

# Tiverton Primary School

Pulford Road, Haringey, London, N15 6SP

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Most able pupils across the school do not make quick enough progress, particularly in their mathematics and reading skills.
- Key Stage 1 pupils' attainment in reading is below the standards expected nationally and pupils are not fully confident in their reading skills.
- Pupils do not always receive good guidance in their books about how to improve. As a result, they do not always know how well they are doing and what they need to do to improve.
- Middle and senior leaders are not consistently effective in monitoring and checking upon how well staff ensure the good progress of pupils.
- Teaching does not ensure that pupils in Years 1 to 6 make good progress, particularly for the more able. It does not always make the most of pupils' good attitudes to learning.
- Governors do not all have a strong enough understanding of how the school's results in national tests compares to others' locally and nationally. This makes it more difficult for them to assess the school's effectiveness.

### The school has the following strengths

- Children in the Early Years Foundation Stage make good progress by the time they reach Key Stage 1.
- Pupils who speak English as an additional language, disabled pupils and those who have special educational needs make good progress in mathematics and English.
- Pupils are kept safe, behave well over time and have positive attitudes to learning, and parents believe the school cares well for their children.
- Subjects provide a variety experiences beyond the classroom and also helps develop pupils' sense of community and tolerance of others.

## Information about this inspection

- Inspectors observed 26 lessons, four of which were joint observations with the headteacher. In addition, the inspection team carried out a learning walk with the deputy headteacher to focus on specific aspects.
- Inspectors listened to pupils read from Years 2 and 5 and attended two assemblies and a performance.
- Meetings were held with a group of pupils, the headteacher, subject leaders, members of the governing body and representatives from the local authority.
- Inspectors took account of the statistics from the online questionnaire, Parent View. Members of the inspection team also spoke to parents as they picked up their children from 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
David Gutmann	Additional inspector
Gill Walley	Additional inspector

# Full report

## Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from other specific groups, is high.
- 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 similar to the national average.
- Most pupils are from minority ethnic backgrounds and most of them speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of a Networked Learning Community of schools within the local authority.

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

- Improve the quality of teaching, particularly in Years 1 to 6, so that it is good or better in order to raise pupils' achievement by ensuring that:
  - pupils, especially the most able, receive more demanding opportunities to enable them to excel in their skills, particularly in mathematics and reading
  - pupils understand how well they are doing, and what they need to do to improve further
  - pupils regularly receive feedback in their work books that challenges them to improve
  - teachers use teaching assistants more effectively so that all pupils benefit from their expertise in the classroom.
- Improve leadership and management by ensuring that:
  - all leaders understand all aspects of their responsibilities in making the process of planning, monitoring and evaluation clear, consistent and rigorous, so that every pupil has the opportunity to excel in reading, writing and mathematics
  - some governors improve their understanding of the use of data and the current inspection framework, so that they can challenge school leaders rigorously to make sure that all pupils, especially the most able, achieve their full potential.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because pupils in Years 1 to 6, particularly those who are most able, do not make good enough progress in reading and mathematics compared to national expectations. Results in the national end of Key Stage 1 tests declined last year, particularly in reading.
- Pupils' reading skills are not always secure by the time they leave the school. Some were more motivated about activities during book week, but a few said they did not read much outside of school. Pupils' reading records indicate that some read infrequently.
- The quality of writing in some year groups is not at the level expected. Not all pupils write confidently or at length.
- Pupils' skills in mathematics are not consistently good enough across the school. Specialised help is reducing the gaps in learning for groups of pupils, particularly for the most able.
- Most pupils who are eligible for the pupil premium funding generally make good progress from their starting points. Some eligible pupils make slightly less progress than their peers within school, in both mathematics and English. For example, pupils' work shows that some were writing below levels that are expected for their age. However, they are now catching up rapidly.
- Pupils who speak English as an additional language, disabled pupils and those who have special educational needs make good progress from their low starting points because the school provides specialist support to accelerate their progress in reading, writing and mathematics.
- Children join the school with skills and knowledge that are well below the levels expected for their age. By the end of the Early Years Foundation Stage, their attainment is broadly in line with the expected level for their age, indicating that they have made good progress.
- By the end of Key Stage 2 pupils reach levels broadly in line with national expectations, but more able pupils do not achieve well enough.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because activities do not challenge their learning sufficiently enough, particularly the most able pupils. Consequently, the most able pupils do not always learn well or develop their skills rapidly enough, particularly in mathematics and reading.
- Guidance from teachers in pupils' books does not always provide clear steps on how they need to improve their work. For example, some teachers make it clear to pupils what they have achieved, but do not usually explain what the pupil needs to do to improve further. Consequently, pupils cannot easily see how to improve their work.
- In some classes, teachers do not always make effective use of teaching assistants, and as a result, activities rarely challenge the learning of the most able pupils.
- In some classes pupils do not focus enough on their learning because teachers do not notice when they are off task. This prevents some groups of pupils from achieving their full potential.
- Children in the Early Years Foundation Stage learn to recognise their letters and sounds because teachers encourage children to practise their speaking in a variety of ways. The teaching of language, literacy and communication skills ensures that children develop their English speaking skills well. Consequently, the phonics (the sounds that letters make) screening check at the end of Year 1 shows that pupils' reading skills, although just below the national average, confirm that progress since joining the school has been good.
- Some pupils who need support with their learning are provided with small-group teaching activities outside of lesson times. In these sessions that are led by teaching assistants, pupils are given a clearer idea of how to improve. An example of this was a morning session with Year 6, who enjoyed learning about symmetry and reflection.
- Displays around the school demonstrate that pupils learn in a clean and vibrant environment.

