activities. Adults are effective in supporting and encouraging pupils to learn. For example, pupils practise important life skills through visits to shops, public swimming baths and parks. Pupils learn to be tolerant of and respectful towards each other, as well as towards other cultures and beliefs in their wider community.

Leaders have prioritised the development of pupils' communication and reading skills. They have ensured that all staff are trained to skilfully and consistently use alternative means of communication, such as symbols and pictures, for those pupils who need it. The few pupils who are ready for phonics are not confident in their use. These pupils do not learn to read well because they are not taught in a consistent and systematic way.

Leaders have implemented changes to the ways in which staff check how well pupils are progressing. Much careful thought has gone into how, and when, it is best to use feedback to help pupils move forward in their learning. This is embedded in many subjects, but not all.

Staff consistently and skilfully manage pupils' emotions and resulting behaviours. Consequently, pupils can keep their concentration, begin to regulate their behaviour and learn well over time. This helps pupils to be ready for their next steps when leaving this school. Leaders plan carefully for pupils' transition to secondary education. When pupils leave, they are well prepared for the next stage of their education.

Leaders and governors are knowledgeable about the needs of pupils and staff. Staff feel well supported and their well-being is considered. Governors hold leaders to account for the quality of education and provision. Leaders' work is checked through established systems to ensure that governors have an accurate picture of what is done well and what needs further improvement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and their families well. They ensure that staff are well trained and informed about safeguarding. Staff look after pupils' welfare and pass on any concerns promptly. They are aware of pupils' specific vulnerabilities. Leaders and governors make regular checks of the school's safeguarding procedures. They respond rapidly and appropriately to safeguarding concerns.

Leaders have ensured that the curriculum is designed to help pupils know how to stay safe in different situations, including when online. Pupils know whom to go to if they have a concern. They know that their concerns will be taken seriously.

What does the school need to do to improve?

(Information for the school, and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of reviewing the curriculum in all subjects within their identified timescale. Leaders need to ensure

that the essential knowledge that pupils need to learn over time is set out in all subjects. For this reason, the transitional arrangements have been applied.

- The small proportion of pupils who are ready to learn phonics are not taught in a consistent, systematic way. This means that they do not learn to read as well as they could. Leaders need to ensure that staff are trained effectively to deliver a systematic phonics programme to this group of pupils.

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	130958
Local authority	Enfield
Inspection number	10211306
Type of school	Primary
School category	Community special
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	138
Appropriate authority	The governing body
Chair of governing body	Caroline Davies
Headteacher	Gilly Taylor
Website	www.russethouse.enfield.sch.uk
Date of previous inspection	31 January 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been appointed since the previous inspection.
- The school caters for pupils with autism spectrum disorder.
- The school does not make use of alternative off-site provision.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. Inspectors deemed the inspection a section 5 inspection under the same Act.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- This inspection began on 4 and 5 May 2022 as a section 8 inspection. Inspectors deemed the inspection a section 5 inspection and completed the on-site inspection activities on 11 and 12 May 2022.
- Inspectors met with the headteacher, the deputy headteacher and other senior leaders, a range of subject leaders and support staff, parents and pupils, and representatives of the governing body and the local authority.

- Inspectors carried out deep dives in reading, mathematics, personal, social, health and economic education, science and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors also considered music, history and geography, as well as individual pupil case studies, to gauge the quality of education provided. This included scrutiny of curriculum documents, pupils' personal targets and pupils' EHC plans. Inspectors visited lessons, talked to pupils and scrutinised their work.
- Inspectors analysed the single central record of checks on staff suitability and met with the designated safeguarding lead. They looked in detail at how safeguarding incidents are followed up. Inspectors also met with additional groups of staff to consider the impact of safeguarding training.
- Inspectors considered the responses to Ofsted's questionnaires for parents and for staff.

Inspection team

Francis Gonzalez, lead inspector (4 and 5 May)	Her Majesty's Inspector
Gary Pocock	Ofsted Inspector
Phil Garnham, lead inspector (11 and 12 May)	Ofsted Inspector

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