

# Capel Manor Primary School

URN: 101981 | Inspected: 09 December 2025

## Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

## Achievement

Expected standard

Pupils achieve well. They make progress steadily through the curriculum because they secure the key knowledge they need, particularly in reading and number. Most pupils reach standards in line with the national averages, including those pupils who are disadvantaged. Published outcomes show broadly typical attainment over time, with a clear improvement seen in phonics and early reading. Leaders are focused on increasing the proportion of pupils that reach the higher standard in reading at the end of key stage 2. Current work in books and lessons shows that pupils are using a rich vocabulary and applying what they have been taught accurately. Pupils with special educational needs and/or disabilities, and those pupils known to children's social care, progress appropriately from their starting points. Adaptations reduce barriers and help them access the same curriculum as their peers. By Year 6, pupils feel well prepared for secondary school and speak confidently about their next steps

## Curriculum and teaching

Expected standard

Leaders have a clear view of the curriculum and how well it is taught. They understand which aspects of teaching are working as intended and where practice needs further development. Their decisions are based on careful review. This has led to steady improvements, particularly in early reading, vocabulary and writing. The curriculum is broad and suitably ambitious. It is sequenced so that pupils revisit and build on what they have learned before across subjects, helping them to connect ideas and deepen their understanding over time. In English, leaders have increased the focus on vocabulary, spelling and early writing. Staff have the subject knowledge needed to teach the curriculum well. Leaders provide guidance through modelling, team discussions and regular training. This is helping to bring greater consistency. However, some variation remains in how well teachers check pupils' understanding and match tasks to pupils' needs. The early skills of reading, writing and mathematics are prioritised. Books are matched closely to pupils' understanding of phonics. Staff make thoughtful adaptations for pupils with special educational needs and/or disabilities and others who need additional support so that they can take part fully in lessons.

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## Early years

### Expected standard

Children settle well into the Reception Year. Staff know them well and build trusting relationships that help children settle quickly and to feel safe. Adults model language clearly and introduce new vocabulary naturally, repeating key words and narrating children's play. This consistent focus on communication and vocabulary supports children's confidence in speaking and listening.

The curriculum is organised so that children build knowledge step by step. This sets them up well for the move into Year 1. Staff check what children can do and adjust activities carefully, including for those children with special educational needs and/or disabilities. Children are encouraged to revisit early writing, counting and fine motor tasks, both indoors and outdoors, so they can practise and secure what they have been taught. Reading is prioritised. Reception children begin phonics straight away and follow a consistent routine. Books match the sounds they know, and adults give timely support when children need it. This helps children develop early confidence in blending and applying phonics in simple writing. Children's personal, social and emotional development is supported through calm reassurance and predictable routines. Staff help children to share, take turns and manage small disagreements. Parents and carers appreciate the regular communication and the opportunities to work alongside staff.

## Inclusion

### Strong standard

Leaders have created an inclusive culture. They identify pupils' needs quickly and with care. This includes disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and those known to children's social care. Staff know these pupils well and use detailed information to understand the barriers each pupil faces. Leaders reduce barriers to learning through purposeful adaptations. For example, staff help pupils build the language they need by pre-teaching key vocabulary, modelling sentence structures and breaking tasks into manageable steps. In lessons, adults guide pupils to regulate their emotions so that they can stay engaged. Pupils who need support with communication, receive targeted help to develop their confidence and clarity when speaking. Leaders monitor the progress of pupils with SEND closely. They check how well support is working and adjust provision when needed. Staff are well trained. They use a step-by-step approach to ensure that pupils' needs are met well. Leaders work with families and external professionals, including the local authority, to shape provision that meets pupils' wider needs. Leaders use pupil premium funding wisely to support pupils' academic progress and wellbeing. Pupils with additional needs are included fully in school life and learn alongside their peers. Expected standard

