

# Earlham Primary School

Earlham Grove, Wood Green, London, Middlesex N22 5HJ

## Inspection dates

26–27 April 2017

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

## Summary of key findings for parents and pupils

### This is a good school

- Since his appointment, the headteacher has brought about rapid improvements through his commitment, high expectations and ambition for the school. As a result, the quality of teaching and pupils' progress are good and the school continues to improve.
- The governing body is effective. Governors are highly skilled and know the school well, including its strengths and weaknesses. They provide effective support and challenge to senior leaders to drive improvements.
- Middle leaders have improved their monitoring skills through effective support and training. As a result, they successfully track the progress of pupils and contribute to improving the quality of teaching, learning and assessment.
- Disadvantaged pupils, pupils who speak English as an additional language and those who have special educational needs and/or disabilities make good progress because of the strong additional support they receive from staff.
- Pupils' behaviour is good and pupils have positive attitudes to learning. Pupils are polite, courteous and respectful to each other and adults. They are proud of their achievements.
- The great majority of parents and carers hold the school in high regard.
- Children in the early years make a good start to their education. They make good progress from their different and often low starting points, and are prepared well for Year 1.
- Pupils are kept safe and are well cared for. Their spiritual, moral, social and cultural development is strong.
- There is some teaching, learning and assessment practice that is highly effective in some classes. However, this excellent practice is not always widely shared to help all staff to improve their skills further. Sometimes, teachers' expectations of pupils' work, including presentation, are not high enough.
- In a small number of classes, work is not challenging enough for the most able pupils. Occasionally, the most able pupils have to wait for harder tasks to test their thinking.
- Although standards have improved markedly overall, pupils do not always make the same strong progress in reading as they do in mathematics and writing.
- Overall, attendance is rising and is close to the national average. However, pupils from some key groups are persistently absent.

## Full report

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

- Continue to improve the quality of teaching, learning and assessment, so that pupils make rapid progress by ensuring that:
  - the existing excellent classroom practice is shared effectively across school
  - all teachers have high expectations of pupils' work, including its presentation
  - most-able pupils are routinely challenged with work that makes them think hard.
- Improve pupils' progress in reading by:
  - ensuring that pupils have greater access to challenging texts and develop their understanding of what they read
  - increasing opportunities for lower attaining readers to read so that they improve their fluency and understanding.
- Improve attendance further by reducing persistent absence.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher is very ambitious for the school and has established a culture of high expectations of pupils and staff. Since his appointment, the quality of teaching and pupils' achievement have risen rapidly. He has brought about stability in staffing and developed a very strong sense of teamwork to address a legacy of underachievement from previous weaker teaching. With the support of governors, he has made some difficult and decisive decisions to improve the quality of teaching.
- Leaders ensure that procedures to monitor the performance of staff are robust. Performance management is closely linked to pupils' progress and school priorities. There is good professional development for staff, including support and training, to improve. As a result, the quality of teaching, learning and assessment is improving.
- The progress of pupils is monitored closely and frequently. Leaders quickly identify any pupils who are not making the progress that they should and provide timely and effective support. In this way, leaders ensure that all groups of pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, make good progress. This reflects leaders' commitment to promoting equality of opportunity for all pupils.
- The skills of middle leaders have been enhanced since the previous inspection. Middle leaders are involved in checking the quality of teaching, looking at pupils' work in books and visiting classes to see for themselves the progress that pupils make. In this way, they are better able than in the past to hold teachers to account for the progress pupils in their classes make. Middle leaders increasingly contribute to the school's capacity to improve further.
- Disadvantaged pupils make good progress from their individual starting points. This is because leaders, including governors, ensure that the pupil premium funding is used effectively. Staff are fully aware of who the disadvantaged pupils are and ensure that their needs are met and that they achieve well.
- The provision for pupils who have special educational needs and/or disabilities is effective. The progress of pupils who have special educational needs and/or disabilities is closely tracked. Additional special educational needs funding has been carefully used to ensure that staff are fully trained to meet the needs of pupils who have special educational needs and/or disabilities. As a result, this group of pupils receive good-quality care and support, including from teaching assistants, and make good progress.
- The physical education and sport premium is used effectively to promote pupils' engagement in sporting activities. Specialist sports coaches teach physical education alongside teachers to enhance the skills of teachers. There is a range of extra-curricular sports clubs, and pupils' interest and participation in sporting activities are increasing.
- Leaders ensure that the curriculum is broad and balanced. The curriculum engages

