

Merryhills Primary School

Address: Bincote Road, Enfield, EN2 7RE

Unique reference number (URN): 150114

Inspection report: 22 September 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, including those who are disadvantaged, make very secure progress across the curriculum and achieve highly. This is reflected in pupils' consistently positive outcomes in national assessments, which have remained significantly above national averages over time. Outcomes in the phonics screening check are also consistently positive, with disadvantaged pupils achieving particularly well. In the early years, children form letters and numbers with increasing accuracy. Pupils' attainment in the Year 4 multiplication check is also high. Together, these outcomes show how effectively pupils acquire essential knowledge in reading, writing and mathematics.

Pupils with special educational needs and/or disabilities make secure progress. Leaders and staff identify gaps in learning quickly and provide well-targeted support, including for those with more complex needs. This helps pupils to achieve well from their individual starting points.

Pupils recall what they have learned with confidence, using subject-specific language. For example, pupils in Year 3 explain the concept of 'chronology' and draw on their previous learning about significant people across history. Pupils make meaningful connections between their learning and its relevance in the wider world, such as how mathematics supports them in their daily life. Pupils are well prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Leaders have a precise understanding of the factors that influence pupils' attendance. They use robust analysis of absence data and respond promptly to address any barriers. Overall attendance is positive, and persistent absence figures for some groups of pupils have notably reduced over time. The school promotes and celebrates positive attendance in many ways, such as in newsletters and in meetings with parents and carers. Support for families is put in place swiftly to ensure that rates of attendance remain positive.

Behaviour expectations are clear and pupils follow them consistently well. In classrooms, pupils are focused and attentive. They fully participate in activities and discuss learning maturely with each other. Pupils talk about the importance of the school's 'no name-calling' pledge and learning about celebrating diversity. These approaches help pupils to understand the impact of hurtful words, and they consistently treat each other with respect. They are clear that bullying is rare and that staff will deal with it comprehensively if it occurs. Playground rules provide clear guidance for pupils, and they routinely work together to sort out any friendship issues. Pupils' behaviour is very positive throughout the school, both during lessons and at social times.

Curriculum and teaching

Strong standard ●

Leaders have established an ambitious curriculum that enables pupils to build knowledge securely and deeply over time. A clear focus on reading, writing and mathematics helps

pupils to secure the important knowledge they need to access the curriculum with increasing depth across the school. Through their regular monitoring and evaluation, leaders make astute decisions about enhancements to the curriculum and teaching. This ensures that the curriculum meets the needs of pupils, including those with special educational needs and/or disabilities (SEND).

Teaching is consistently highly effective across the school. Clear explanations support pupils to learn what is intended. Embedded strategies, such as 'last, last', enable pupils to retrieve prior learning. Teaching routinely checks pupils' understanding and addresses misconceptions in the moment. Staff use checks on learning well. This supports pupils to understand how they can improve their learning as well as embed what they learn quickly and securely. A focus on language development supports pupils to widen their vocabulary and use words accurately in meaningful contexts. Pupils in Year 2, for example, understand that the word 'strong' can be a personal characteristic as well as a physical attribute.

Teaching is skilfully adapted to meet the needs of pupils with SEND and those who are disadvantaged. Where needed, pupils receive additional support, such as visual prompts, so that learning across the curriculum continues to be accessible and ambitious for all pupils.

Early years

Strong standard 

Leaders use their expert knowledge of the early years to develop a well-sequenced and purposeful curriculum. A clear focus on early reading, writing and mathematics ensures that children develop these essential skills quickly. Daily routines provide opportunities to develop and practise gross and fine motor skills, helping to strengthen key aspects of children's learning, such as pencil grip. Consistently effective phonics teaching also supports their reading development. Leaders and staff have an astute understanding of each child's individual progress. They use this information skilfully to focus and adapt teaching across the curriculum. As a result, children achieve highly.

Staff skilfully build children's language and vocabulary. In interactions with children, staff routinely use key vocabulary and encourage children to practise and use these words meaningfully in context. This supports children to explain their ideas and sustain conversations. The curriculum and teaching throughout the early years provide children with multiple opportunities to apply and extend what they know. Outdoors, for example, they work together to identify insects and use their phonics knowledge to record what they find.

