

Tiverton Primary School

Pulford Road, London N15 6SP

Inspection dates

28–29 June 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching, learning and assessment are inconsistent between classes at key stage 2. Not all teachers have a strong subject knowledge in mathematics or provide the most able with appropriately challenging work.
- The school's marking policy is not followed consistently. As a consequence, some pupils do not receive sufficient guidance on how they can improve their work.
- Pupils' outcomes require improvement, especially for the most able and pupils who have special educational needs and/or disabilities at key stage 2.
- Pupils' writing varies in quality because teachers do not all have high expectations for the presentation of work and handwriting.
- Opportunities to further develop reading skills are lost when pupils are given tasks that do not engage their interest or move their learning forward quickly.
- Leadership and management require improvement. Not all leaders and governors know how to interpret the school information which shows how well different groups of pupils are progressing.
- Leaders are not ensuring that their guidance on how teachers can develop their skills leads to swift and consistent improvement in teaching and pupils' outcomes.

The school has the following strengths

- Teaching, learning and assessment are good at key stage 1. Pupils make good progress and attainment has risen over the last three years.
- Pupils' personal development, behaviour and safety are good. Pupils are enthusiastic about learning, feel safe and know how to stay safe.
- The early years provision is good. Children make rapid progress and become confident and independent learners.
- The school is improving, especially up to the end of Year 2. Leaders know what remains to be done to make the school good and the headteacher has maintained a positive climate for learning.
- The school has strong links with the parents, who are very positive about the support they receive.
- The curriculum, including the provision for pupils' spiritual, moral, social and cultural development, is broad and balanced and engages the pupils' interest well.

Full report

What does the school need to do to improve further?

- Improve teaching and the outcomes of pupils at key stage 2, especially for the most able and pupils who have special educational needs or disability, by:
 - ensuring that all teachers have high expectations for what pupils should learn and the quality of their written work
 - developing teachers' subject knowledge in mathematics
 - making sure that the most able are consistently given sufficiently challenging work
 - ensuring that work in reading lessons consolidates and extends the pupils' knowledge, skills and understanding.
- Strengthen leadership at all levels by:
 - making sure that all leaders are clear about how well groups of pupils are doing across the school
 - ensuring that checks on teaching and learning are followed up quickly and lead to consistent improvements in pupils' outcomes.
 - making sure that the school's marking policy is consistently followed and has a positive impact on pupils' learning.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders at all levels have not ensured that the quality of teaching and learning has been securely good at key stage 2. Good provision across these year groups has not been achieved and sustained during a time when there have been many changes in teaching staff. Consequently, the decline in pupils' outcomes has not been tackled quickly enough.
- Leaders have strengthened information on how well pupils are doing so that they can check progress, but not all leaders are sufficiently clear about what this wealth of information shows about the progress of groups of pupils.
- Leaders have established suitable policies to make the necessary improvements in teaching and pupils' progress, but these have not been successful in all classes. For example, expectations for teachers' marking are clearly stated but until very recently the impact on pupils' outcomes has not been monitored sufficiently rigorously to ensure that all teachers are following the marking policy.
- Despite the changes in staffing and the school still requiring improvement, steady progress has been made since the previous inspection and some issues from that time have been tackled successfully. For example, teaching assistants now make a valuable contribution towards learning in most lessons across the school, and teaching, learning and pupils' outcomes are now strong in the early years provision and key stage 1.
- Leaders, including those who are new to their roles, have a clear understanding of what remains to be done to make the school good. More rigorous checking up on teaching and pupils' progress and plentiful training opportunities are starting to make a positive difference to pupils' outcomes.
- The headteacher has ensured that the day-to-day running of the school has been maintained during the rapid changes in staffing. A calm and purposeful climate for learning has been established and supports pupils well in their personal development, behaviour and welfare.
- British values are promoted strongly and, as a result, pupils are interested in world events and show respect for various cultures and differing points of view. For example, pupils took a keen interest in the arguments put forward during the referendum on whether to stay in or leave the European Union. These aspects of the curriculum prepare pupils well for life in modern Britain.
- The new curriculum provides a breadth and balance to the pupils' learning. The creative arts are especially well established and support pupils' spiritual, moral, social and cultural development well. For example, there are many attractive displays of the pupils' good-quality art work around the school and the singing of pupils rehearsing for 'Oliver!' was delightful. Pupils have good opportunities to consider the importance of caring for the environment. Literacy and numeracy are promoted across the curriculum, although teachers do not always expect enough from the pupils in English and mathematics.
- Extra-curricular activities such as clubs, visits and visitors are used well to make learning motivating.
- The special funding for sports and physical education is used well to develop the pupils' skills, health and interest. For example, pupils in Year 6 demonstrated their ability to travel with the ball when playing basketball and have enjoyed competing with other schools in this sport.
- Funding for disadvantaged pupils is used more effectively this year with their learning being checked more closely than in the past. Additional help is being focused more accurately on what the pupils need to learn next and, as a result, attainment gaps between them and their peers are closing.
- The local authority has provided sufficient support to ensure that the school is improving, especially in key stage 1 and the early years provision.
- **The governance of the school**
 - Governors took part in an external audit after the previous inspection and have greatly improved the support and challenge they give to the school. They are now knowledgeable about all aspects of the school's work and are aware of what it does well and its next steps.
 - With other leaders, governors have had a positive impact up to the end of Year 2 and are aware of the challenges that the school faces to secure and sustain good provision and progress at key stage 2.
 - They are passionate about improving the provision for all pupils. They are working with the school to increase their knowledge about how well various groups of pupils are doing across the school.
- The arrangements for safeguarding are effective. Leaders check that all staff are suitable to work in school and ensure that training is up to date. The school has close links with its parents who typically make comments such as, 'The school listens and cares' and 'The staff know how to look after the children'.

