

Tetherdown Primary School

Inspection dates 13–14 June 2013

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | 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.

- Leaders and managers are positive role models for all staff in communicating high expectations to all pupils.
- Leaders monitor, evaluate and support teachers to improve their teaching skills and pupil achievement.
- Children begin school with levels of skill and knowledge that are expected for their age. They make good progress in key subjects because their experiences in school are planned and engaging.
- Pupils who speak English as an additional language also make good progress because teachers and teaching assistants deliver engaging lessons. This is also true of disabled pupils and those with special educational needs, and pupils eligible for the pupil premium.
- Teaching is consistently good, with some that is outstanding. Teachers are skilled in checking pupils' learning in lessons through systematic dialogue on outcomes and next steps.
- Pupils' behaviour and attitudes to learning are excellent. They are confident, feel safe and happy in their school. They are extremely independent in applying their learning skills.
- Parents and carers are pleased with how the school keeps their children safe and secure and helps them thoroughly enjoy school.

It is not yet an outstanding school because

- A few higher-attaining pupils are not always sufficiently well challenged in lessons.
- The marking of pupils' work does not always make clear what is needed to improve.
- Leadership monitoring systems are not always documented routinely to demonstrate impact.

Information about this inspection

- Inspectors observed 22 lessons, of which two were seen jointly with the lead for Teaching and Learning. In addition, the inspection team made 11 shorter visits to lessons to focus on specific aspects.
- Inspectors listened to pupils read and attended an assembly.
- Meetings were held with a group of pupils, the headteacher, subject leaders, members of the governing body, and with a representative of the local authority.
- Inspectors took account of the 150 responses to Ofsted’s Parent View online questionnaire. Members of the inspection team also spoke to parents and carers when they brought their children to school.
- The inspection team observed the school’s work and looked at a number of documents, including school improvement plans, data on pupils’ current progress, pupils’ written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet, Lead inspector

Additional Inspector

Michael Buist

Additional Inspector

Susan Reid

Additional Inspector

Full report

Information about this school

- The school is a larger than average-sized primary school.
- A low proportion of pupils are eligible for the pupil premium, the extra funding provided by the government to support children looked after by the local authority, those who are known to be eligible for free school meals and children from service families. There are no pupils from service families in the school.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is below the national average.
- The number of pupils who are from minority ethnic backgrounds or speak English as an additional language is above the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has recently undergone a new build and has moved from a one-form to a two-form entry.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by:
 - ensuring that teachers' written feedback of pupils' work is consistent and guides pupils onto their next steps
 - ensuring that all teachers match work and activities more effectively to the needs of higher-attaining pupils.
- Improve the methods of demonstrating the extent and impact of leadership monitoring by:
 - ensuring all leaders and managers systematically record and track the evidence of their monitoring work and activities.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills and understanding that are in line with what is expected for their age. They make good progress by the end of Key Stage 1, and good progress from their original starting points by the time they complete Key Stage 2.
- Children in the Early Years Foundation Stage enjoy learning through dialogue and fun activities.
- In the Early Years Foundation Stage, pupils are very excited about coming to school, and they develop their skills in working independently. For example, children demonstrated good thinking skills when they explored words to describe 'fish'.
- When pupils leave school, attainment is high compared to other schools nationally, and the percentage of pupils making expected and better than expected progress in English and mathematics compares favourably with figures nationally. The phonics screening check indicates pupils attain above national averages. Most pupils, across the school, are making good progress in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress as a result of accurate identification of their needs and effective interventions. For example, a social communication session provided an opportunity and support for pupils to discuss aspects they found difficult in their class environment.
- Pupils from different minority ethnic backgrounds, including those who speak English as an additional language, achieve well.
- The pupil premium funding is used successfully to support eligible pupils by providing extra teaching staff, booster classes and opportunities for pupils to attend extra-curricular activities. These pupils are making good progress in both English and mathematics, and their attainment, as demonstrated by their average points score, is similar to that of their peers.