Clear and consistent routines help children to feel safe and secure. Those with special educational needs and/or disabilities are sensitively supported by trusted staff in the early years team. Staff build positive relationships with parents and carers before children start at the school. They regularly share and celebrate progress. Children are fully prepared for their next steps in education.

Inclusion

Strong standard 

Leaders have developed an inclusive culture at the school, and pupils thrive as a result. Staff and leaders know pupils very well. Close and supportive relationships with families help staff to promptly identify pupils' needs and any barriers they may face. Leaders' highly effective partnerships with other professionals and external agencies help to ensure that

pupils consistently receive the support they need. The school's approaches to tracking and checking pupils' progress are rigorous and used with precision. This leads to meaningful guidance for staff on how best to support pupils with special educational needs and/or disabilities (SEND) or other barriers. Regular professional development for staff also ensures they are highly skilled to support pupils.

Pupils with SEND achieve alongside their peers through high-quality adaptive teaching that meets their needs. Where required, pupils benefit from more flexible approaches to learning. For instance, the school has also developed and put in place tailored provision for pupils with more complex additional needs. Alternative provision placements are used purposefully to support pupils' progress if specific support is required. As a result of these approaches, pupils access learning successfully and consistently make positive progress towards their individual goals.

Leaders use additional funding effectively. They ensure that their actions are precisely targeted and focused on removing barriers to pupils' wellbeing and achievement. As a result, the school's approaches enhance outcomes and wider experiences for disadvantaged pupils consistently well.

Leadership and governance

Strong standard 

Leaders, governors and trustees work together effectively so that decisions consistently prioritise pupils' achievement and wellbeing. Leaders are skilled at evaluating the effectiveness of the school's work through a wide range of monitoring approaches. As a result, improvement priorities are clearly focused and purposefully inform a coherent professional development offer for staff, including for those early in their careers. Leaders' collaboration with other schools in the trust, and more widely, enables leaders to share effective practice and enhance pupils' experiences.

Staff feel valued and listened to. They are extremely proud to be a part of this school's community. They appreciate leaders' and governors' support for their wellbeing and recognise the important part they play in the school's ongoing improvement priorities. Staff professional learning is extensive and enables them to build expertise over time.

Those responsible for governance know the school and community well. They fulfil their responsibilities and challenge leaders robustly where appropriate, including, for example, through their visits to school and precise analysis of data. Regular discussions with pupils and staff ensure that they have a clear oversight of safety and wellbeing. Trust leaders provide clear strategic direction and support school leaders to focus on the key priorities identified. This helps to drive sustained improvements over time.

Parents and carers are highly supportive of the school and staff. They appreciate the school's inclusive culture and strong sense of community, saying their children are well supported. This includes parents of pupils with special educational needs and/or disabilities. Parents praise the school's clear communication and the approachable leaders and staff. Many also value the school's success in promoting both academic achievement alongside pupils' wellbeing and happiness.

Leaders have established a comprehensive personal development programme that is responsive to the context of the school community. This includes a carefully sequenced personal, social and health education curriculum, which enables pupils to build their knowledge over time. Lessons about personal identity ensure that pupils develop a secure sense of belonging at the school. Pupils learn about relationships in an age-appropriate way and recall important information, such as the difference between appropriate and harmful use of medicines and other drugs. Pupils have an in-depth understanding of the risks of technology. They know how to keep themselves safe, both online and offline. Staff use well-considered strategies to bring learning to life, including for pupils with special educational needs and/or disabilities (SEND). For example, teaching strategies, such as roleplay, help pupils understand how online written comments can feel hurtful.

Leaders have developed a broad range of experiences that extend pupils' learning beyond the academic curriculum. These include science workshops and visits to a local agricultural and farming college to learn about animals. Leaders thoughtfully plan residential visits across key stage 2 so that pupils develop their independence over time. Carefully considered adaptations and support mean that pupils with SEND participate fully in trips and clubs. Pupils also thoroughly enjoy taking part in extra-curricular clubs, such as dance, karate and choir.

