

# Oakthorpe Primary School

Tile Kiln Lane, London N13 6BY

## Inspection dates

27–28 March 2019

<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	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- School leaders, governors and staff share a vision for all pupils to achieve well. Leaders are ambitious, and continually seek ways to improve outcomes for pupils.
- Leaders accurately assess the school's strengths and areas for development. They focus on improving progress and attainment in reading and mathematics. Current evidence shows that most pupils make good or better progress in these subjects.
- Teaching and learning is good. However, in some lessons, opportunities for correcting pupils' misconceptions are missed.
- Staff value the high-quality professional development they receive from leaders and 2 Schools Consortium, Oakthorpe's initial teacher training provision. Teachers improve their practice through mentoring and team work. Strong links with other schools provide opportunities for research and innovation.
- Leaders and governors carefully target the use of additional funding to ensure that disadvantaged pupils achieve as well as other pupils.
- Pupils receive a rich and creative curriculum, which includes a wide range of extra-curricular activities. Leaders and teachers prioritise pupils' social and personal development. However, the wider curriculum does not take account of all pupils' needs to deepen their learning.
- The quality of provision in the early years is good. Staff plan exciting learning experiences that develop children's literacy and numeracy skills in the classroom. More work is required to provide similar opportunities in the outdoor learning space.
- Pupils are proud of their school. They behave well in lessons and around the school. Staff develop positive relationships with all pupils.
- Safeguarding is effective.

## **Full report**

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

- Ensure that the depth and breadth of knowledge and skills taught in reading, writing and mathematics is extended to the wider curriculum.
- Ensure that pupils' misconceptions are addressed promptly so that they strengthen their understanding further.
- Ensure that use of outdoor space in the early years provides opportunities to develop children's literacy and numeracy skills.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The new headteacher and her leadership team have accurately assessed the school's effectiveness. This follows a decline in progress and attainment for all pupils at the end of key stage 2 in reading and mathematics in the previous two years. Leaders have focused their priorities on improving the teaching, learning and assessment of core subjects. All staff share their ambition and high expectations.
- Leaders have introduced a number of initiatives in reading and mathematics to ensure that pupils make good or better progress from their starting points. They have taken actions to address any achievement gaps for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Regular progress meetings enable staff to identify any pupil who is falling behind, and intervene in a swift and timely manner. As a result, pupils make good progress and receive appropriate support, when needed.
- Leaders have developed a collaborative working culture, where everyone is accountable for improving pupils' outcomes. Through the development of middle leaders and year-group teams, leaders ensure consistent planning across the school. Staff discuss new ways of teaching and assessing pupils' progress.
- Leaders ensure that the school is outward looking and supports other schools. There is a strong focus on mentoring trainee teachers and providing opportunities for experienced teachers to refresh and extend their skills. Leaders encourage research into new teaching and coaching methods. Staff value these opportunities to develop their practice. As a result, teaching is strong across the school.
- The school has a history of delivering an outstanding expressive arts curriculum. Leaders remain committed to providing pupils with a wide range of opportunities for artistic, sporting and personal development. In dance lessons, for example, pupils are successfully taught the skills of turning and rolling. Pupils' achievements and cultural learning are celebrated through assemblies and displays around the school. Pupils' artwork is of a high quality. Middle leaders are committed to their subject areas, and ambitious to deliver a stimulating curriculum. However, monitoring and evaluating the quality of teaching and learning in foundation subjects is not routinely undertaken. Whilst the curriculum offer is broad and exciting, the depth of learning varies across and between subjects.

### Governance of the school

- Governors bring a wide range of skills to the school, and are knowledgeable about the school's strengths and areas for improvement. They provide good challenge and support to the headteacher. Governors receive regular and detailed reports of the school's performance. Through full governing body and committee meetings, they provide support to leaders, and check the school's progress.
- Governors are proud of the school. They regularly attend events and celebrations to gain a full understanding of pupils' experiences. Governors promote the school's support for training teachers within school and the wider community.

- Governors hold leaders to account for the effective use of additional funding to support disadvantaged pupils. They understand the impact of the school's initiatives to close the achievement gap. Governors seek continuous self-improvement, and ensure they receive the necessary training to develop their knowledge and skills. They are effective in carrying out their safeguarding responsibilities.