pupils' interest and ensures that they make good progress across all areas of the national curriculum. For example, pupils enjoy entering poetry competitions and they recite poems from different languages. Authors visit the school and run workshops for pupils on writing. Pupils learn about architecture through attending workshops. Pupils' knowledge and understanding of science are enhanced by attending science sessions in a local secondary school. Music is promoted well and pupils play a range of instruments, including the violin, clarinet and trumpet. Pupils also enjoy singing, which is a strength. There is a range of after-school activities and visits that enrich pupils' experiences. Leaders ensure that pupils' spiritual, moral, social and cultural development is promoted effectively. Pupils know the difference between right and wrong and show respect to each other and adults.

- Pupils' understanding of British values is promoted through learning about liberty, respect, the rule of law and democracy. For example, pupils participate in democratic elections to elect their classmates to the school council. They visit the Houses of Parliament in Westminster. Pupils learn about different cultures and faiths represented in the wider society and show respect for diversity. The school prepares pupils well for life in modern Britain.
- The local authority has provided valuable and effective support and advice to leaders, particularly on aspects of leadership, management and governance. The local authority's involvement in the school is diminishing because leadership is improving and standards are rising.
- Parents were overwhelmingly positive about the work of the school and its leadership. Parents who responded to the online survey, Parent View, were extremely supportive of the school and most agreed that the school is well led. They all agreed that their children make good progress with their learning.

## **Governance of the school**

- Governance is effective. Governors are skilful, committed and ambitious. They have a very clear understanding of the school's strengths and weaknesses. They visit the school regularly to find out for themselves how well pupils are learning. They share the headteacher's high expectations for pupils and want all pupils to succeed.
- Governors are rightly proud of the improvements they have helped to secure since the previous inspection, particularly through the appointment of a new headteacher and senior leaders.
- Governors hold senior leaders to account for the quality of teaching and pupils' achievement. Overall, they support and challenge senior leaders well to drive improvements.
- Governors know the quality of teaching across the school and how this links to performance. They make appropriate arrangements for the management of the headteacher's performance and set challenging targets to improve the quality of teaching and outcomes for pupils.
- Governors know how any additional funding is used, including the pupil premium, and its impact on pupils' outcomes.
- Governors regularly review the effectiveness of the leaders' work on safeguarding

pupils to ensure that pupils are kept safe.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that pupils' safety is paramount and that safeguarding is an integral part of the school's culture.
- All staff receive regular updates on safeguarding and have had training on the most recent guidance on safeguarding and child protection. Consequently, staff have a secure understanding of safeguarding and their responsibilities in keeping pupils safe.
- Staff are vigilant in spotting potential signs that a pupil may be at risk of harm, including risks associated with exploitation, radicalisation and extremism. Pupils are taught how to keep safe, including when outside school. Leaders inform parents how to keep their child safe when online.
- Leaders work well with parents, liaise effectively with external agencies and rigorously pursue any referrals to keep pupils safe. Records on safeguarding are detailed and kept in an organised manner.
- Pupils said that they feel very safe in the school. All parents who responded to the online survey, Parent View, and staff who responded to the staff questionnaire, agreed that pupils are kept safe at the school.

