

# Earlsmead Primary School

## Inspection report

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<b>Unique reference number</b>	102091
<b>Local authority</b>	Haringey
<b>Inspection number</b>	376667
<b>Inspection dates</b>	13–14 June 2012
<b>Lead inspector</b>	Nigel Grimshaw

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	445
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Bennett
<b>Headteacher</b>	Sue Head
<b>Date of previous school inspection</b>	9 September 2008
<b>School address</b>	Broad Lane Tottenham London N15 4PW
<b>Telephone number</b>	020 8808 7915
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<b>Age group</b>	3–11
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## Introduction

Inspection team

Nigel Grimshaw

Additional inspector

Miranda Perry

Additional inspector

Trevor Neat

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 28 lessons or parts of lessons taught by 16 different teachers and looked at pupils' work. They listened to pupils read and talked to them about how much reading they did. They held discussions with members of the governing body, staff, parents and carers, and groups of pupils. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at a range of documents, including those relating to safeguarding, the school's development plan and self-evaluation report, minutes of governing body meetings, reports from the local authority and the school's own assessment data. The inspectors analysed questionnaires from pupils and staff as well as those from 92 parents and carers.

## Information about the school

Earlsmead Primary is larger than the average-sized primary school. Pupils come from a range of backgrounds with 17 different ethnic groups represented. The largest groups are of Black African, Black Caribbean and Turkish heritage. More than half of the pupils speak English as an additional language, which is well above average. The proportion of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is broadly average; the majority of these have speech, language and communication difficulties or behavioural, emotional and social difficulties. More pupils than average join the school later than the usual starting points. The school has links with a children's centre on the same site, which was not part of this inspection. The school has achieved Healthy School Status and the International School award. The school meets the current floor standard, which set the minimum standards expected by the government.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Earlsmead is a good school. Its main strength is its outstanding promotion of pupils' spiritual, moral, social and cultural development. This underpins pupils' good overall achievement. The school is not outstanding because progress is not as good in writing as in reading and mathematics, and there remain some inconsistencies in teaching.
- By the end of Year 6, pupils' overall attainment is just above the national average. Children make good progress in the Early Years Foundation Stage. The focus on basic literacy and numeracy skills provides a solid platform for continuing good progress in English and mathematics in Years 1 to 6. Pupils enjoy reading and make the best progress in this subject because it is taught particularly well and includes an effective and well-structured programme that links sounds to letters (phonics).
- Progress is good because the school leaders have successfully focused on improving the quality of teaching. Senior leaders monitor teaching rigorously and provide supportive training, although there are insufficient opportunities for teachers to observe best practice within the school. Lesson planning is detailed and good use is made of individual targets for pupils. In the less successful lessons, challenge to extend writing skills is insufficient, especially for more-able pupils.
- Pupils' behaviour is good. Pupils are motivated by their work and feel safe in school. Consequently, they enjoy learning and attendance has risen to above average.
- The headteacher motivates a strong staff team who support her well. The governing body provides a good balance of challenge and support. Leaders have worked successfully to improve teaching, create an outstanding ethos for learning and implement excellent provision to involve parents and carers in their children's learning and within the school's life. As a result, outcomes from

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the parental questionnaire were extremely positive.

## What does the school need to do to improve further?

- By July 2013, narrow the gap in attainment between the higher outcomes in reading than those in writing by:
  - providing additional challenge for the more able pupils
  - embedding and integrating the new initiatives to improve pupils' writing.
- Improve the overall quality and consistency of teaching by July 2013 by sharing the outstanding practice within the school to raise the proportion of outstanding teaching and ensure that there is no remaining satisfactory teaching.

## Main report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills and knowledge well below those expected for their age. They settle well into school life and make good progress in basic communication skills and mathematics that provides a strong basis for good progress throughout the school. Attainment remains below average at the end of the Reception Year. Good progress continues throughout the school for all groups of pupils, including boys and girls, those eligible for free school meals, disabled pupils and those who have special educational needs. Pupils who speak English as an additional language make good progress because of an effective induction programme and well-structured support. There is no significant difference in the attainment of pupils from different ethnic backgrounds. While progress is good in writing, it is not as good as in reading and mathematics.

Attainment by the end of Year 6 in English and mathematics improved in 2011 and has remained just above national averages for the last three years, including in reading. Standards in reading by the end of Year 2 dipped below average in 2011. The school responded promptly and successfully to this and introduced a more structured approach to the teaching of phonics, which has subsequently improved progress this year so that reading standards in Year 2 are back to average. The pupils have a real enjoyment of reading and most say that they read for pleasure outside school.

Pupils enjoy learning in lessons and respond well to teachers' ideas that encourage pupils' growing levels of confidence, especially their communication skills. This was particularly true in a very effective literacy lesson in Year 6. Expectations were high and the pace was slick. The pupils made rapid progress discussing democracy in relation to the advantages and disadvantages of the internet in modern day life and relating this to their topic work on Ancient Greece.

Teachers and teaching assistants provide good support for disabled pupils and those

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with special educational needs. Consequently, these pupils make good progress in line with that of their peers. An overwhelming majority of parents and carers responding to the questionnaire feel that their children make good progress, have good basic skills and that the school helps them to support their child's learning.

### **Quality of teaching**

In almost every lesson observed, pupils were clear about the learning objective and the small steps in learning by which they could measure their own progress. Pupils are also given longer-term targets for improving their work. This is one reason why they achieve as well as they do. Teachers' planning often makes good use of their knowledge of pupils' prior attainment to ensure appropriate challenge. However, in the few less successful lessons, more-able pupils were insufficiently challenged, particularly in their writing. Teachers' marking gives excellent guidance to pupils on how to improve their work.

