

Noel Park Primary School

Gladstone Avenue, Wood Green, London N22 6LH

Inspection dates 26–27 June 2014

Overall effectiveness	Previous inspection:	Not applicable
	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.

- Pupils achieve well. Attainment at the end of Key Stage 2 is above the national average in writing, mathematics and spelling, punctuation and grammar.
- Achievement in Key Stage 1 is improving. Scores in the Year 1 phonic screening check (linking sounds to letters) are above the national average.
- Teaching is good because most activities are carefully planned to help pupils to make good progress.
- Leaders, managers and governors have ensured that teaching and achievement have improved. Governors are now well informed and understand how well the school is doing.
- The executive principal and head of school have made a good start on raising standards. They have set clear expectations for good teaching and support their staff to improve their practice. Staff and governors share this vision and ambition.
- Pupils speak very positively about their school. They feel safe, behave well and treat adults and each other with kindness and courtesy.
- Provision in the school for pupils' spiritual, moral, social and cultural development is very strong.
- The Early Years Foundation Stage provides good opportunities for the development of the younger children.

It is not yet an outstanding school because

- Achievement in reading, particularly for boys, has not improved as quickly as it has in writing and mathematics.
- Teachers are not marking work in other subjects in as much detail as they do in English and mathematics. They do not always set writing tasks in other subjects that help the pupils to meet their literacy targets.
- Teaching is not yet outstanding because pupils are not always asked questions that make them think deeply about topics. This slows pupils' progress towards achieving the highest attainment levels.
- Governors have begun to make organised visits to school to check on progress, but they are not yet widely involved in evaluating the impact of policies on groups of pupils

Information about this inspection

- The inspectors observed 28 lessons or parts of lessons taught by 20 teachers. In addition, they observed pupils' activities at lunchtime as well as during breakfast and other clubs.
- A joint lesson observation was conducted with the head of school. A further joint observation was conducted with the executive principal. A series of short visits to classrooms was conducted with the head of school, special educational needs coordinator and a phase leader.
- Meetings were held with groups of pupils, representatives of the governing body, and subject and school leaders. A discussion took place between an inspector and a representative of the Academies Enterprise Trust.
- The inspectors took account of the 33 responses to the online questionnaire (Parent View) as well as informal discussions with parents and carers. The views of the staff were taken into account through meetings and the 38 responses to staff questionnaires.
- The inspectors listened to pupils read and discussed their choice of reading books.
- The school's own attainment records for the current year, as well as previous academic years, were scrutinised, in addition to published information on pupils' achievement. Planning documents were examined.
- Records relating to pupils' safety and welfare, including the school's single central record of security checks on staff, were examined. Behaviour logs and attendance records were also reviewed.

Inspection team

Patricia MacLachlan, Lead inspector	Additional inspector
Raminder Arora	Additional inspector
Kewal Goel	Additional inspector
Cliff Mainey	Additional inspector
Sandra Teacher	Additional inspector

Full report

Information about this school

- The school is a larger-than-average-sized primary school. The Early Years Foundation Stage consists of a Nursery and two Reception classes.
- The school became an academy in September 2012.
- The proportion of pupils eligible for support from the pupil premium (extra money provided by the government for pupils who are eligible for free school meals and for children who are looked after by the local authority) is well above the national average.
- The proportion of pupils from minority ethnic groups is above the national average. Pupils of Other White heritage are the largest group, with those from African, Caribbean and Bangladeshi heritage backgrounds comprising the next largest groups. The proportion of pupils speaking English as an additional language is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is in line with the national average. The proportion supported at school action plus or with statements of special educational needs is below average.
- The school meets the current floor standards, which are the standards for attainment and achievement expected by the government.
- The school has experienced changes of senior staff since becoming an academy in September 2012. The executive principal was appointed in September 2013 to this and a neighbouring school, Trinity Primary, and the head of school was also appointed in September 2013.

What does the school need to do to improve further?

- Improve teaching so that it is consistently outstanding by:
 - training all adults in the classroom to ask frequent and probing questions that require pupils to think deeply and giving detailed explanations for their answers
 - making sure that all teachers plan tasks in other subjects that help pupils to meet challenging literacy targets
 - give pupils detailed guidance about the next steps that will improve their work further.
- Improve achievement in reading further by extending the strategies already introduced to close the gap between girls' and boys' achievement and involve all leaders, including governors, in tracking the impact of these strategies on different groups.

Inspection judgements

The achievement of pupils is good.

