

Crowland Primary School

Crowland Road, London, N15 6UX

Inspection dates

2–3 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress in their learning. In reading, writing and mathematics, pupils' attainment at the end of Year 6 is much higher than that seen in most schools nationally.
- Teaching is outstanding. Teachers plan interesting lessons that engage the pupils' imagination and enhance their love of learning.
- The school's leadership is outstanding. The headteacher and deputy headteacher are excellent role models for both pupils and teachers. Governors are very knowledgeable about the school's performance.
- Governors, school leaders and teachers are ambitious in their vision for the school. They have very successfully made improvements to pupils' achievement and behaviour, and to the quality of teaching.
- Leaders and governors have inspired the school community to share a strong sense of purpose. They strive for each child to achieve his or her full potential.
- The school's leaders check the quality of teaching and pupils' progress rigorously. They discuss all pupils' progress regularly and set challenging targets.
- The school uses additional funding very effectively. It is used to minimise any gaps in achievement between different groups of pupils.
- Pupils' behaviour and their safety are outstanding.
- Pupils behave extremely well in lessons and around the school. They feel very safe and enjoy the wide range of activities that are planned for them.
- The school's very exciting curriculum promotes pupils' spiritual, moral, social and cultural development exceptionally well.
- Parents are very supportive and have great confidence in the school to keep their children safe.

Information about this inspection

- Inspectors observed parts of 18 lessons, of which 14 were jointly observed with the headteacher or the deputy headteacher. Inspectors undertook a series of short visits to other lessons across the school and listened to a sample of pupils in Years 2 and 6 read.
- Meetings were held with staff and pupils. The lead inspector met with the chair, vice chair and another member of the governing body, and with a representative from the local authority.
- Inspectors took account of the 31 responses to the online survey (Parent View) as well as the views of the parents they met. Inspectors also considered the 26 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including national test results and the school's own information about pupils' achievement. They looked at the school's own checks on how well it is doing, the school development plan, safeguarding policies, and records and documents relating to the work of the governing body.
- The inspection team scrutinised samples of pupils' work in English and mathematics, and records relating to behaviour, attendance and punctuality.
- The lead inspector took account of information on the school's website, the data dashboard and the school's own review of parents' views.

Inspection team

Kewal Goel, Lead inspector

Additional Inspector

Veronica Young

Additional Inspector

Michelle Thomas

Additional Inspector

Teresa Davies

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- The Early Years Foundation Stage consists of a Nursery, which offers 52 part-time places, and two Reception classes.
- The school population comprises pupils from a range of minority ethnic backgrounds. The largest groups are from African, Caribbean and other White ethnic backgrounds.
- A higher-than-average number of pupils enter the school at times other than at the start of the academic year.
- The proportion of pupils who speak English as an additional language is much higher than average. Some pupils join the school speaking little or no English.
- The proportion of pupils supported by the pupil premium is above average. This is additional government funding. It is provided to give additional support to those eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. This is also true of the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for the pupils' attainment and progress in English and mathematics.
- The school has formed a partnership with a local outstanding school.
- The chair of the governing body is a National Leader of Governance.

What does the school need to do to improve further?

- Improve the extent of challenge for the most able pupils so that all of them consistently make outstanding progress.