The topic-based curriculum is providing a good range of opportunities for pupils to apply and extend their skills in speaking, writing and mathematics; but in the less effective lessons not enough time was given to pupils to apply these skills in the main learning tasks, especially in writing.

In the Early Years Foundation Stage much better use is made of the outdoor learning area than at the time of the previous inspection. Children now have more opportunities to apply their communication and problem solving skills to enhance their learning and their social and physical development.

Through the school, disabled pupils and those with special educational needs are taught well and are enabled to make good progress through sharp identification of their needs and clear plans to meet individual targets which are understood by all staff.

The teaching is often inspirational in the very effective way that it promotes spiritual, moral, social and cultural development. Pupils are given excellent opportunities to reflect on their work in lessons. Through teachers' high expectations, pupils have an excellent appreciation of right and wrong, and how to behave appropriately with other children and adults in lessons. They work together well cooperatively. They show respect for others and listen attentively to their views in lessons and especially within the excellent assemblies.

A very high proportion of parents and carers feel that their children are taught well and are prepared for the next stage of their education. The inspection findings support this view. One parent wrote typically, 'My children have been associated with Earlsmead Primary School for the last twelve years and I have been happy with every single year'.

### **Behaviour and safety of pupils**

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The behaviour and safety of pupils are good and records show this is typical over time. Pupils are extremely polite, confident and very welcoming. They behave very well in lessons and around school; parents, carers and pupils support this view. One pupil said, 'It's the kind of place where we behave and work hard'. Routines are well established in the Early Years Foundation Stage. Children show consideration for others and work and play together harmoniously. Pupils are confident that they feel very safe at school and this is also echoed by parents and carers. The inspection confirms these views. School records indicate that there are very few incidents of bullying. Pupils have a good understanding of the different forms of bullying and they agree that bullying in any form only happens rarely, is seldom serious, and is dealt with promptly and effectively by the adults in school. Racial discrimination incidents are even less common because the pupils show mutual respect for each other. New pupils into school say that they are made to feel welcome very quickly and they all say that they settled happily into school life. Pupils have a good understanding of potentially dangerous situations. For example, the school has ensured that the pupils are well aware of safe and appropriate use of the internet.

Attendance has improved significantly over the last two years to above the national average because the school leadership introduced a new policy that raises expectations and this has been applied rigorously. The school also has implemented very successful initiatives to improve punctuality, mainly through staff being present on the playground at the start of the school day.

### **Leadership and management**

The headteacher, ably supported by the senior leaders, makes a strong leadership team with a clear vision and a successful track record of improvement in the school. The quality of teaching has improved since the last inspection through raising teachers' expectations and focused professional development underpinned by a rigorous system of performance management. A very knowledgeable governing body, well led by the chair and other experienced governors, ably supports the senior leaders. They have a clear view of the school's strengths and areas for improvement because of their active involvement in monitoring and challenging the school's work, although reports on their observations are not always robust. The improvements in subject leadership have given strength to their role in checking teaching and learning.

The areas for improvement from the previous inspection have been tackled successfully; attainment and progress have improved and the breadth of leadership is now stronger. The school's self-evaluation is clearly focused on the correct priorities and stems from an effective programme of monitoring and evaluation and analysis of data. Consequently, the school is well placed to sustain further improvement.

The school's promotion of pupils' spiritual, moral, social and cultural development is outstanding and is a key strength of the overall good, broad and balanced curriculum. One parent or carer wrote, 'Earlsmead is like a family within this city'.

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The curriculum has been reviewed to enhance opportunities for enjoyable learning that are meeting the needs of the great majority of pupils. The opportunities for pupils to apply their writing skills across the curriculum have improved, but time in lessons allocated for implementing these skills is not yet fully consistent.

School leaders, governors and staff are successful in promoting equality of opportunity and tackling discrimination. There are effective systems for identifying groups and individuals who need additional support. These have proved successful in providing appropriate strategies to accelerate pupils' learning and close any gaps in their outcomes compared with their peers. School leaders ensure that safeguarding procedures meet statutory requirements. The site is secure and all visitors are checked on arrival at the school before they can gain entry. Consequently, parents and carers were almost unanimous that their children feel safe at school. They also agree that the school keeps them well informed and responds well to any concerns raised. The inspection team fully supports these views.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 June 2012

Dear Pupils

### **Inspection of Earlsmead Primary School, London, N15 4PW**

On behalf of the inspection team, I would like to thank you for making us feel so welcome when we visited your school. Thank you to those of you who responded to the questionnaire. We really enjoyed our time with you, talking with many of you in lessons, in our meetings and at break times. We were pleased with your enthusiasm for your work and the progress you are making, especially in English and mathematics.

We have judged that yours is a good school. You behave very well, get on well together and value each other's cultures and backgrounds exceptionally well. We know from talking with you and from your questionnaires that you like coming to school very much and enjoy your learning. This is because the teachers try to make the work interesting and fun and so you are making good progress. You report that you feel safe at school.

Although yours is a good school, your headteacher, teachers and the governing body are keen to make it even better. We have asked them to help you to improve your writing so that it is as good as your reading. We have also asked them to make sure that all the teaching is good or better by ensuring that you have enough time in lessons to do your individual work, and that there is a good level of challenge for all of you.

Having met you, we are very confident that you will want to help too. You can do this by trying your best at all times and checking that your work in lessons is as good as possible. We would like to wish you all the very best in the future at Earlsmead Primary School and also when you move on to your next school.

Yours sincerely

Nigel Grimshaw  
Lead inspector

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