

# St Michael's CofE Primary School

Address: Brigadier Hill, Enfield, EN2 0NB

Unique reference number (URN): 102034

## Inspection report: 30 June 2026

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Exceptional        |                                                                                   |
| Strong standard    |  |
| Expected standard  |                                                                                   |
| Needs attention    |                                                                                   |
| Urgent improvement |                                                                                   |

### 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.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Achievement

Strong standard ●

Pupils achieve highly throughout the school. Pupils' outcomes in national assessments show a clear pattern of above-average attainment in reading, writing and mathematics. Over time, the proportion of pupils reaching the expected standard and higher standards at the end of key stage 2 is significantly above national figures.

Pupils demonstrate secure knowledge, produce work of high quality and discuss their learning confidently. Improvements in pupils' phonics outcomes demonstrate leaders' success in strengthening early reading. This includes effective work to ensure that pupils who fall behind catch up quickly. Pupils also achieve well in mathematics. Leaders remain proactive in their work to strengthen achievement further. For example, they continue to develop opportunities for pupils to explain their mathematical thinking and apply their knowledge through reasoning and problem-solving.

Disadvantaged pupils and pupils with special educational needs and/or disabilities benefit from carefully targeted support that helps them to make clear progress from their starting points. Across the school, pupils develop the knowledge and skills needed for the next stage of education and are well prepared for future learning.

### Attendance and behaviour

Strong standard ●

Leaders place a firm emphasis on attendance. They work persistently with families to reduce barriers that prevent pupils from attending regularly. Attendance is monitored closely and leaders use detailed knowledge of pupils and their circumstances to provide tailored support where concerns arise. This includes close working with families, external agencies and external attendance services. Leaders continue to work intensively with a small number of pupils whose attendance is affected by complex and long-standing circumstances. This means that attendance continues to improve.

Pupils behave extremely well around the school. This is clear in their calm and orderly conduct in classrooms, at lunchtime, during transitions and throughout wider school activities. Behaviour expectations are understood by all and applied consistently by staff. Staff know pupils well and provide effective support when pupils need additional help to regulate their emotions or manage behaviour. Pupils treat one another with respect and consistently demonstrate positive attitudes towards learning. They understand what bullying is and say that any concerns are dealt with quickly. Warm and positive relationships between staff and pupils help to create a culture where pupils feel safe, supported and ready to learn.

### Curriculum and teaching

Strong standard ●

Leaders have developed an ambitious curriculum that reflects the school's high expectations for all pupils. Leaders review its effectiveness regularly through a range of approaches, including, for example, meetings and professional dialogue with staff. They make thoughtful adjustments to the curriculum in response to pupils' needs and the changing school context.

As well as their own ongoing evaluations, leaders also use pertinent research and external expertise to inform curriculum development.

Reading is prioritised across the school. Leaders have strengthened phonics provision further, including through the introduction of a new structured programme and extensive training and guidance for staff. Staff implement the programme consistently and provide timely support for pupils who need additional help. Reading, vocabulary development and opportunities to discuss high-quality texts are woven throughout the curriculum.

Teaching is characterised by clear routines, positive relationships and staff's secure subject knowledge. Teachers use questioning effectively, explain new learning clearly and make adaptations that help pupils access learning successfully. Staff, including those early in their careers, benefit from carefully targeted professional learning. This helps to ensure consistency in the effectiveness of teaching across year groups and subjects.

Pupils benefit from a curriculum enriched by meaningful experiences, including, for example, sustainability projects or opportunities to learn from visitors with specialist expertise. As a result, pupils are supported to make links between their learning and the wider world while developing secure knowledge across the curriculum

## Early years

Strong standard 

Children make a positive start to their education because leaders have created a welcoming and purposeful early years environment. Leaders and staff place clear importance on helping all children to settle in to school life quickly. For example, before children join, staff visit families at home to build positive and supportive relationships. This helps staff understand children's starting points and identify needs before children begin school. This also means that staff can put support in place for children quickly where required.