Pupils proudly spoke about replicas of traditional wooden chairs that they painted in bright patterns which were hung around the school.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils take pride in their work and are willing to follow the teacher's instructions in order to complete their learning tasks.
- Pupils say they enjoy reading and that their school provides interesting books for them to read.
- Pupils are polite. They nearly always behave well in class, and move around the building sensibly and with regard for others. Pupils take part enthusiastically in after-school activities such as dance, film and art clubs.
- Pupils who form the school council take their responsibilities seriously. They keep their school clean and are welcoming to visitors. Pupils also take pride in being peer mediators and supporting each other, in the playground or with their learning.
- In lessons and around the school, pupils are enthusiastic to learn, arrive promptly and settle quickly to work. Sometimes, teaching does not always develop pupils' ability to improve their learning by responding to feedback from their teachers.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe. Pupils understand potential internet dangers, feel safe in school and are confident that staff will deal with any incidents in school, if the need arises.
- Parents have positive views of the school and believe children are safe and happy. The school provides translated communication for parents who do not speak English.
- Attendance is above average as a result of the diligent work of the school to maintain good relations with families within the community.

### **The leadership and management** require improvement

- Leadership and management require improvement because standards in reading, writing and mathematics are not consistently good enough across the school. National test results fell in Key Stage 1 last year, and the most able pupils across the school are not making the progress they should be, particularly in mathematics and reading.
- Middle leaders do not check the work of the school rigorously enough to ensure that all teachers provide high-quality teaching. Priorities in their planning are not always clear or measurable.
- Although leaders have a determined approach to eliminating discrimination, the variation in pupils' progress means that not all pupils succeed equally well.
- The school uses its additional sports funding by promoting physical education and pupils' health and well-being through a range of morning and after-school clubs. These provide pupils with sports activities such as gymnastics, football, basketball and cheerleading.
- The range of subjects taught enriches the experience of the pupils through links between subjects. For example, when studying the Second World War, pupils also read a story of two boys who were living through the experiences of the Holocaust.
- The school ensures that all elements of spiritual, moral, social and cultural learning are embedded across the curriculum. Pupils learn about different religions, study Spanish, play a variety of instruments, and learn about art from around the world. They celebrate diversity and the importance of equality. For example, the Year 5 production celebrated Nelson Mandela's efforts to abolish apartheid. Pupils did this through art, dance and song.
- The local authority provides light-touch support for the school, although it recognises that middle and senior leaders are starting to tackle planning and monitoring techniques.
- The school is also part of a 'Networked Learning Community' and shares good practice projects with other schools, especially with developing ECO gardens and recycling.

**■ The governance of the school:**

- Although governors are made aware of what school leaders are doing to develop pupils' learning, they do not always challenge as effectively as they could because not enough governors have a clear enough understanding of how the school performs in relation to others locally and nationally. They do not have sufficient understanding of how well pupils make progress and the demands of the current inspection framework. Governors have recently restructured their committees and have not taken part in enough up-to-date training. They understand the need to reward good performance and how it is related to the quality of their teaching and pupils' achievement. Pupil premium funding has been allocated well enough to ensure that those eligible for the pupil premium make the expected progress in their reading, writing and mathematics skills compared to their peers nationally. Attainment gaps between these pupils and their classmates are being reduced. Safeguarding practices meet the statutory requirements.

## 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

<b>Unique reference number</b>	102120
<b>Local authority</b>	Haringey
<b>Inspection number</b>	440954

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<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>	Margaret Palmer
<b>Headteacher</b>	Resham Mirza
<b>Date of previous school inspection</b>	21–22 June 2011
<b>Telephone number</b>	020 880 03779
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