## Quality of teaching, learning and assessment

**Good**

- Leaders have been effective in improving the quality of teaching, learning and assessment. Consequently, teaching is good and pupils make good progress.
  - Teachers know the pupils well and plan learning that interests and engages them. As a result, pupils are keen to learn and contribute well in lessons.
  - Classrooms are well organised, with stimulating displays and prompts to support pupils' learning, particularly in language and vocabulary.
  - Teachers and teaching assistants use questioning well to check pupils' understanding and further challenge their thinking. For example, effective questioning in a Year 4 mathematics lesson helped pupils to extend their understanding of Roman numerals and made them think hard about their calculations.
  - Teachers check pupils' progress in lessons. They identify and correct any misconceptions and offer timely support. This ensures that pupils remain focused and that learning moves on swiftly.
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- Teachers check regularly on the progress that pupils make, including the progress of disadvantaged pupils and those who have special educational needs and/or disabilities.

Careful planning and support ensure that these pupils make good progress. Teaching assistants also lead effective sessions for pupils who are at risk of falling behind, including pupils who are at the early stages of learning English. For example, pupils at the early stages of learning English in key stage 2 improved their understanding of phonics and read simple sentences because the adult modelled language effectively.

- The teaching of phonics is effective. Pupils are taught how to read difficult or unfamiliar words. As a result, pupils' reading is improving. The very few pupils who do not achieve the expected standard in the Year 1 phonics screening check are supported well to help them catch up.
- The teaching of reading is good and improving. There is a strong emphasis on daily reading to improve pupils' reading skills, including specific programmes to help pupils who are at the early stages of learning English. However, there is sometimes insufficient emphasis on developing pupils' understanding of what they read and the meaning of words. Lower attaining readers do not routinely practise reading in order to improve their fluency and understanding.
- Staff focus closely on developing and building pupils' language and vocabulary skills, and provide rich opportunities to improve their speaking and listening skills. This particularly helps pupils who are at the early stages of learning English to make good progress in English and other subjects.
- Teachers ensure that pupils use a range of writing styles and write for different purposes and at length. For example, Year 2 pupils wrote a diary in the style of Samuel Pepys and pupils in Year 6 constructed their arguments well in a persuasive piece of writing about footballers' pay. Evidence in pupils' work shows that they apply their writing skills well across a wide range of subjects.
- Teaching in mathematics is good. Teachers have a good subject knowledge and pupils use their mathematical skills well to solve a range of mathematical problems.
- In information and communication technology, Year 2 pupils showed confidence in using a computer. They followed instructions and used codes to create a simple story and improve their skills in coding and programming.
- Sometimes, the most able pupils are not provided with challenging tasks to make them think harder about their learning. Occasionally, the most able pupils have to wait for teachers to give them more challenging work to extend their learning.
- Sometimes, teachers do not have high enough expectations of the presentation of pupils' work.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite, friendly and courteous. Their positive attitudes to learning make a strong contribution to the good progress they make.
- Pupils know about different types of bullying. For example, in a Year 1 class, pupils considered various scenarios to determine whether they represent bullying or not. They

discussed the best way to deal with each scenario and the importance of telling a member of staff. Pupils said that bullying or racism are not an issue for the school. Pupils know how to keep themselves safe when using the internet, and about the dangers of cyber bullying.

- Although pupils are keen to learn, they said that very occasionally a few pupils lose concentration in the classroom and disturb the learning of others. Some pupils do not take enough care over the presentation of their work.
- Pupils are taught about tolerance and appreciation of other faiths, beliefs and cultures. This prepares them extremely well for life in diverse Britain.
- Pupils are keen to take up sports activities and this helps them make informed choices about their fitness and healthy lifestyles.
- The school invites pupils who would benefit to attend the breakfast club. This is contributing well to improving the attendance and punctuality of selected pupils.
- Parents who responded to Parent View, and those who spoke to inspectors, are confident that their children are safe in school and are looked after well.

## Behaviour

- The behaviour of pupils is good.
- Pupils from all backgrounds interact and play well together. There are effective systems to promote good behaviour, and staff are generally consistent in applying the school's behaviour policy, both inside and outside the classroom.
- Pupils' behaviour in lessons, in assembly, around the school and in the playground is consistently good. Lunchtimes are calm and harmonious occasions.
- Pupils said that behaviour is good. This is reflected in the school's records that show incidents of inappropriate behaviour are rare and are dealt with effectively by staff.
- Pupils' attendance is improving and is close to the national average. Leaders have focused on improving attendance through closer links with parents and celebrating good attendance with individual and class prizes for the best attendance. However, leaders acknowledge that there is still more work to do to reduce persistent absence further so that it is in line with the national average. There have been no exclusions since the previous inspection.
- All parents who responded to Parent View agreed that the school makes sure the pupils are well behaved.

