

Tufnell Park Primary School

Dalmeny Road, London, N7 OHU

Inspection dates 6–7 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. By the end of Year 6, they have reached average standards in reading, writing and mathematics.
- Teaching is good and occasionally it is outstanding. In the majority of lessons, teachers set demanding activities.
- Pupils from different groups, including disabled pupils and those with special educational needs, make good progress. Their needs are very well understood and they receive good support.
- Provision in the Nursery and Reception classes is good. From starting points that are often below those expected for their age, children make good progress.
- Pupils' behaviour is outstanding. Pupils feel very safe and show exceptionally positive attitudes to learning. They use their initiative to help others.
- The school is led and managed well, and school leaders have successfully improved the quality of teaching.
- Members of the governing body know the school's strengths and weaknesses. They provide good support and also ask demanding questions to make sure it keeps on improving.

It is not yet an outstanding school because

- Pupils do not make the same fast progress in mathematics as they do in English.
- Pupils do not always know how to improve their work and reach their learning targets.

Information about this inspection

- Inspectors observed 23 lessons, and in addition, made a number of short visits to observe support and small-group booster sessions.
- Inspectors attended a school assembly and visited the school’s breakfast club.
- Inspectors listened to pupils read and met with two different groups of pupils. They spoke with the Chair of the Governing Body and two local authority representatives. They also spoke to school staff, including senior and subject leaders.
- Inspectors took account of the 37 responses to the online Parent View survey and spoke to parents and carers who were bringing their children to school.
- The inspection team reviewed the responses to 29 staff questionnaires completed during the inspection.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s data on pupils’ current progress, planning and monitoring documents, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector	Additional inspector
Jim McVeigh	Additional inspector
Elaine Hamilton	Additional inspector

Full report

Information about this school

- The school is bigger than the average-sized primary school.
- More than half of the pupils are from minority ethnic groups and the proportion speaking English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly below average. The proportion supported at school action plus or with a statement of special educational needs is slightly above average.
- The proportion of pupils eligible for the pupil premium, which is additional government funding provided for children in the care of the local authority, those known to be eligible for free school meals and pupils with a parent or carer in the armed forces, is well above average. There are no pupils from service families or who are looked after by the local authority.
- The proportion of pupils who join or leave the school throughout the year is above average.
- The breakfast club on-site is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of pupils who exceed expected rates of progress in mathematics so that it is in line with English, by:
 - ensuring that teachers set challenging tasks for all pupils and give them opportunities to solve problems for themselves.
- Make sure that all pupils are given high-quality, written and verbal feedback so that they know how to improve their work, and that they respond in writing to marking.

Inspection judgements

The achievement of pupils is good

- Children joining the school in the Nursery class have skills that are generally below the levels expected for their age. They make good progress through the Early Years Foundation Stage because teachers and adults place a strong emphasis on developing their reading and writing skills and encourage their interest and independence as learners.
- Pupils continue to make good progress through the school and, by the end of Year 6, are reaching standards which are average overall. School information suggests that pupils are now on track to achieve their best-ever results in both key stages in 2013. However, pupils' progress in mathematics is not as good as it is in English.
- Pupils known to be eligible for free school meals also achieve well. Their average point scores are in line with others' nationally for English and mathematics, and their achievement in reading is particularly good. Overall, pupils eligible for the pupil premium achieve lower point scores than their peers in both subjects, although the gap is closing rapidly because the extra funding is used effectively to provide targeted support. The school also runs several after-school clubs, including a homework club, and additional support during school holidays.
- Pupils' standard of reading has risen over recent years and is now average. The more-able pupils in Years 2 and 6 read fluently and with good expression at levels in line with and, for some, above those expected for their age. Less-able pupils in these year groups show a secure grasp of the principles of reading. Pupils speak with enthusiasm about their enjoyment of reading and Year 1 pupils achieved higher-than-average results in the national reading check last year.
- Disabled pupils and those who have special educational needs receive good-quality support and achieve well as a result. Additional funding to provide specialised adult support for smaller groups daily has been highly effective in promoting these pupils' success.
- The achievement of pupils from minority ethnic groups is similar to that of other pupils. Those who speak English as an additional language also make good progress because the school identifies their language needs early on and provides good support. The school is also active in working with parents and carers, and organising activities to encourage them into school.

The quality of teaching is good

- Good teaching over time has enabled pupils to make good progress and achieve well. Teaching is occasionally outstanding and this can be found in all key stages of the school
- Teachers in the same year groups work closely and plan together well, carefully taking account of what pupils already know, understand and can do. This ensures that activities are suitably demanding for most pupils, engage their interest and motivate them well.
- All disabled pupils and those who have special educational needs receive high-quality support from teachers and specialist teaching assistants at the right level for them within lessons and in one-to-one or small-group activities. Their progress is carefully checked.
- Teachers use different methods and resources to bring subjects to life. They use information and communication technology (ICT) skilfully to involve pupils from the Nursery to Year 6 more actively in their learning and pupils enjoy using the school's laptop computers.
- Pupils are keen learners and willingly rise to the challenges set for them by their teachers. For example, in a demanding ICT lesson, pupils worked quickly and confidently in getting to grips with a software program to create their own animated clips. They shared ideas with others and checked their own work, without the need for the teacher to direct them.
- Teachers are sometimes very effective in creating opportunities for pupils to apply ideas so that they can understand how they learn and thus achieve greater success. However, this good practice is not yet widespread across the school and sometimes teachers do not explain enough when setting out their expectations, or help pupils to take charge of their own learning.
- Children begin quickly to develop their reading and writing skills across subjects from the time they enter the school in the Nursery and Reception classes. The quality of teaching of

mathematics is not quite so effective, however, and the teaching of mathematics is being reviewed to explore ways in which teachers can create more challenging opportunities for pupils to solve problems for themselves.

