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Tony Woodward
Headteacher
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Dear Mr Woodward

Short inspection of Tetherdown Primary School

Following my visit to the school on 7 March 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your school was judged to be good in June 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You have set high expectations of what pupils can achieve. You provide clear direction for the school's future improvement, based upon the school's core values. The culture of the school is shown by the way your pupils respond to the school's vision statement 'where friendships thrive and children learn to discover a world of possibilities'.

You have created a leadership team that is determined to do the best for all the pupils in the school. Together, you have led necessary improvements in the quality of teaching identified at the time of the previous inspection. For example, you have ensured that higher-attaining pupils are challenged in their learning. You have supported leaders and managers, helping them become more effective in recording the progress made by pupils. As a result, you are better able to monitor the progress of all pupils. Senior leaders model effective leadership skills including how to use a range of information to improve the work of the school. For example, along with governors, they have identified the priorities for the school to sustain high standards. Governors know the school well as a result of their involvement in the school's 'away days'. They have undertaken a skills audit to enable them to recruit and be more effective in their roles and responsibilities. This helps them to question and challenge the headteacher about the progress of all pupils in the school.

Pupils enjoy learning. You have also improved the curriculum offered to your pupils. The literacy curriculum links strongly to what pupils learn in other subjects, which further develops their writing skills. For example, pupils' work shows they are able to write a persuasive letter about healthy eating. The recent celebration of 'World Book Day' also emphasised to pupils the importance of reading.

Your pupils are very proud of the school. They rightly believe this is a good school because they enjoy learning and teachers help them do their best. They feel safe in school because teachers constantly emphasise safety and that keeping safe 'is part of being happy'. In the lessons I visited with leaders, pupils behaved well and were keen to learn. The pupils I spoke with said that behaviour in the school is typically good. Pupils are keen to take on responsibility. For example, older pupils told me how much they enjoy working as librarians in the school.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Leaders ensure that everyone at the school has the collective responsibility to keep pupils safe and all staff understand that. The headteacher, deputy and special educational needs coordinator are the designated safeguarding leads. They make sure that all statutory requirements are met and that all children are safe. Through a range of assemblies, special events and in lessons, pupils are taught how to keep themselves safe from potential dangers including cyber bullying.

The office manager makes sure that all employment checks are undertaken rigorously and, each term, the governor linked to safeguarding monitors the school's practice. All staff receive regular child protection training, at an appropriate level for their role in school. This training is supported by weekly staff briefings for all staff including the senior lunchtime supervisor and site manager. As a result, staff have a thorough understanding of the school's safeguarding procedures. This includes the school's duty to report any suspected cases of female genital mutilation and the protection of pupils from radicalisation.

Inspection findings

- My first key line of enquiry focused on the actions leaders are taking to improve the quality of teaching, learning and assessment. This was identified in the last inspection report as an area for improvement.
- There are some inconsistencies in teachers' expectations of pupils. However, as shown in pupils' books, leaders have taken effective action to strengthen the quality of teaching since the previous inspection. You have made this a priority in your planning to improve the school. You have ensured that teachers reflect more on their teaching so that pupils learn more effectively. Leaders have high expectations and communicate these clearly to teachers and other staff. Regular

visits to lessons and scrutiny of pupils' books help leaders to check whether teaching is helping pupils achieve well.

- The second line of enquiry focused on the action leaders are taking to improve the progress of all pupils. This was because last year, and in 2015, progress for different groups of pupils varied.
- The senior leadership team understands the importance of early identification of needs. As a result, throughout the early years, good support from adults provides a range of opportunities for children to develop their early reading, writing and mathematical skills. This is enabling children to be more independent and confident, preparing them well for the next stage in their learning.
- Leaders' work to improve assessment of pupils' learning has ensured that pupils, especially older ones, better understand how to make improvements in their work. For example, in Year 6, pupils use information and communication technology well to edit their work. The most able pupils are very confident in their writing and demonstrate good progress in their work. However, although there is a more structured programme of senior leaders checking teaching and learning, there is insufficient rigour in identifying inconsistencies and addressing them. As a result, improvements made by some pupils are restricted. However, there is good evidence of impact in pupils' work in all core subjects and in the most recent assessments conducted by the school.
- Pupils in Year 6 who read to me read well, with enthusiasm and expression. They enjoy reading from a wide variety of texts. They can talk with confidence about their books. The most able readers reflect on their reading, which enables them to discuss key features of the plot.
- The special educational needs coordinator ensures that pupils who require additional support achieve well. For example, she works closely with class teachers to check that the activities planned are relevant in meeting the needs of individual pupils. Current pupils who have special educational needs and/or disabilities are making good progress in reading, writing and mathematics.
- The analysis of performance information for all disadvantaged pupils provides staff with a complete picture of each pupil. This information is used effectively to ensure that these pupils make good progress.
- At the end of key stage 2 in 2016, pupils made good progress to attain well. Attainment was higher than the national average in reading, writing and mathematics.
- The third line of enquiry focused on the action leaders are taking to improve the quality of writing. This was because different groups made less progress in writing than others in 2015 and 2016.
- The school has placed an emphasis on writing in all year groups and for all pupils. This starts in the Reception Year classes. For example, children were absorbed in their hunt for the missing 'gingerbread man', attempting to find clues. This enabled them to ask questions and improve their speaking and listening skills which informed their writing. As a result, many children could write simple sentences about the gingerbread man.

- The performance of each pupil is looked at carefully so that leaders can check if pupils are making sufficient progress. Consequently, leaders track pupils' progress well. As a result, they are able to intervene at the earliest opportunity to address any underachievement. However, recent school information for all year groups shows that progress in writing, especially at greater depth, is inconsistent.
- The curriculum is creative and is organised to better enthuse pupils. This was evident during the learning walk where pupils demonstrated an enthusiasm for writing based on their topic. For example, in Year 3, pupils improved their understanding of expanded noun phrases when writing about ancient Egypt. The most able pupils are challenged through teachers' questions to extend their understanding of the topic and use of extended noun phrases.
- In Year 6, teachers challenge pupils to reflect on their work and to improve each sentence. Good use is made of information technology for pupils to edit their writing on their own. The most able pupils are very confident in their writing and demonstrate good improvement over time. In Years 5 and 6 pupils demonstrate a very good understanding and application of self-evaluation to further improve their work and make good progress.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- timely, rigorous and systematic evaluation of pupils' work is used to inform future teaching
- pupils make accelerated progress in writing so that more pupils, especially the most able pupils, work at the greater depth standard.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Haringey. This letter will be published on the Ofsted website.

Yours sincerely

Richard Barnes
Ofsted Inspector

Information about the inspection

I met with you, other senior leaders, middle leaders and support staff. I met with members of the governing body, including the chair, and had a telephone conversation with a representative from the local authority. I scrutinised a range of documentation and the school's website, including the school's self-evaluation of its own performance, school development plan, school policies, information on the progress of pupils and the single central record. I considered the 109 responses parents had posted to Ofsted's online parent survey and written comments. I also

analysed responses to the staff and pupil surveys. I spoke informally to a number of pupils, listened to pupils read and visited all year groups in the school with senior leaders in order to gather evidence on particular aspects of teaching, learning and assessment.