## Outcomes for pupils

**Good**

- The new leadership has been effective in improving the quality of teaching so that it is typically good. Consequently, pupils are making good progress from their low starting points.
- In 2014, children left the Reception class with attainment that was below the national average. However, at the end of key stage 1 in 2016, their attainment in reading, writing and mathematics was broadly average, although attainment in reading was

weaker than in writing and mathematics. Overall, pupils make good progress from their low starting points and are prepared well for the next stage of their education.

- By the end of Year 6 in 2016, pupils had made good progress overall in reading, writing and mathematics to achieve broadly average standards. Progress was particularly strong in writing and mathematics. Pupils' progress overall was weaker in reading than in writing and mathematics.
- The proportion of pupils who reached the expected standard in English grammar, punctuation and spelling was below average at the end of key stage 2 in 2016. In response to this, school leaders have introduced specific sessions to focus on improving pupils' English grammar, punctuation and spelling, including the teaching of spelling. This is having a positive impact on improving current pupils' skills in English.
- In 2016, the proportion of pupils in Year 1 who achieved the expected standard in the phonics screening check was slightly below the national average. This was mainly because some pupils were at the early stages of learning English. Disadvantaged pupils did better than other pupils nationally. However, the teaching of phonics has improved and is more effective this year. Pupils use their phonics skills well and read with increasing confidence. Overall, pupils enjoy reading and their love of books is growing.
- The attainment of pupils is affected by a higher-than-average proportion of pupils across year groups who join the school part-way through their primary education. Most of these pupils are at the early stages of learning English. Leaders' tracking of progress shows that the attainment of other pupils is markedly better than those who start late in the year or part-way through their primary education.
- Leaders track the progress of pupils carefully. Current information, including the work in pupils' books, shows that pupils make good progress overall across the school in reading, writing and mathematics. However, although progress in reading is improving, it is weaker overall than in writing and mathematics.
- Evidence in pupils' books from subjects across the curriculum shows that pupils acquire and apply new knowledge, understanding and skills well. Pupils' progress in science has improved across the school and there is a greater emphasis on scientific language and investigative science. Through links with a local secondary school's science department, pupils further their understanding and knowledge of scientific concepts.
- The most able pupils, including the most able disadvantaged pupils, make good progress. By the time they leave the school, the proportion of pupils achieving high standards is broadly average. Sometimes, the most able pupils are not challenged sufficiently and have to wait before moving on to harder work. This slows their progress.
- The disadvantaged pupils make good progress across the year groups in reading, writing and mathematics. They receive effective support from teachers and teaching assistants. Their progress is sometimes better than that of their classmates.
- Pupils at the early stages of learning English receive effective individual and small-group support from skilled teaching assistants. As a result, they make good progress from their low starting points.
- The strong provision for pupils who have special educational needs and/or disabilities ensures that they make good progress from their starting points.