Communication, language and early reading are prioritised from the outset. Staff interact skilfully with children, extending vocabulary, modelling language and encouraging discussion, for example, through play and structured learning activities. Children are confident communicators and engage positively with staff and one another.

The curriculum is carefully designed and sequenced to develop knowledge across all areas of learning, maintaining a firm focus on readiness for Year 1. Leaders have strengthened phonics provision and ensured that children apply their developing knowledge in meaningful reading and writing activities. Assessment is used effectively to identify gaps in learning and adapt provision for children accordingly. The school's approach to early identification of special educational needs and/or disabilities is particularly effective in working out what barriers children may have and then reducing them over time.

Children are happy, confident and engaged learners. They develop independence, curiosity and positive attitudes towards learning. They are prepared well for the next stage of their education.

## **Inclusion**

**Strong standard** 

Leaders have established a culture where inclusion is central to the life of the school. They work effectively to enact their ambition for every pupil, regardless of need or circumstance, to participate fully in learning and in the wider opportunities available. Leaders and staff know pupils extremely well and identify any additional needs at an early stage. Information from families, staff and external professionals is used carefully to ensure that support for pupils is timely and effective.

Provision for pupils with special educational needs and/or disabilities, disadvantaged pupils and those facing other barriers to learning is thoughtfully planned and regularly reviewed. For example, leaders regularly bring together information about learning, attendance, behaviour and safeguarding to support their evaluation of the impact of support. Using this approach, leaders respond quickly when concerns emerge. Staff understand individual pupils' needs and use carefully considered adaptations that help pupils access the same ambitious curriculum as their peers.

To support a small number of pupils with their learning, the school has developed the 'Wow Room'. Through this provision, pupils receive targeted support to develop communication, independence and emotional regulation as well as support to be successful in their wider learning. Leaders work closely with families and external agencies, including to evaluate the impact of the school's work. Professional learning ensures that staff are confident in teaching and supporting pupils with any additional barriers. As a result, pupils whose circumstances make them vulnerable are supported well, barriers to learning are reduced and pupils participate fully in school life.

## **Leadership and governance**

**Strong standard** 

Leaders have established a clear vision centred on belonging, inclusion and high expectations. They understand the school's strengths and priorities well and use evidence intelligently to guide improvement. Leaders are reflective, ambitious and committed to ensuring that all pupils, particularly those who face barriers to learning or wellbeing, receive the support they need to succeed.

School improvement is carefully planned and informed by leaders' ongoing evaluation. Leaders actively seek external challenge and use recommendations from a range of external professionals, including school improvement partners and the diocese, to refine their work further. This has contributed to continuous improvements in areas such as reading, inclusion and early years provision. Leaders respond thoughtfully to the changing needs of their community and adapt school provision accordingly.

Professional development for staff is a significant strength. Staff at all stages of their careers benefit from high-quality guidance, support and evidence-informed training. Early career teachers speak highly of the support they receive and describe a culture where professional learning is valued and expertise is shared. Leaders also consider workload and wellbeing carefully, providing appropriate support while maintaining high expectations.

Governors know the school well and provide effective support and challenge. They scrutinise performance information, monitor safeguarding and inclusion closely and hold

leaders to account for the impact of school improvement work. Governors and leaders share a clear understanding of the school's priorities and work collaboratively to ensure that decisions are made in the best interests of pupils. As a result, pupils benefit from a school that is ambitious, reflective and continually seeking to improve.

## **Personal development and wellbeing**

**Strong standard** 

Leaders have designed a rich and carefully considered programme that supports pupils' wider development and reflects the school's values of love, respect and integrity. Pupils benefit from a broad range of experiences that help them to develop confidence, responsibility and a strong sense of belonging. Leaders actively monitor participation and work tenaciously to ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities access the same opportunities as their peers.