Quality of teaching, learning and assessment **requires improvement**

- Teaching in Years 3 to 6 is not consistently good. Teachers in these year groups do not consistently provide sufficient challenge for the most able pupils, or demonstrate secure subject knowledge in mathematics.
- Teachers do not consistently follow the school marking policy and make sure that their written guidance to the pupils improves learning. As a result, learning is slower at key stage 2 than in other key stages, especially for the most able pupils and pupils who have special educational needs and/or disabilities. Pupils at key stage 2 are not given enough help to improve their work.
- Teachers do not all ensure that pupils always try their best when writing, so the quality of pupils' handwriting is variable. In reading lessons, pupils who are not working with an adult are not always given work that will consolidate or extend their skills and their time is sometimes not used effectively.
- Teaching is stronger in Years 1 and 2 and in the early years provision. In these year groups, teachers have good subject knowledge and pupils learn quickly. Phonics (the sounds letters make) is being taught well following intensive staff training in this subject.
- Across the school, teachers manage the pupils' behaviour well. They make effective use of teaching assistants to support various groups of pupils and provide a variety of interesting activities that motivate the pupils in their learning. For example, in Year 4, pupils enjoyed using persuasive language in their advertisements.
- Members of staff are keen to develop their teaching and make sure that parents are involved in their children's learning by offering workshops and plenty of chances to sample lessons.
- There are plenty of opportunities for pupils to use their literacy and numeracy skills to support their learning in other subjects, although not all activities strengthen learning well enough at key stage 2.

Personal development, behaviour and welfare **is good**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Members of staff support pupils well in their personal development and as a result pupils are confident and feel safe at school. They know that they can ask any member of staff for help when they need it and say that they can especially seek help from the 'child protection officer'.
- Pupils have a clear understanding of how they can keep safe and free from any form of bullying. For example, they know the dangers of working on the internet and how to use their mobile phones responsibly.
- Physical education, philosophy lessons and extra-curricular activities help to support the pupils' emotional and physical well-being effectively.
- Pupils understand how to be a good learner, although they do not always receive enough specific help to enable them to do their best.

Behaviour

- The behaviour of pupils is good.
- Pupils are proud of their school. They are consistently polite and friendly and are enthusiastic about talking about their learning.
- They behave well in lessons, around the school and at playtimes and are keen to take responsibility. For example, they are diligent in their roles as play leaders, peer mediators and reading buddies.
- They cooperate well with each other when working in pairs and larger groups and support each other well in their learning.
- Pupils thoroughly enjoy school and this is reflected in the above-average rates of attendance. Pupils respond well to the rewards given for regular attendance.
- Pupils and their parents agree that behaviour at the school is good and exclusions have reduced significantly over the last two years.
- Occasionally, pupils lose concentration when the work is not moving their learning forward quickly enough and they do not always take sufficient care with their written work.