Inspection judgements

The achievement of pupils is outstanding

- By the end of Year 6, pupils' standards are significantly above average in reading, writing and mathematics. They make outstanding progress across all the year groups in the school. By the time they leave, they are very well prepared for their secondary education.
- Children join the Early Years Foundation Stage with skills and knowledge that are below those typical for their age, and well below in communication, language and literacy. They make rapid progress because of the early identification of their needs and well-targeted support. Teachers check closely on children's progress and use this information very well to plan the next steps in their learning.
- The school's has a clear focus on the teaching of phonics (letters and the sounds they make). As a result, pupils' performance in the Year 1 phonics screening check is well above the national average. This represents excellent progress from their achievement at the end of the Early Years Foundation Stage.
- At the end of Year 2, attainment has been improving steadily over the last three years. In 2013, pupils' attainment was broadly average in reading, writing and mathematics. Preliminary information about pupils' performance in 2014 shows that the current Year 2 pupils have reached higher attainment than last year. This is the result of better monitoring of teaching and of more effective extra support and guidance for individual pupils and for particular groups.
- The school has excellent procedures in place to support pupils who join the school in mid-year. It tracks their progress regularly and provides targeted extra guidance. This ensures that they make good progress.
- The quality of work in pupils' books and the school's own monitoring of pupils' progress show rapid improvement across the school.
- Pupils who speak English as an additional language (including those at an early stage of learning English) achieve very well. This is because of teachers' specific focus on developing the vocabulary of pupils and well-targeted support.
- Disabled pupils and those who have special educational needs make good progress from their starting points. Early identification of their needs, highly effective planning and guidance in class, and one-to-one support ensure that these pupils achieve very well.
- The most able pupils are making good progress. They are not making outstanding progress because teachers sometimes do not give them work that is difficult enough to ensure they reach the higher levels of attainment.
- Pupils use their proficient skills in reading, writing and mathematics across the curriculum exceptionally well. This is because of the strong focus on English and mathematics in the topics of the curriculum.
- There are high standards of reading across the school. Most pupils read with enthusiasm and enjoyment. The school has a very effective programme to support pupils in their reading.
- Pupils known to be eligible for the pupil premium make outstanding progress. Across all year groups, there are no gaps between their attainment and that of their peers. They are making better progress than other pupils. This is because of the highly effective small-group and one-to-one support, and targeted teaching in English and mathematics.
- The school actively promotes equal opportunities and tackles discrimination by ensuring that teachers give pupils who do not make sufficient progress extra help to achieve well. Regular checks mean that the school quickly identifies any pupils who need additional support.

The quality of teaching is outstanding

- Teaching across the school, including in English and mathematics, is outstanding.
- Teachers have high expectations of pupils. They ensure that the different groups of pupils understand what they are expected to learn. This makes a very important contribution to the

rapid rates of pupils' learning and progress. Teachers also foster good relationships with pupils.

- Teachers are skilled at asking pupils questions, and at adjusting the activities that they set to build on pupils' prior learning. They use a variety of exciting approaches to meet pupils' different learning needs. As a result, pupils are actively engaged in their learning.
- Teachers have very good subject knowledge, and use their exceptionally creative ideas and expertise to make sure that activities are exciting and are closely matched to the abilities and interests of their pupils. However, in some classes, teachers do not give the most able pupils appropriately challenging activities so that they achieve their full potential.
- Displays in the classrooms and corridors are bright, colourful and very well maintained. These are closely linked to pupils' progress, and further enhance their interest in learning.
- Arrangements to provide specialist support and teaching for disabled pupils and those with special educational needs are highly effective. Teachers' sensitive responses to any pupils with behavioural difficulties mean that these pupils remain fully interested.
- Teachers place a strong emphasis on the basic skills of English and on the vocabulary that is specific to particular subjects. As a result, pupils are highly motivated to learn and achieve exceptionally well.
- Most teachers deploy support staff very effectively. Teaching assistants often support and challenge pupils very well, particularly the less able and those with special educational needs. However, this very effective practice is not consistent across the school.
- In the Early Years Foundation Stage, staff make good use of the outdoor area, in order to extend learning in the classrooms. They provide a wide range of activities for children to explore and develop their early literacy skills, and their personal and social skills.
- Teachers mark pupils' work regularly and give constructive feedback on how pupils can further improve their learning. Pupils have good opportunities to consider teachers' comments about their work and to respond appropriately.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils across the school is outstanding, in classes and during lunchtimes and breaktimes. Pupils show high level of engagement in lessons.
- Pupils show respect for, and courtesy to, each other. They have exceptionally positive attitudes to learning. Relationships are excellent. Pupils are well mannered towards one another and towards adults. They move sensibly around the school and this adds to the feeling of a calm and purposeful climate for learning. Discussions with pupils, staff and parents show that this is typical over time.
- Pupils take pride in presenting their work to very high standards. They work collaboratively, listening to each other's views and sharing their ideas to support one another to learn. Pupils are also proud of their school.
- The vast majority of pupils are punctual and attendance is above average. The school has been successful in reducing the numbers of pupils who are frequently absent. This has been achieved through regular contact with parents.
- The school's work to keep pupils safe and secure is outstanding. Pupils told inspectors that if they have any concerns, teachers and other staff deal with them promptly.
- Pupils are fully aware of the different forms of bullying, including homophobic bullying. School records show that bullying or racist incidents are rare. The school deals with any such incidents robustly and successfully. Pupils are aware of the dangers of gang culture and say there is no gang culture in the school.
- Pupils understand very clearly safe and unsafe situations, including the importance of exercising care when using computers. They are highly aware of how to keep themselves and others safe.
- The older pupils know how well they are learning and what they need to do to improve their skills and understanding. They enjoy taking responsibilities, for example acting as peer mediators, taking the lead in raising funds for a range of charities and reading with younger