Pupils play an active role in the life of the school. They contribute, for example, through the school council, buddy systems, assemblies, environmental projects and a growing range of pupil-led initiatives. Pupils speak positively about their opportunities to take responsibility and influence aspects of school life. Pupils are also encouraged to share their talents and interests with others, for example, older pupils lead an art club for their younger peers. Pupils also benefit from taking part in a wide range of sporting opportunities, performances, educational visits and enrichment activities. Work to develop the school's '11 by 11' entitlement, a set of experiences that all pupils should have by the end of Year 6, reflects leaders' ambition to broaden pupils' experiences and aspirations before they leave the school.

The personal development curriculum helps pupils to understand healthy relationships, physical and mental health, democracy and rights and responsibilities. Pupils speak confidentially about fundamental British values, particularly democracy and the rule of law, and can explain how these are reflected in school life. They also securely understand how to keep themselves safe online and offline and know how to seek support when needed.

Pastoral provision is a particular strength. For example, strategies such as counselling, art therapy and other targeted work help pupils to develop resilience and emotional confidence. There are warm and respectful relationships throughout the school. Pupils demonstrate kindness, empathy and consideration for others, recognising the importance of fairness and inclusion. As a result, pupils are prepared well for life in modern Britain and contribute positively to their school community.

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

Pupils are proud to belong to this caring and inclusive school community. They benefit from warm relationships with staff, who know them well and support them to succeed. Pupils describe the school as a place where they feel safe, valued and listened to. They know that leaders and staff will help them if they have worries. Pupils trust staff to deal with concerns appropriately.

Pupils achieve well across the curriculum. The way that the school fosters pupils' reading development over time is a particular strength. Pupils talk enthusiastically and with notable joy about books, reading lessons and the texts that they share as a class. Children in the early years also get off to a strong start in their learning and develop both their knowledge and confidence. This prepares children well for the next stage of learning. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those facing other barriers to learning are supported effectively to access the same opportunities as their peers and achieve well.

The school is calm and purposeful. Pupils move sensibly around the site, engage positively in lessons and show respect for one another. They understand the school's expectations and values of love, respect and integrity. Pupils say that bullying is rare and are confident that staff would deal with any concerns quickly.

Pupils benefit from a rich range of wider experiences. They take part in a multitude of opportunities in leadership, sports, music and performance as well as educational visits. Pupils also benefit from and value opportunities to contribute to school life through activities such as school council, buddy roles and pupil-led clubs. These experiences help pupils to develop confidence, responsibility and an understanding of how to make a positive contribution to their community. As a result, pupils are well prepared for the next stage of their education and for life beyond school.

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## Next steps

- Leaders should continue to build on their existing approaches to supporting pupils to achieve the highest possible outcomes across subjects, including work to enhance pupils' mathematical problem-solving and reasoning.
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## About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The chair of the board of governors in this school is Juliette Doggett.

Inspection activities:

Inspectors spoke with the headteacher and other school leaders. Inspectors spoke with the chairs of governors and other members of the governing body. Inspectors also spoke to a representative of the local authority and the diocese.

The inspectors confirmed the following information about the school:

There has been a new headteacher since the previous inspection, who was appointed in September 2022.

The school has nursery provision for 3-year-olds.

The school offers a before- and after-school club for pupils who attend the school.