## Early years provision

**Good**

- The majority of children enter the early years with skills and abilities that are below, and sometimes well below, those typical for their age, particularly in personal, social, and emotional development, number and writing.
  - Leaders ensure that the quality of teaching is consistently strong and children make good progress from their low starting points. The proportion of children achieving a good level of development by the time they leave the Reception Year is improving. In 2015, the proportion of children achieving a good level of development was below average. In 2016, the proportion reaching a good level of development improved and was above average. Children are prepared well for Year 1.
  - There are no significant differences in the progress of different groups of children, including children who have special educational needs and/or disabilities. There are very few most-able and disadvantaged pupils in the Nursery and Reception classes.
  - Children who speak English as an additional language receive effective support to develop and improve their language skills through a range of resources and many speaking and listening opportunities. This helps this group of children to make rapid progress.
  - The teaching of phonics is effective. Children in a Reception class made good use of their knowledge of sounds and letters to write simple and phonetically plausible sentences. Children are keen to share their work with visitors and are proud of the improvements in their writing.
  - Occasionally, staff do not build on children's everyday experiences. For example, in the outdoor learning when children experienced hailstones for the first time and they were fascinated by this new phenomenon, their understanding of this weather event was not further developed.
  - During the inspection, children in the Nursery enjoyed learning about planets. The classroom had rich displays on space and planets and a 'space station' to support learning. The outdoor area was used well to make 'rockets' and 'aliens'. Children thoroughly enjoyed 'walking on the moon' looking for 'alien objects' and listening to 'space music'. There was a real sense of awe and wonder. Staff used questioning effectively to develop children's language and vocabulary and reinforce children's understanding.
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- The leadership of the early years is good. The leader knows the strengths of early years and the areas for improvement. Children's progress is closely monitored to identify those who are not making the progress they should for additional support. For example, the greater focus on improving boys' writing skills is having a positive impact. Moderation is carried out with other schools on a regular basis to ensure that the assessment systems are accurate, including identifying the children's skills and abilities

on entry to school.

- There are good links with parents to support their child's learning and they are provided with regular information on the progress they make. Parents are encouraged to visit the early years to see for themselves the learning taking place and to share their child's learning.
- Children's attitudes and behaviour are consistently good. They are kind and friendly, take turns with activities and are keen to share resources with each other. They show independence and make choices about their learning, both indoors and outdoors.
- Staff effectively capture children's learning and what they can and cannot do across the different areas of learning in their 'special books'.
- Staff and leaders ensure that safeguarding is effective.

## School details

Unique reference number	131478
Local authority	Haringey
Inspection number	10031705

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	386
Appropriate authority	The governing body
Chair	Euan Macdonald
Headteacher	Daniel Kerbel
Telephone number	020 8888 2780
Website	<a href="http://www.earlhamprimary.com">www.earlhamprimary.com</a>
Email address	<a href="mailto:head@earlham.haringey.sch.uk">head@earlham.haringey.sch.uk</a>
Date of previous inspection	14–15 May 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above average. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of disadvantaged pupils supported by the pupil premium is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- Children attend a morning Nursery class and two full-time Reception classes. The vast

majority of children transfer from Nursery to the Reception classes. Currently, there are very few most-able children and disadvantaged children in the Nursery and Reception classes.

- A higher-than-average proportion of pupils join the school in different year groups other than at the normal times.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress by the end of Year 6.
- The school runs a breakfast club for targeted pupils and range of after-school activities.
- There have been a number of changes to staffing since the previous inspection. The school now has stability in staffing. The headteacher was appointed in September 2015 and the new permanent leadership team was appointed in September 2016.

## Information about this inspection

- The inspectors observed learning in all classes, nearly all of which were joint observations with either the headteacher or the deputy headteacher.
- A meeting was held with a group of pupils from different abilities and backgrounds in key stage 2 to discuss their learning and views about the school.
- Inspectors listened to pupils read in Years 1, 2 and 6 and discussed reading with them.
- The inspectors held discussions with senior leaders, middle leaders and three governors, including the chair of the governing body. Discussions were held with a local authority representative.
- The inspectors observed the school's work and considered a range of documents, including the school's improvement plan, checks on the quality of teaching, learning and assessment, information about pupils' progress, attendance and behaviour records and safeguarding arrangements.
- The inspectors scrutinised pupils' work across the curriculum to see what progress they have made.
- The inspectors took account of the 16 responses received from parents to the Ofsted online survey, Parent View. In addition, inspectors spoke to parents in the playground at the start of the school day. The inspectors also considered the 15 responses to the survey for staff.

## Inspection team

Avtar Sherri, lead inspector	Ofsted Inspector
Sean Flood	Ofsted Inspector
Kusum Trikha	Ofsted Inspector

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