

The Mulberry Primary School

Parkhurst Road, Tottenham, London, N17 9RB

Inspection dates 14–15 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Almost all pupils make good or better progress and learn well in their lessons.
- Disabled pupils and those with special educational needs achieve well.
- The school is using additional funding effectively to raise standards. Pupils known to be eligible for free school meals are now making even better progress than the other pupils.
- Pupils behave well and say they feel safe and cared for well.
- Pupils enjoy school because the lessons are made interesting and fun. Pupils in the specialist resource base make very good progress because provision is individually tailored to their needs.
- Attendance rates have improved for the last two years and are now in line with the national average.
- The senior team leads the school very effectively and ensures pupils' progress is well above expected levels.
- The regular checks on teaching and the advice given to teachers have ensured that the teaching is good overall and sometimes outstanding.
- Members of the governing body are knowledgeable about the school because they regularly check on how well it is doing. They are therefore able to provide a good balance of support and challenge.

It is not yet an outstanding school because

- Pupils' attainment by the age of seven is improving rapidly but remains below expected levels.
- A small minority of teaching still requires improvement.

Information about this inspection

- Inspectors observed 30 lessons, of which nine were joint observations with the acting headteacher or members of the senior leadership team.
- Meetings were held with three groups of pupils, the Chair and Vice-Chair of the Governing Body, several staff members, including senior and middle leaders, and also a representative of the local authority.
- There were only six responses to the online questionnaire (Parent View). Other parents' and carers' views were sought through discussions at the start and end of the school day.
- Inspectors also took account of the 44 questionnaires completed by members of the school staff.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, documents relating to safeguarding, and the minutes of various meetings.
- The headteacher was absent from the school during the period of the inspection.

Inspection team

Nigel Grimshaw, Lead inspector	Additional inspector
Ann Short	Additional inspector
David Wolfson	Additional inspector
Victoria Turner	Additional inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- Nearly all the pupils are from minority ethnic groups.
- More than three quarters of the pupils speak English as an additional language.
- The proportion of pupils eligible for the additional funding provided for children in the care of the local authority, from service families, and those children known to be eligible for free school meals (the pupil premium) is well above average. There are four children who are looked after by the local authority and no pupils are from service families.
- The proportions of disabled pupils and pupils who have special educational needs supported through school action are above average.
- Proportions of pupils supported at school action plus, or who have a statement of special educational needs, are also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a specialist resource unit for 18 autistic pupils whose age range is similar to that of the other pupils.

What does the school need to do to improve further?

- Make sure that more teaching is regularly outstanding by:
 - providing regular daily opportunities for pupils to respond to the teachers' marking so that this practice is more consistent across all classes
 - making better use of questioning that involves all pupils in improving their learning
 - sharing the outstanding teaching practice within the school so that teachers can learn from each other.
- Raise levels of attainment at Key Stage 1 by:
 - sharpening the rate of learning in lessons
 - improving the level of challenge in lessons, particularly for the more-able pupils
 - maximising the amount of time given in lessons for pupils to complete their independent work.

Inspection judgements

The achievement of pupils is good.

- Children enter the Early Years Foundation Stage with levels of skill and knowledge well below those expected for their age, and particularly low in their communication and language skills. The teaching in the Early Years Foundation Stage Unit is consistently good, and so children settle well into school life and make good progress. This is particularly true in their social skills as well as their communication and language skills.
- At Key Stage 1, pupils build on this good start, and improving progress is now clearly evident. At Key Stage 2, pupils make accelerated progress that is well above national averages.
- This good and better progress is because the school leaders have focused on improving the quality of teaching and learning in lessons. From the school's own data, and from checks on pupils' work during the inspection, pupils' attainment by the end of Year 6 is now in line with national averages in mathematics, reading and writing.
- The progress made by the pupils in their reading and writing has accelerated considerably, partly because of the good teaching of phonics (the sounds that letters make). As a result, pupils say that they like reading, and most pupils have great confidence in their reading ability.
- All pupils make consistently good progress, including those who speak English as an additional language. This is because the teachers are able to motivate the pupils through their enthusiasm and high expectations. Pupils across the school like the targets set for them by the teachers to improve reading, writing and mathematics. These focus their efforts and contribute well to their progress.
- The autistic pupils in the specialist resource unit make exceptionally good progress in their social, emotional and academic development because of the high-quality teaching provided by the staff.
- Other pupils with special educational needs make good progress because the staff check their progress closely and plan the next steps in their learning carefully together. The work is, therefore, usually set at the right level, and they receive good-quality support in small groups from well-trained teaching assistants and teachers.
- The more-able pupils also benefit from work that is set at the right level for them in most lessons so that they are challenged to think carefully about their work to apply their skills and knowledge. However, in a small number of lessons, particularly in Key Stage 1, the challenge and the pace of the lesson are not high enough.
- Pupil premium funding is used to target support for individuals and small groups of pupils who need the most help. This is now proving effective and, as a result, the average points scores of these pupils in end-of-Year 6 national assessments in English and mathematics, and from the school's own data, is similar to that of other groups of pupils.
- The senior leaders and subject leaders keep a close watch on the progress made by the pupils. They hold meetings regularly with all the teachers to identify those pupils who are falling behind and take action where necessary to give an extra boost to their learning in smaller groups with adult support.

The quality of teaching is good.

- Teachers plan work for the pupils that is interesting and enjoyable, and which motivates them to learn well. Expectations are usually very high. For example, in an outstanding English lesson in Year 6, pupils responded enthusiastically to the task of researching recent news items and were highly motivated by the excellent use of a video clip of a meteor crashing to earth in Russia. Teaching is more consistently good in Key Stage 2 and in the Early Years Foundation Stage than at Key Stage 1.
- In the outstanding lessons, teachers use probing questions that make the pupils think carefully about their answers, extend their speaking and listening skills, and improve their use of

vocabulary. However, in a small number of lessons, the questioning is not sufficiently targeted at individual pupils to have the maximum value in developing learning.