## Safeguarding

- The arrangements for safeguarding are effective. Leaders and governors ensure that the school is a safe place. Visitors are checked carefully, and safe processes are meticulously followed in the recruitment of new staff. School leaders work well with external agencies to support pupils and families. Staff know how to keep pupils safe in school, and follow the school's systems for supporting pupils who may be vulnerable. Governors and staff receive full training about the risks to pupils in school and the local community.
- Parents are confident that the school's systems keep their children safe. Pupils are taught to keep themselves safe through online safety training and in assemblies. Pupils are aware of the risks locally, and say they have trusted adults they can talk to if they have concerns.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment is good. Leaders have introduced a framework to ensure there is consistency in the planning and assessment of reading, writing and mathematics. This framework enables all teachers to assess pupils' work accurately and share best practice. In the wider curriculum, for example in science and physical education (PE), teachers plan well to develop pupils' knowledge and skills. However, there is more work to be done by leaders to ensure that teachers' planning and assessment are routinely consistent across all subjects.
- In literacy and mathematics lessons, teachers develop and deepen pupils' knowledge and understanding. They plan activities that meet the needs of pupils of all abilities. In a mathematics lessons, for example, teachers worked with less able pupils to show them how to use a protractor to draw and measure angles. Teachers and support staff use effective questioning to deepen pupils' understanding and to correct any misconceptions. In some lessons, opportunities are missed to correct pupils' mistakes, which limits their progress.
- Teachers use a range of interventions and resources effectively to support pupils with SEND. Early assessment ensures that each pupil's specific needs are clearly identified. Staff are trained to deliver programmes that develop pupils' communication, literacy and numeracy skills. They are well supported by external specialists with further training and supervision. As a result of timely and targeted intervention, pupils with SEND make good progress and overcome their barriers to learning.
- Teachers develop pupils' reading, writing and numeracy skills well across a range of subjects. For example, in history, pupils are taught how to write a personal diary, describing the Fire of London. In early years, the teaching of halving numbers is followed by activities that include making sandwiches, and cutting them in half to

share. Pupils are encouraged to develop a love of reading through focused book weeks, visits from authors and celebration of the school's 'book worms'.

- Phonics is taught effectively in the early years and key stage 1 to build pupils' confidence in reading unfamiliar words. In early years, a home learning pack and phonics training are shared with parents so they can support their children at home. Daily activities include reading, phonics and handwriting to ensure that children develop correct letter formation. By the end of Year 1, most-able pupils are confident and fluent readers.
- Pupils have positive attitudes to work, and are keen to engage in their learning. Teachers and support staff set high expectations for behaviour and establish clear routines that support independent learning. Strong and supportive relationships between staff and pupils have created a culture where pupils are confident to take risks. Pupils are committed to improving their work, as shown in their books. Teachers encourage pupils to learn by assessing their own work, and that of other pupils. One pupil commented to inspectors that correcting his own work 'helps me understand what I need to learn, myself'.
- Parents reported that they are well informed about their children's progress and attainment. They have regular opportunities to talk to their children's teachers, and are provided with useful information about what their children learn, on the school website. Parents are invited to assemblies and shows to celebrate their children's achievements.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are provided with a wide range of activities to keep themselves healthy, including high-quality PE and dance lessons. Healthy lunches are served daily, with a wide choice of salads and fruit. Lunchtimes are a positive experience, where older pupils look after younger pupils. Many members of staff sit with pupils at lunchtimes and encourage them to develop good social and communication skills.
- The school's values are actively promoted in lessons and through assemblies. During the inspection, an inspiring presentation on sea life illustrated how different animals are dependent on each other.
- Pupils model school values through their conduct at play and lunchtimes. When arguments happen, pupils say they try to resolve their differences by seeing things from the other person's point of view. In discussions with inspectors, pupils demonstrated a clear understanding of respect and tolerance. They are taught about other cultures through the curriculum. Pupils say that living in a multicultural society helps them to appreciate that everyone has different life experiences.
- Leaders promote pupils' emotional development through the curriculum and by arranging additional support from mentors and external services. Worry boxes in classrooms encourage pupils to seek help when they need it. Staff are trained well to support pupils with social and emotional barriers to their learning.

## Behaviour

- The behaviour of pupils is good.
- Pupils enjoy coming to school and attend well. Leaders respond quickly if pupils are absent to ensure that families receive help to get their children to school.
- Pupils confirmed that incidents of bullying and racism are rare. This is because pupils are taught how to look after each other, and because they know that adults will intervene when incidents occur.
- During playtimes, some children dominate the play space and equipment. Pupils commented that they would like zoned play spaces so that ball games are confined to designated spaces. In lessons, pupils conduct themselves well, and are keen to follow the teacher's instructions. Where pupils are unable to correct their mistakes, they do not interrupt other pupils' learning.