Outcomes for pupils

require improvement

- Pupils' attainment has been too low at the end of Year 6 over the last few years, especially in reading and mathematics.
- Pupils at key stage 2 do not consistently make enough progress in all classes and subjects.
- In reading, older pupils who find reading difficult lack confidence and fluency because they have insufficient skill in tackling new words.
- The progress of the most able pupils requires improvement because in mathematics they do not have enough opportunity to apply what they have learned so that they can demonstrate their mastery of the subject. In some key stage 2 classes, when writing in other subjects, they do not show that they have a greater depth of knowledge and understanding than others.
- Pupils who have special educational needs and/or disabilities have not made good progress over time. Recent changes in the quality and precision of additional support are starting to have a positive impact on improving progress across the school. Teaching assistants have greater involvement in sharing information on the progress these pupils have made and are better equipped to support next steps in learning.
- Disadvantaged pupils are making better progress than in the past and gaps in attainment are closing this year. Improvements in the way teachers check up on how well pupils are doing are having a positive impact on identifying what further support is needed.
- Attainment has risen over the last three years at the end of Year 2. Pupils at key stage 1 make good progress from their starting points. They are now building on the good start they have received in the early years provision. The attainment of the large majority is within the new expected levels for their age by the end of Year 2.
- Pupils in Year 1 have increased their knowledge of phonics and make good use of the strategies they have learned to help them in their reading and writing.
- Pupils who are at the early stages of learning to speak English do so quickly. Most of these children are in the early years provision and key stage 1. Their attainment and progress across subjects are similar to those of other pupils, and are better at key stage 1 than at key stage 2.
- Pupils are suitably prepared for the next stage of education, because their personal development is good and they are keen to learn.

Early years provision

is good

- The large majority of children are working below the levels expected for their age when they join the early years provision.
- They make good progress in the Nursery and Reception classes and attainment has been rising over the last three years. Funding to support disadvantaged children is spent wisely and the large majority of children, including the disadvantaged, reach the expected levels by the end of the Reception Year. Overall, attainment is higher than in other schools nationally and children are prepared well for Year 1.
- Members of staff work together well as a team to provide a wide range of inviting activities that support the children's learning indoors and outside. For example, in the Reception classes, the children were enjoying learning about the life cycle of caterpillars and they had a clear understanding of the importance of caring for living things.
- Attractive resources are used effectively and support links in children's learning across areas of the curriculum. Children enjoyed writing adjectives to describe Little Red Riding Hood and played target games to help add together small numbers.
- Staff use questioning well to find out what children know and to encourage them to extend their ideas and interests.
- Systems for safeguarding are effective. Children feel safe and stay safe because staff are vigilant in ensuring that they work safely at all times. Effective links with external services and other providers ensure that all children receive any specific help they may need.
- Children behave well because staff set a good example and are quick to offer praise when children make the right behaviour choices. For example, one member of staff praised children for 'good looking' and one child said 'I need to concentrate'. Clear routines are established so that learning time is used effectively. One child reminded another to put an apron on before working in the water tray.

- Leaders provide a clear steer for improving provision and effective action has been taken to tackle the comparative weaknesses found in literacy and numeracy. Careful planning of boy-friendly activities has ensured that boys are learning as quickly as the girls this year across the areas of learning.
- The way the school works closely with the children's parents is a particular strength. There are good relationships between the school and parents, including those who may be hard to reach. Parents are especially appreciative of the opportunities they have for coming to school and sharing in their children's learning. For example, this term in the Reception Year, parents have been joining their children for lessons in fitness.
- Learning journals are shared with parents and while these contain much valuable information on how well the children are doing, they tend to have less information on progress in mathematics than in other areas of learning. There are occasions when mistakes made by children, and sometimes the staff, are not picked up and corrected in a timely manner.

School details

Unique reference number	102120
Local authority	Haringey
Inspection number	10011929

This inspection 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	434
Appropriate authority	The governing body
Chair	Margaret Palmer
Headteacher	Resham Mirza
Telephone number	020 8800 3779
Website	www.tivertonprimary.co.uk
Email address	admin.tiverton.haringey.sch.uk
Date of previous inspection	27–28 March 2014

Information about this school

- Tiverton Primary is much larger than an average-sized primary school.
- There is a full-time Nursery class and two Reception Year classes in the early years provision.
- A high proportion of pupils speak English as an additional language. Pupils come from a variety of ethnic backgrounds and speak a wide range of languages.
- The proportion of pupils for whom the school receives the pupil premium grant is well above average. The pupil premium is additional funding for pupils known to be eligible for free school meals and pupils who are looked after.
- The proportion of children who have special educational needs and/or disabilities is above average.
- There have been considerable changes in teaching staff at key stage 2 since the previous inspection.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

Information about this inspection

- The inspectors observed teaching and learning in 26 lessons, four jointly with the headteacher.
- Meetings were held with leaders, other members of staff, a member of the local authority and members of the governing body. The views expressed by 19 members of staff and 83 pupils were considered. The team also received two letters from older pupils.
- The 44 responses from parents to the Ofsted 'Parent View' questionnaire were scrutinised and inspectors held informal discussions with a number of parents.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents and checks on the quality of teaching. The inspectors also looked at the school development plan and records relating to behaviour, attendance and safeguarding procedures.

Inspection team

Alison Cartlidge, lead inspector	Ofsted Inspector
Karen Matthews	Ofsted Inspector
Neil Harvey	Ofsted Inspector

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