- In the best lessons, the pace of learning is brisk. This was very evident in an outstanding Year 5 mathematics lesson where pupils were actively involved throughout because the teaching was inspiring and engaging for the pupils. However, in a small minority of lessons, particularly in Key Stage 1, the teachers do not give sufficient time for the pupils to do their own work, and consequently, their progress is slowed.
- Relationships between teachers and pupils are a real strength. Teachers were seen to treat all the pupils as individuals because they know them so well. This is especially so in the good and outstanding teaching observed in the specialist resource unit. The school strives to make sure that there is no discrimination for any pupil in the school.
- Marking has been a focus of the school's improvement and, as a result, is now effective in providing guidance to pupils. However, in some classes, pupils are not given regular opportunities to reflect on this guidance and improve their work.
- Teaching very effectively promotes pupils' good spiritual, moral, social and cultural development, which is evident in lessons and around the school. Pupils work together well, value the opinions of others, and show good awareness of other cultures.
- Resources are well prepared, including the effective use of information and communication technology in lessons. The motivating resources and attractive displays around school and in classes help enliven and extend pupils' learning.
- Careful planning ensures that disabled pupils and those who have special educational needs are taught well, often in small groups led by very effective teachers and teaching assistants.
- The school leaders ensure that pupils with English as an additional language receive prompt and effective support for their language development and, as a result, they make good progress in line with their peers.
- From responses to the online survey and discussions during the inspection, it is clear that parents and carers are extremely pleased with the teaching in the school. As one parent said, 'I think the school is wonderful. The teachers will always help me if I have a problem or if my children need help.'

The behaviour and safety of pupils are good.

- The vast majority of pupils have positive attitudes to learning. They are eager to do well. They are motivated, concentrate and persevere in completing the work set for them, and enjoy what they do. As one child said, 'The whole atmosphere in school is good for learning.'
- Good routines and high expectations of behaviour are well established across the whole school. Consequently, pupils behave well in lessons and around school. They are kindly, considerate, polite and courteous. The behavioural records confirm that this is the case over time too. There is no evidence of lessons being disrupted by unacceptable behaviour. For those pupils in the specialist resource unit, behaviour management is carefully orchestrated to help them understand how to manage themselves.
- Pupils understand the various forms that bullying can take. They say that they feel safe in school, and bullying in any form is very rare indeed, and is dealt with promptly and effectively by the adults in school. Pupils are clear about the possible dangers of the internet and know how to stay safe when using it.
- Parents, carers and pupils also have confidence that bullying is not an issue. As one pupil said, 'Some children used to misbehave sometimes, but it is much better now. We all get on well together and there is no bother.'
- All the parents and carers spoken to during the inspection were confident that behaviour in school was good.
- The senior leaders and governors have worked closely with parents and carers to improve attendance. As a result, punctuality and attendance rates have improved for the last two years and are now in line with the national average.

The leadership and management are good.

- The senior leadership team and the governing body provide a clear direction for the school's improvement. A rigorous programme of checks on the teaching and learning taking place has led to sustained improvement. This in turn has enabled pupils to sustain good progress throughout the school, particularly in the Nursery and Reception classes and in Key Stage 2. The specialist resource base is well led.
- Decisions about pay rates are based on the quality of teaching. Teachers are given clear steps for improvement and value these because they can see the improvements being made. They also value the training organised for them. However, teachers do not always have sufficient opportunities to learn from observing the outstanding examples of teaching that already exist within the school.
- School leaders have successfully extended the leadership and management responsibilities to more staff. This broader leadership is now a strength of the school because all staff are now regularly checking on the progress pupils make in all subjects.
- The work that pupils do in a range of subjects supports enjoyable learning and pupils are therefore engaged in their work. There are good opportunities for pupils to apply their reading skills when studying other subjects. The good use of visits enriches the work the pupils undertake. A good range of extra-curricular clubs and activities also helps to broaden pupils' experience.
- The school has worked hard to engage parents and carers in their child's learning and to support the parents and carers themselves through 'family learning' activities. From conversations with parents and carers, it is clear that they appreciate this highly.
- The school has established good partnerships with other local schools and outside support agencies to improve learning experiences for all the pupils. Disabled pupils and those with severe special educational needs benefit hugely from the outside expertise in speech and language therapy and emotional and behavioural needs.
- The local authority has provided positive and much-appreciated support to the school over time, through review meetings and in joint working, particularly to improve the Early Years Foundation Stage.

■ The governance of the school:

- The governing body has a good knowledge of the school's strengths and weaknesses because governors are working closely with staff to make the school even better. They have supported the school in maintaining good levels of progress in literacy and numeracy. They have a thorough knowledge of the quality of teaching in school and the steps being taken to improve this still further. Systems are in place for the approval of pay rises so that these are tied to how well staff are doing. They also understand the performance data and how this compares with that of other schools. The school is therefore well placed to improve further. Governors have an excellent understanding of how the pupil premium has enabled small-group work to help pupils achieve well. They check that the funds have been used to maximum effect and they also have a secure grasp of the overall school finances. The safeguarding, health and safety of pupils, including checks on staff appointments, are good because staff and governors have received the appropriate training. Governors work closely with school leaders and staff to ensure that all pupils are treated equally and that there is no discrimination. Governors also regularly attend professional training to improve their practice further.

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	133707
Local authority	Haringey
Inspection number	406548

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	702
Appropriate authority	The governing body
Chair	Andrew Krokou
Headteacher	Alan Jenner
Date of previous school inspection	22 March 2011
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