Headteacher: Jade-Simone Bacon

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### **Lead inspector:**

Adam Vincent, His Majesty's Inspector

### **Team inspectors:**

Rutinderjit Mahil-Pooni, Ofsted Inspector

Ruth Harding, Ofsted Inspector

Joel Sager, Ofsted Inspector

## **Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 30 June 2026

## **School and pupil context**

### **Total pupils**

**436**

Well above average

### **What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### **School capacity**

**450**

Above average

## What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

## Pupils eligible for free school meals (FSM)

**19.21%**

Close to average

## What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

## Pupils with an education, health and care (EHC) plan

**4.13%**

Close to average

## What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## Pupils with special educational needs (SEN) support

**5.96%**

Well below average

## What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## Location deprivation

**Close to average**

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

**What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

**All pupils' performance**

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 80%         | 61%              | Above                          |
| 2024/25 (final)       | 83%         | 62%              | Above                          |
| 2023/24 (final)       | 77%         | 61%              | Above                          |
| 2022/23 (final)       | 81%         | 60%              | Above                          |

**Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 89%         | 74%              | Above                          |
| 2024/25 (final)       | 94%         | 75%              | Above                          |
| 2023/24 (final)       | 87%         | 74%              | Above                          |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2022/23 (final) | 87%         | 73%              | Above                          |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 89%         | 72%              | Above                          |
| 2024/25 (final)       | 93%         | 72%              | Above                          |
| 2023/24 (final)       | 83%         | 72%              | Above                          |
| 2022/23 (final)       | 91%         | 71%              | Above                          |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 86%         | 73%              | Above                          |
| 2024/25 (final)       | 85%         | 74%              | Above                          |
| 2023/24 (final)       | 83%         | 73%              | Above                          |
| 2022/23 (final)       | 89%         | 73%              | Above                          |

### Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 60%         | 46%              | Above                          |
| 2024/25 (final)       | 62%         | 47%              | Above                          |
| 2023/24 (final)       | 55%         | 46%              | Close to average               |
| 2022/23 (final)       | 64%         | 44%              | Above                          |

**Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 77%         | 62%              | Above                          |
| 2024/25 (final)       | 85%         | 63%              | Above                          |
| 2023/24 (final)       | 73%         | 62%              | Close to average               |
| 2022/23 (final)       | 73%         | 60%              | Above                          |

**Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 74%         | 59%              | Above                          |
| 2024/25 (final)       | 77%         | 59%              | Above                          |
| 2023/24 (final)       | 64%         | 58%              | Close to average               |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2022/23 (final) | 82%         | 58%              | Above                          |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 63%         | 60%              | Close to average               |
| 2024/25 (final)       | 69%         | 61%              | Close to average               |
| 2023/24 (final)       | 55%         | 59%              | Close to average               |
| 2022/23 (final)       | 64%         | 59%              | Close to average               |

### Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 60%         | 68%                              | -8 pp                   |
| 2024/25 (final)       | 62%         | 69%                              | -8 pp                   |
| 2023/24 (final)       | 55%         | 67%                              | -13 pp                  |
| 2022/23 (final)       | 64%         | 66%                              | -3 pp                   |

**Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 77%         | 80%                              | -2 pp                   |
| 2024/25 (final)       | 85%         | 81%                              | 4 pp                    |
| 2023/24 (final)       | 73%         | 80%                              | -7 pp                   |
| 2022/23 (final)       | 73%         | 78%                              | -6 pp                   |

**Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 74%         | 78%                              | -3 pp                   |
| 2024/25 (final)       | 77%         | 78%                              | -1 pp                   |
| 2023/24 (final)       | 64%         | 78%                              | -14 pp                  |
| 2022/23 (final)       | 82%         | 77%                              | 4 pp                    |

**Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 63%         | 80%                              | -17 pp                  |
| 2024/25 (final)       | 69%         | 81%                              | -11 pp                  |
| 2023/24 (final)       | 55%         | 79%                              | -25 pp                  |
| 2022/23 (final)       | 64%         | 79%                              | -16 pp                  |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 4.4%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 3.8%        | 5.5%             | Below                          |
| 2022/23 (3 term) | 4.3%        | 5.9%             | Below                          |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 9.6%        | 13.0%            | Close to average               |
| 2023/24 (3 term) | 7.8%        | 14.6%            | Below                          |
| 2022/23 (3 term) | 7.1%        | 16.2%            | Below                          |

## Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### **Strong standard** ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

### **Expected standard** ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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