### Outcomes for pupils

**Good**

- In the previous two years, pupils' progress and attainment declined in reading and mathematics at the end of key stage 2. Through a number of planned actions, leaders have ensured that pupils make good progress from their starting points. Regular checks are in place to track every pupil's outcomes. Leaders work closely with local authority advisers to verify the school's performance information. School information currently shows that most pupils reach age-related expectations. An increasing number of pupils attain at the greater depth standard. This is reflected in the work in pupils' books.
- Outcomes for disadvantaged pupils and pupils with SEND are improving. Carefully targeted interventions in literacy and mathematics ensure that children in the early years make rapid progress in reading and numeracy skills. In Year 6, nearly all disadvantaged pupils make good progress and achieve age-related expectations.
- At the end of key stage 1, pupils achieve in line with national expectations. Current school information indicates that most pupils make good progress.
- Careful planning by leaders ensures that pupils make smooth transitions to the next stage of their education. Year 6 pupils commented that they feel emotionally prepared for the move to secondary school.

### Early years provision

**Good**

- Early years provision is effective. By the end of Reception, 72% of children achieve a good level of development, which is in line with the national average. Children join the school from a wide range of pre-school settings. Leaders and managers carefully assess children when they arrive to ensure that activities match their abilities and social needs. Support from external specialists and trained staff ensures that children are helped to develop their language and communication skills.
- Classrooms provide stimulating learning environments where children explore independently and learn through structured learning activities. Planned activities are

exciting, and encourage children to use all their senses to build their knowledge and understanding of the world. Children engage willingly and remain on task for extended periods of time. This is because activities are interesting and meaningful.

- The quality of teaching is good. Teachers model what they want children to learn, and give them opportunities to practise. Specialist teachers plan exciting lessons that build on children's skills in movement in PE and dance classes. Phonics, writing and mathematics are taught well. Class stories, for example about monsters, are used as a basis for exploring mathematical concepts, such as halving. Children are taught key words and how to write in full sentences. Most-able children are challenged to include 'who, what and where?' in their stories. During free-flow activities, many children choose to write letters, stories and recipes. They practise and correct each other's spelling and punctuation. The book corner is attractive and used frequently by children. It is a clear that teachers foster a love of reading and writing in children, and a willingness to explore.
- Children behave well. Teachers establish clear routines and expectations, which children follow. Children are rarely off-task because the activities capture their imagination.
- The outdoor area provides additional learning experiences. However, it is in need of some renovation. Opportunities for children to develop their language and numeracy skills are limited.
- Communication with parents is good. Parents are regularly welcomed into class and have a clear understanding of how to support their children at home with their learning.
- Statutory arrangements for safeguarding and welfare are met. All staff are appropriately trained and staffing ratios provide a good level of support for children. Risk assessments are implemented thoroughly.

## School details

Unique reference number	131407
Local authority	Enfield
Inspection number	10086809

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	540
Appropriate authority	The governing body
Chair	Christopher Binns
Headteacher	Judith Garrad
Telephone number	020 8807 4689
Website	<a href="http://www.oakthorpe.enfield.sch.uk">www.oakthorpe.enfield.sch.uk</a>
Email address	<a href="mailto:office@oakthorpe.enfield.sch.uk">office@oakthorpe.enfield.sch.uk</a>
Date of previous inspection	14 February 2008

## Information about this school

- This is a larger than average-sized primary school. Prior to joining the Reception class, children attend a large number of pre-school settings.
- The current headteacher joined the school in September 2018.
- Pupils come from a wide range of ethnic backgrounds. Over half of the pupils speak English as an additional language. Pupils from any other White background are a significant group.
- The proportion of disadvantaged pupils is significantly above the national average.
- The proportion of pupils with SEND is significantly above the national average.
- The school provides a breakfast club and after-school activities, run by school staff. A private company manages the after-school club.



## Information about this inspection

- This inspection was initially carried out as a section 8 inspection of an exempt school. On the first day of the inspection, an early decision was made to convert the inspection to an inspection under section 5 of the 2005 Education Act. This is because leaders judged current provision to be good under the current inspection framework.
- Inspectors observed pupils working in lessons across all year groups. All observations were carried out jointly with members of the school's leadership team. Learning walks were carried out to look at themes across the school, such as interventions for pupils who do not make strong progress.
- Inspectors looked at work in pupils' books and listened to pupils read across a range of ability and year groups. Inspectors also observed pupils at morning break and lunchtimes.
- Meetings were held with school leaders, teaching and support staff, governors and the local authority's school improvement adviser.
- Inspectors looked at a wide range of documents provided by the school. These included the school's self-evaluation and improvement plan, the school's systems for tracking pupils' attainment and progress, and reports of governors' meetings. Inspectors looked at documents showing how the school keeps pupils safe.
- The views of parents were taken into account through discussions with parents at the start of the school day and through analysis of parents' responses to the Ofsted online survey, Parent View. Staff views were considered through meetings with inspectors. The views of pupils were considered through interviews with members of the school council and through informal discussions with pupils during lunch and breaktimes.

## Inspection team

Angela Tempany, lead inspector	Her Majesty's Inspector
Gill Bal	Ofsted Inspector
Lesley Stevens	Ofsted Inspector

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Piccadilly Gate  
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Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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