## Leadership and governance

### Expected standard

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Leaders have a clear and accurate understanding of the school's strengths and the areas that still need further work. Their priorities reflect the growing level of need in the community and the barriers many pupils face. Leaders review their actions with care. When support or interventions do not have the intended effect, they adjust them swiftly, drawing on advice from specialists. This includes work that has strengthened the school's approach to language, vocabulary and communication, which now runs through the curriculum and pastoral support. Governors know the school well. They ask direct, purposeful questions about staffing, curriculum decisions and the use of additional funding. Their scrutiny has supported leaders' work on early reading and contributed to greater consistency in this area. Governors carry out their statutory duties well. They keep a close watch on safeguarding, finance and the quality of provision for pupils who need the most help. Leaders work thoughtfully with a range of external services and experts, and contribute actively to local and wider school partnerships and professional networks. This has helped them refine their understanding of the links between language, disadvantage and achievement. Leaders use this outward-facing work to test, refine and strengthen their thinking, and it has shaped decisions about curriculum design, teaching approaches and the support offered to pupils with additional needs. This includes work related to curriculum moderation, staff training and safeguarding practice, which supports greater consistency and shared expectations. Staff development reflects this work. Coaching, mentoring and training that helps staff understand pupils' emotional needs, and how these affect learning, are shaping practice across the school. Leaders are mindful of teachers' workload. Throughout, leaders consistently act in pupils' best interests. Personal development and well-being Expected standard Pupils develop a secure understanding of themselves and others. They talk about fairness, kindness and respect with confidence. In assemblies and class discussions, pupils listen well and consider different viewpoints carefully. This helps them learn right from wrong and builds confidence when speaking in groups. Opportunities to meet local councillors and take part in community events help pupils to understand the world beyond school and to feel part of their community. Social skills are developed from the early years. Adults model calm language, turn-taking and simple conflict resolution. Older pupils use these same approaches when supporting younger ones at lunchtime or during clubs. Pupils learn about cultural diversity and fundamental British values through stories, celebrations and links with the wider community. Many can explain why it matters to treat others with respect. The personal development programme is well structured and age-appropriate. It teaches pupils how to stay healthy and safe, including online. Relationships and health education is taught with care, with clear messages about privacy, consent and managing worries. Staff adapt lessons thoughtfully for pupils who need extra help, including those with special educational needs and/or disabilities and those facing wider pressures, so that they can access the same learning. Pupils take on leadership roles, such as 'active play leaders' and 'reading champions', which help them learn responsibility and contribute positively to school life.

## What it's like to be a pupil at this school

Pupils enjoy coming to school and know that they are cared for. Staff greet families warmly each morning, creating a calm and orderly start to the day. Pupils move straight into purposeful routines, such as handwriting, number work or quiet reading. These familiar expectations help them settle quickly and feel safe. Pupils behave well in lessons. They listen carefully to their teachers and want to do their best. Pupils say that staff help them sort out worries and that they feel safe in school. Bullying is uncommon. When it does happen, pupils trust adults to deal with it promptly and fairly. Pupils enjoy their learning. They talk confidently about new vocabulary and like the challenge of ambitious texts. Younger pupils are keen to show how much their reading has improved. Those

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who find reading a challenge receive well-planned support so they can keep up with their peers. Older pupils take increasing ownership of their work and enjoy sharing their ideas. Pupils are proud of the school values including those of respect and kindness as well as the fundamental British values, such as democracy. They try to live up to these values in their day-to-day conduct. Some pupils have gaps in their learning. Some need help with speech and communication, others need support to manage their emotions or to stay focused. Staff know these different pupils well. They make thoughtful adaptations that help pupils take part in lessons alongside their classmates. This includes simple adjustments, such as enlarged text, and more targeted approaches, such as structured breaks to help pupils to regulate their emotions. Pupils feel that they belong. They enjoy roles such as junior leaders, team captains and sports ambassadors. These opportunities help pupils contribute to school life and to understand the importance of responsibility and service. Most pupils attend school regularly, but a small number need further support to improve their attendance so that they can benefit fully from everything the school offers.

## Next steps

- Leaders should ensure that more pupils reach the higher standard in reading by checking the impact of teaching and ensuring that higher attaining pupils are consistently and deliberately given texts and books that deepen and improve their reading, comprehension and vocabulary.
- Leaders should sustain the upward trend in attendance by continuing to analyse patterns closely, acting promptly where concerns arise, and working with families whose children are persistently absent.
- Leaders should improve pupils' foundational skills, including handwriting, by ensuring consistent practice and precise modelling across year groups so that all pupils build their fluency and accuracy over time.

## Attendance and behaviour

### Expected standard

Pupils' attendance is broadly in line with national figures and continues to improve. Leaders track patterns carefully and respond effectively when concerns arise. They work closely with families and draw on external agencies where appropriate. This has helped several pupils return to more regular attendance. However, persistent absence remains too high for some vulnerable pupils, including those with special educational needs and/or disabilities. Leaders have strengthened systems this year. This is beginning to show that measures such as mentoring are helping pupils attend more often. This work now needs to become embedded. Pupils behave well. Classrooms are calm and routines are understood, so pupils settle quickly and stay focused. Staff intervene early and with sensitivity when pupils lose concentration, helping them re-join learning without fuss. Pupils say that bullying is rare and addressed when it occurs. They understand the school's expectations and the values that guide behaviour. Staff make sensible adjustments for pupils with more complex needs so that they can participate alongside their peers.

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**For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:**

<https://whatschool.ai/en/school/capel-manor-primary-school-enfield>