- Children join the Nursery with skills that are below those typical of three-year-olds. They make good progress in the Early Years Foundation Stage, and join Key Stage 1 with levels of development that are above the national average.
- At the end of Key Stage 1 in 2013, attainment was above the national average in writing, slightly above in mathematics, but below the average in reading. The causes for this difference have been identified and leaders are ensuring accurate checking of pupils' progress and setting ambitious targets. Scrutiny of the progress records for pupils currently in Key Stage 1 indicate that high proportions of pupils are now making expected or better progress. This is consistent in all subjects and the gap between girls' and boys' achievement in reading is narrowing.
- At the end of Key Stage 2, pupils achieved above national figures in writing last year, but below national standards in reading. Progress records of pupils currently in Key Stage 2 show that the gap between rates of progress in writing and reading are closing, most notably in Year 4 where high proportions are making good progress in both areas. Rates of progress in mathematics are also good in all years. The most recent summary of Year 6 performance also shows improved attainment in reading and mathematics compared with pupils at this stage last year.
- Commitment to equal opportunities is evident because progress is good relative to the pupils' starting points. In classes where there are groups of disabled pupils and those who have special educational needs, they, too, are making the same progress as their classmates. This also applies to pupils from minority ethnic groups and those for whom English is an additional language. This is because a focused training programme has been introduced for those who support small groups in and outside the classroom.
- The most-able pupils made good progress by the end of Key Stage 2. Recent school records show that increasing proportions of the most-able pupils in Year 6 are now also attaining high scores in reading and mathematics. The work seen in their books was of a high standard. However, leaders are aware of the need to set these pupils more challenging targets and extended tasks in all year groups.
- Money from the additional government funding is used effectively to pay for small-group activities in reading, writing and mathematics. In 2013, the gap between the target pupils and their classmates had narrowed to less than three months in mathematics, four months in writing and with the gap closed in reading. As a result of individual support, many of the target pupils throughout the school are catching up well with their classmates. In Years 1, 2, 4 and 5 these pupils are now outperforming their peers in all subjects. The gap for the current Year 6 has also closed to less than two months in all subjects.
- There has been a renewed focus on phonics (the linking of sounds to letters). This has meant that higher proportions of pupils met the standard in the phonics screening check last year than was the case nationally. School records indicate that high proportions of pupils will also meet the standard this year.

The quality of teaching is good.

- Teaching is good. Strong and supportive relationships are established between all adults and pupils in the classroom, so pupils are consequently keen to learn. Well-planned and interesting tasks offer pupils good opportunities to make progress.
- For example, in a Year 5 class, pupils were challenged during the reading of a class novel. They were asked to use their mathematical knowledge to explain how many days were represented by the phrase 'ten thousand hours to go'. Because the teacher provided clear guidance, pupils were able to explain the methods that they had used to make mental estimates. They also confidently challenged the accuracy of different suggestions. As a consequence, all groups made progress in applying their mathematical understanding in a realistic context.
- Pupils understand the accuracy of their work. This is because teachers mark their work regularly

and check that they are subsequently responding to advice given in their English and mathematics books. Marking and other policies are followed consistently across all classes and key stages. This ensures the good progress of pupils towards achieving the targets set for them.

- However, in other subjects, pupils' progress towards their literacy targets is sometimes limited. Teachers are not consistently using the same detailed marking system, nor setting work that helps pupils to meet their literacy targets.
- Where learning is best, adults reshape tasks quickly if pupils are not succeeding, to make sure the work is neither too easy nor too difficult. Pupils often make rapid progress as a result.
- Well trained teaching assistants give extended support to pupils who need additional help to complete tasks. More-able pupils are given extension tasks, but they are not always challenged by questions that support deep and extended thinking. This does not support them in meeting the highest attainment levels.
- Teaching in the Early Years Foundation Stage skilfully blends the activities led by the teacher and those chosen by the children to support confident self-expression. Adults' questions draw out descriptions or calculations while the children are happily engaged in physical or creative tasks.
- Phonics is well taught and, consequently, pupils now enjoy applying their reading skills every day to varied and stimulating books. The youngest children are encouraged to apply their new skills to realistic situations outside the classroom, for example by sounding out the day's menu while waiting for their lunch.

The behaviour and safety of pupils are good.