Pupils are well prepared for life in modern Britain. They learn about British values, such as individual liberty and how democracy works, and they take part readily in class elections. Pupils describe how elements of the playground have been improved as a result of pupil leaders sharing their experiences and views with leaders. Year group responsibilities support pupils to develop leadership skills and understand how they contribute to the community. For example, Year 4 pupils take turns running the lunchtime salad bar, and they also organise collections for the local food bank.

Pastoral care is highly effective. For instance, approaches such as mental-health focused workshops and 'worry buttons' on the online classroom contribute to pupils' wellbeing and mean that they know there is always someone to talk to.

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

Pupils thrive in this caring school community. They are guided by the school's values in their daily interactions with each other and with staff. Pupils are polite and welcoming to visitors and make sure that new pupils feel included and know their way around the school. Children in the early years and pupils with special educational needs and/or disabilities settle quickly when they arrive because staff help them to feel that they belong.

Pupils are enthusiastic about their learning across the curriculum and achieve highly across subjects. They know what helps them learn because staff provide consistently clear guidance and encouragement. They attend school regularly. From the time they start school, pupils are supported to secure the essential skills of reading, writing and mathematics. Pupils who need additional support receive a carefully tailored offer, and they make

excellent progress towards their goals. All of this ensures that they are ready for the next stage in their educational journey.

Behaviour across the school is highly positive. In classrooms, pupils listen to each other respectfully and appreciate others' views. Children in the early years talk with interest and curiosity together about their learning. At social times, pupils thoroughly enjoy playing on the equipment provided and include each other in games. Pupils feel safe. They know that staff listen to their views. They are confident that bullying is rare, and staff deal with issues quickly if they arise.

An impressive array of clubs and wider experiences, such as residential trips and inspirational visitors, further enhance pupils' personal development and broaden their horizons. Pupils relish the chance to take on responsibility, develop leadership skills and make a positive impact on the wider community. Pupils in Year 3, for example, raise awareness of the importance of recycling and support the school to focus on sustainability. Pupils are fully prepared for their next steps.

Next steps

- Leaders and those responsible for governance should sustain the school's highly effective work by continuing to develop expertise in teaching and pursuing their ambitious vision for all pupils.
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About this inspection

This school is part of Attigo Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Catherine Lane, and overseen by a board of trustees, chaired by Charles Taylor.

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.

Inspectors spoke with the headteacher, senior leaders and leaders from the trust during the inspection. They also met with members of the trust board and local governing body.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

This inspection took place from 22 to 23 September 2026.

The inspectors confirmed the following information about the school:

The school currently makes use of one alternative provision.

Lead inspector:

Kate Fallan, His Majesty's Inspector

Team inspectors:

Tom Hart, Ofsted Inspector

Shriti Bellare, Ofsted Inspector

Tom O'Donnell, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

618

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: 268

School capacity

630

Well 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)

10.03%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

4.37%

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: 4.1%

Pupils with special educational needs (SEN) support

7.44%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Below 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		61%	
2024/25 (final)	90%	62%	Above
2023/24		61%	
2022/23		60%	

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		74%	
2024/25 (final)	98%	75%	Above
2023/24		74%	
2022/23		73%	

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		72%	
2024/25 (final)	91%	72%	Above
2023/24		72%	
2022/23		71%	

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		73%	
2024/25 (final)	99%	74%	Above
2023/24		73%	
2022/23		73%	

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		46%	
2024/25 (final)	71%	47%	Above

Year	This school	National average	Compared with national average
2023/24		46%	
2022/23		44%	

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		62%	
2024/25 (final)	86%	63%	Above
2023/24		62%	
2022/23		60%	

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		59%	
2024/25 (final)	71%	59%	Above
2023/24		58%	
2022/23		58%	

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		60%	
2024/25 (final)	100%	61%	Above
2023/24		59%	
2022/23		59%	

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		68%	
2024/25 (final)	71%	69%	2 pp
2023/24		67%	
2022/23		66%	

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		80%	
2024/25 (final)	86%	81%	5 pp
2023/24		80%	
2022/23		78%	

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		78%	
2024/25 (final)	71%	78%	-7 pp
2023/24		78%	
2022/23		77%	

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		80%	
2024/25 (final)	100%	81%	19 pp
2023/24		79%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

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)	4.5%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average

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)	9.7%	13.0%	Close to average
2023/24 (3 term)	14.3%	14.6%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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