- Marking across the school has improved and is good in most lessons and subjects. Pupils say that they value this as it helps them to know how to improve. Nevertheless, teachers do not always give detailed enough feedback to help pupils reach the highest levels in their work, or require pupils to respond to their comments.
- Homework is set regularly each week and the school's homework club means that all pupils can receive effective help and support to complete their work successfully. Mathematics homework packs have been used for parents or carers, and pupils, to work together playing mathematical games and solving problems.

The behaviour and safety of pupils are outstanding

- Pupils have exceptionally positive attitudes to learning. They manage their own behaviour very well and play a very active part in maintaining the positive atmosphere in the school.
- The parents and carers, and staff, agree that pupils' behaviour in lessons and around school is excellent. Pupils' attendance levels are rising and are currently in line with the national average.
- Pupils express great pride in their school and were seen by inspectors to be polite, courteous, and well mannered. They treat each other and staff with respect and are tolerant of each other's differences.
- School councillors represent pupils well and act as positive role models for others in the school. They take school improvement seriously. School councillors check other pupils' behaviour at playtimes. On one occasion, noticing that some pupils were not playing fairly in a playground game, they decided that the rules should be reviewed and rewritten, with the agreement of their fellow pupils, and displayed in each classroom.
- Bullying is rare and dealt with effectively when it occurs. Pupils understand risk, and know about different types of bullying and how to keep themselves safe, especially on the internet. There are few racist incidents, and discrimination in any form is not tolerated.
- Pupils are very proud of their school and all speak positively about how much they enjoy and value being a part of it.
- Older pupils act as exceptionally positive role models for the younger ones, accompanying them at play- and break-times and taking them to science club at lunchtime.
- Staff manage pupils' behaviour consistently well and established systems contribute directly to the school's calm and positive atmosphere.
- Pupils say that they feel very safe in school. If they have any concerns, they say that they trust adults to help them.

The leadership and management are good

- School leaders communicate a clear vision of continuing improvement. Inspired by the examples set by leaders and other staff, pupils contribute to the common ambition in the school for success.
- The school reviews all aspects of its work regularly and has developed its systems to track and monitor pupils' progress. Leaders act quickly to address any gaps in learning and make sure that the pace of progress is not hampered. Plans to raise standards are linked directly to the checking of teaching, learning and pupils' progress.
- School leaders have been successful in raising the standards of reading and writing across the school. Leadership and management are not yet outstanding because standards in mathematics still lag behind those in English.
- Leaders make sure that teachers' pay and performance link directly to whole-school priorities and pupils' progress. This has helped to improve the quality of teaching.

- Pupils are taught a broad and interesting range of subjects and topics. The curriculum is supplemented by a number of extra-curricular clubs and activities. Special events and trips, such as the Year 4 weekend in Wiltshire with a professional storyteller, provide inspiring and memorable experiences, which help to boost pupils' literacy and cultural knowledge, and develop their views and personal qualities.
- Pupils enjoy the different subjects they study and many involve themselves in after-school clubs. Pupil premium funding provides free access for those who are eligible to a wide range of activities. This has helped these pupils to feel more settled and more fully included in the life of the school.
- Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer. The school promotes pupils' spiritual, moral, social and cultural development well. A strong pastoral programme ensures the all-round development of each pupil. The school has strong links with the local community.
- The local authority has supported the school very well. It has contributed to improvements in the quality of teaching and learning over time and helped to raise the quality of the provision in the Early Years Foundation Stage. This positive support will continue to be available.
- **The governance of the school:**
 - Governors work in close partnership with school leaders. They show a clear determination to drive up standards further while retaining their strong commitment to supporting the emotional and pastoral needs of each pupil. They use available data to make comparisons with national expectations, and are committed to enhancing and refreshing their own skills with additional relevant training. Governors make regular visits to check directly on key areas of the school's work which are reported back to the full governing body and to the headteacher. In this way, they are able to keep an accurate and current view of what is happening in the school, including on the quality of teaching. Governors have a good understanding of how well the school is performing in relation to other schools, and use this to challenge the headteacher and to make sure that the school continues to improve. Governors have a secure overview of the budget and ensure that financial resources are efficiently managed, for example in the way that pupil premium money is spent on providing the support of key staff and funding the Easter school. Governors see that targets to improve the performance of staff are checked carefully and that teachers' pay is linked to how well pupils are doing. They ensure that the headteacher's performance is managed robustly.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100430
Local authority	Islington
Inspection number	402826

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	The governing body
Chair	Josie Gradwell
Headteacher	Alan Baldwin
Date of previous school inspection	2 October 2007
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