The quality of teaching is good

- The quality of teaching is good across the school, with some outstanding teaching at Key Stage 2. Teachers communicate clear learning objectives at the start of every lesson and work is planned well so that most pupils are provided with motivating group-based tasks. In some classes, however, there are missed opportunities in providing some higher-attaining pupils with more challenging work.
- Positive relationships and a vibrant learning environment throughout the school contribute to a very stimulating atmosphere for all pupils to achieve in. The Early Years Foundation Stage outdoor area is set up well to reinforce learning about the wider world. For example, there is a ticket office in a train station where children can buy tickets for their brightly coloured train.
- Teachers across the school reinforce skills to develop pupils' responsibility for learning. They encourage collaborative working and opportunities for expression. As a result, pupils are confident and respectful towards each other's views.
- Teachers provide pupils with a clear understanding of how well they are doing in their learning through verbal feedback, which praises and guides them to improve. Pupils explained that this takes place in regular sessions called 'AFL (assessment for learning)'. However, although verbal feedback is strong, not all teachers are consistently marking pupils' books with clear written advice on the next steps.
- The teaching of disabled pupils and those with special educational needs is good. Teachers use their teaching assistants well to support learners, and intervention groups are well planned and delivered. Interventions benefit from the expertise of occupational therapists as well as speech and language therapists.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour around the school is exemplary. They are courteous, confident and kind to each other and adults. They were keen to talk to inspectors about themselves and express their views of how their school could be improved.
- Pupils are keen to explain what they are learning, and know how well they are doing. They support each other's learning through 'talk partners', and individual feedback to their classmates. Their attitudes to learning are extremely positive and, as a result, they consolidate their learning.
- Pupils' sense of responsibility towards each other and the wider community is excellent and developed through opportunities such as writing to pupils in Uganda, and planning activities or shows for other pupils. Year 6 pupils showed resilience and maturity in organising their end of term production. They took on responsibility for the choreography, acting and setting up of their play.
- Pupils' attendance and punctuality is good and is reflective of how much pupils thoroughly enjoy all that the school has to offer. Pupils are adamant that bullying is not an issue and that there is always an adult to turn to if they have any concerns whatsoever. They have an excellent understanding of how to keep safe from bullying, including e-safety.

The leadership and management are good

- The headteacher and her leadership team have high expectations and ambition for all pupils. They are accurate in their evaluation of how much the school is improving and what they need to do next to ensure there is further improvement.
 - Leaders and managers regularly check how good teaching is in lessons, and provide support for teachers to develop their practice to make sure pupils' progress is good. However, sometimes the recording of the impact of this monitoring is not systematically documented.
 - Effective procedures are in place for the performance management of teachers and this has a positive impact on improving teaching over time.
 - Leaders ensure that literacy is a key factor in curricular activities and is celebrated through displays of pupils' work. Pupils read regularly at school and at home.
 - The pupil premium is allocated effectively to focus on the literacy and numeracy needs of eligible pupils, through a variety of provision. As a result, the progress made by these pupils is good.
 - The curriculum provides pupils with opportunities to have fun, develop their skills and become responsible learners. Their experiences are enhanced, for example, by opportunities to learn how to play a range of musical instruments, take part in choirs, and attend various after-school clubs.
 - Pupils' spiritual, moral, social and cultural development is good. Pupils learn about other cultures and study French every two weeks. They also regularly organise fund-raising events for various national and international charities. Equal opportunities are embedded in every aspect of school life, which means discrimination is non-existent.
 - Parents and carers are happy with the work of school leaders in ensuring that their children are safe and happy in the school.
 - The local authority provides light-touch support to the school, offering a variety of training on data for governors and visits to the school to support school leaders.
 - Requirements for safeguarding are fully met. The school is secure and the safety of all pupils is a priority at all times.
- **The governance of the school:**
- The governing body ensures that senior leaders carry out their responsibilities to improve teaching and raise achievement. Governors manage the school's finances effectively. They visit the school and meet with the headteacher regularly. Governors attend training regularly and have a good understanding of the quality of teaching and how to analyse data in order to understand the school's performance and targets. They support and hold the school to

account through regular meetings with school leaders. Where appropriate, they ensure that teachers are rewarded through promotion for good performance related to the progress of pupils. They make sure that pupil premium funding is allocated in the best interests of the pupils concerned and they check to make sure it is having the desired effect.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 102098 |
| Local authority | Haringey |
| Inspection number | 412364 |

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

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| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 420 |
| Appropriate authority | The governing body |
| Chair | Keren Darmon |
| Headteacher | Evelyn Pittman |
| Date of previous school inspection | 23–24 March 2009 |
| Telephone number | 020 888 33412 |
| Fax number | 020 888 33414 |
| Email address | head@tetherdown.haringey.sch.uk |

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