- The behaviour of pupils is good. Their attitudes to learning are good as a result of the strong relationships established by teachers and other adults in the classroom. Pupils are keen to live up to their teachers' expectations and believe that their behaviour has improved this year. Learners of all ages work cooperatively with each other. Occasionally, pupils' attention can wander if tasks are not explained clearly enough.
- Pupils behave well outside lessons, interacting constructively with adult helpers in the dining room, for example. The school is effective in promoting good relationships. Pupils share the well-maintained playground areas sensibly and safely.
- Pupils take great pride in their environment and the eye-catching displays of their work. They speak proudly when they say, 'We don't like this school....we love it!' They value the opportunities offered by their school to help to improve it by joining eco and sports councils .
- The school's work to keep pupils safe and secure is good. Pupils feel well looked after by the adults around them. They have a well-developed awareness of safety and are knowledgeable about internet and personal safety, because it is well covered in lessons.
- Typically, pupils are very well mannered. This is because all staff set a good example of being polite and courteous, and pupils quickly respond to this.
- Pupils understand what bullying means, believe that the number of incidents is declining and speak of the ways in which they are quickly helped if there is any unkind behaviour.
- Children in the Early Years Foundation Stage enjoy positive relationships in a secure environment. They follow well established routines supervised by staff who are well trained to cope with minor mishaps.
- A good range of sports clubs, including football, karate, gymnastics, taekwondo and boxing, help to promote a healthy lifestyle.
- Attendance, which was below average last year, has improved this year and is now above the national average because of efficient checking. There are few exclusions because the school works very effectively with pupils who find it hard to manage their own behaviour.
- A large majority of the parents who responded to Parent View believe that the school provides a safe and caring environment. Pupils enjoy coming to school and are very pleased with the clubs and activities that have been provided for them.

The leadership and management are good.

- The new leadership team of executive principal and head of school has focused on using frequent observations of pupils' learning and scrutiny of their work to drive up standards. As a consequence, improvements to the quality of teaching have resulted in rising achievement. Middle leaders have been encouraged this year to take a full part in checking on standards of achievement.
- The difference between standards in reading on the one hand and writing and mathematics on the other was recognised and acted upon by the new leaders. A focus on reading, with additional resources and training for teachers, is having a positive impact on pupils' progress and attainment in reading.
- Systems have been developed to make sure that only those teachers who meet required standards move up the salary scale. The head of school does not shirk difficult conversations about teaching performance when these are necessary. Extensive programmes of support, paired teaching and modelling have been developed to help teachers to improve their practice.
- Leadership and management in the Early Years Foundation Stage are good because rigorous checks on children's progress are followed consistently. Children's needs and interests are well met and helpful information is given to parents to assist their children to learn to read outside school hours.
- Provision to encourage spiritual, moral, social and cultural development is strong. Pupils reflect on the differences between right and wrong in daily assemblies and by applying the school's Golden Rules for behaviour. Moral development is also embedded in the ethical questions posed in their literacy and humanities lessons. Strong social development is exemplified by the way in which pupils chose to raise money for children's 'beat bullying' charities with a fun run. Memorable participation in events such as the Vikings visit to the school or authors' presentations have widened pupils' cultural horizons. French, music and art clubs are very well attended. In addition, respectful participation in assemblies illustrating the customs of different faiths extends pupils' spiritual understanding.
- The primary school sport funding is being used to increase the number of after-school clubs and extend the equipment available for tennis, gymnastic and football teaching. The school has engaged specialists to train class teachers to improve their skills in teaching gymnastics and team games. Pupils' enjoyment of physical education and membership of sports clubs have increased as a consequence.
- Effective safeguarding systems meet statutory requirements and policies are consistently applied. Leaders promote equal opportunities and are assiduous in tackling any discrimination that may arise.
- Leaders work successfully with other schools within the trust, most particularly with the nearby Trinity School, to share training and for checking the accuracy of teachers' assessments of pupils' work.
- Monthly support sessions for Chairs of Governors are run by the Academies Enterprise Trust. The trust recruited new governors with a range of different backgrounds and also engaged a National Leader of Education from St Catherine's School Barnet to support the executive principal and head of school in their development of new procedures to check the quality of teaching.
- **The governance of the school:**
 - Members of the governing body know the standards of achievement and teaching in the school. This is because the summary reports, written monthly by the executive principal and head of school, provide clear information. Governors are now asking more challenging questions about pupil outcomes. The governing body has improved its effectiveness by working with the local authority and the Academy Enterprise Trust to undertake a focused training programme. Governors, consequently, have a more accurate understanding of how pupils are performing compared with national standards. They make regular visits to the school on governor days to satisfy themselves that reported improvements are indeed taking

place. Governors understand the link between teachers' pay increases and pupils' progress. They receive summaries of teachers' performance and they are aware of what support has been provided to improve teaching. Checks are made that the pupil premium funds are spent on the intended groups. Governors hold school leaders to account for the impact of the expenditure on pupils' performance. Safeguarding arrangements meet requirements and the budget is carefully managed to support the school improvement plan.

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	138588
Local authority	Academies Enterprise Trust
Inspection number	440096

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

Type of school	Primary
School category	Academy
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	577
Appropriate authority	The governing body
Chair	Father Simon Clark
Headteacher	David Worrall, Executive Principal Ann Palmer, Head of School
Date of previous school inspection	Not applicable
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