pupils. Prefects and the head boy and head girl provide effective role models for pupils.

- Staff and parents are overwhelmingly positive about the behaviour and safety of pupils in the school.

The leadership and management are outstanding

- The headteacher and deputy headteacher cooperate closely and are passionate about continually driving the school forward. They have an unwavering focus on maintaining consistently the high quality of teaching and learning and on the progress of every child.
- Senior and middle leaders know the school very well and share their ambition with other staff. Their evaluation of the school's effectiveness is robust and accurate.
- The senior leadership team and the middle leaders in charge of year groups check closely on the quality of teaching of each member of staff. As a result, all members of staff have an accurate understanding of their personal strengths and areas for improvement.
- The system for setting targets for teachers is very closely linked in with the quality of teaching, and pupils' progress. The school provides its staff with training and support programmes related to the school's priorities and to their personal development.
- The tracking and analysis of the progress of individuals and groups of pupils are highly rigorous. This enables teachers to accurately identify those pupils who are making rapid progress and others who require additional support and guidance.
- The curriculum is based on a range of different topics. There are clear links between English, mathematics and other subjects. There is a strong focus on developing pupils' skills in music, art and physical education. The curriculum is enriched through a wide range of clubs, the school choir, visits to local places of interest and school performances. The school actively promotes different cultures and beliefs. All that the school offers promotes pupils' spiritual, moral, social and cultural development exceptionally well.
- The school uses the additional funding for sports to improve the quality of provision for physical education and sports. Leaders have a strong vision for this subject area. They have invested more funds to ensure access to all aspects of physical education and sports is available to a wide range of pupils. The school's evidence shows that pupils are now very keen to take part in a variety of sports.
- The school works very well with parents. It communicates with them in a range of ways, including curriculum workshops, invitations to school assemblies and family learning, coffee mornings, regular newsletters and the school website.
- The local authority has this year given the school light-touch support because of the outstanding judgement on leadership and management at the last inspection.
- **The governance of the school:**
 - Governors are very knowledgeable, and adopt a strategic approach to their role. They have a very good understanding of how the school's results compare with national standards. The governing body closely monitors the school's checks on pupils' progress. Governors make sure that the system for setting targets for staff is robust, and is closely linked to the national standards that the government has set for teachers. Over the last two years, governors have grown in confidence and ask more challenging questions of the senior leadership team. They make sure that the school uses effectively the additional funding from the pupil premium and for primary sports. They ensure that safeguarding arrangements and other policies meet statutory requirements. Governors assure themselves that the budget is allocated carefully to the school's priorities. They attend a range of training. The governing body has carried out an audit of governors' skills to ensure that it is even more strategic in its approach. Furthermore, the chair of the governing body is involved in supporting the governors of other schools.

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	102129
Local authority	Haringey
Inspection number	442131

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	387
Appropriate authority	The governing body
Chair	Roger Knight
Headteacher	Melisha Trotman
Date of previous school inspection	22–23 January 2013
Telephone number	020 8800 4553
Fax number	020 8211 7473
Email address	head@crowland.haringey.sch.uk

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