

# Inspection of a good school: The Mulberry Primary School

Parkhurst Road, Tottenham, London N17 9RB

---

Inspection dates: 15 and 16 June 2022

## Outcome

The Mulberry Primary School continues to be a good school.

## What is it like to attend this school?

Pupils like coming to school and enjoy their learning. They are happy and safe here. They know that teachers care about them. Leaders have ensured that there is a consistent approach to managing behaviour. This has meant that bullying is rare. It is dealt with quickly and effectively by staff if it happens. During lessons and assemblies, pupils are taught about keeping themselves safe. They are encouraged to talk to adults if they have any worries or concerns.

Leaders have high expectations of pupils' behaviour and achievement. Staff have worked hard to make improvements since the previous inspection. Leaders have made sure that the curriculum is designed so that all pupils, including those with special educational needs and/or disabilities (SEND), learn more and remember more.

Pupils usually work hard and behave well in class. Leaders have set clear expectations and pupils are typically respectful of these. Nevertheless, there are times when, in the playground, behaviour can be too boisterous.

Staff and pupils were proud of the new history timeline mural, which extends around the school. They are particularly proud to celebrate of the life and work of local hero, Walter Tull, one of the first black footballers to play in the Football League, and who lived in the area in the late 1800s.

## What does the school do well and what does it need to do better?

Leaders have designed a well-sequenced curriculum. They have thought carefully about what pupils will learn as they progress through the school. Pupils study a wide range of subjects. They are proud of what they are learning and this is reflected in their work.

Leaders have prioritised the teaching of reading. They have designed their own well-sequenced early reading programme, including phonics. In the Nursery class, children begin learning phonics. Children's early reading fluency develops in the Reception Year

and when they move into Year 1. The books that pupils read are closely matched to the phonics that pupils know. Through regular assessment, pupils who have gaps in their knowledge are identified quickly and given additional support. Older pupils have regular time to read in class. Pupils support each other during their lessons. They know the sorts of books they enjoy reading and who their favourite authors are. Pupils across the school enjoy listening to stories that are read to them by their class teachers.

In the resourced provision, learning is also carefully considered, with adaptations made to meet each pupil's individual needs. The learning environment is particularly stimulating. Pupils with SEND learn skills that help them to become more independent as they move through the phases of their education.

Leaders have ensured that subjects have clearly sequenced steps for pupils to build and develop their understanding. For example, in history and geography, leaders have identified the key knowledge that pupils should learn at each stage of their time in school. Leaders have given staff training in these subjects. Their clear expectations support staff to deliver the curriculum. Nevertheless, leaders' expectations in a few subjects have been established more recently. While staff are clear about what to teach, they are at the early stages of delivering the new curriculum, and making sure that pupils remember important knowledge. Leaders, at all levels, have considered carefully what support is needed for teachers to improve their expertise.

Teachers assess what pupils know and understand. In mathematics, for example, teachers check and recap pupils' prior learning and help pupils to remember more in the long term. Teachers plan effectively to meet the needs of pupils with SEND and those who speak English as an additional language. The needs of pupils with SEND are identified accurately. Leaders recognise the importance of teaching pupils subject-specific vocabulary. Key words are clearly displayed around every classroom and referred to regularly.

Leaders make sure that pupils have the knowledge that they will need to be successful in their future learning. Leaders have considered what vocabulary will be needed in each subject and in each year. In most subjects, this is well embedded, and pupils use this knowledge and apply it to their learning as they move through the school. In mathematics, for instance, pupils used language about position, rotation, clockwise and anticlockwise when doing work on spirals.

Leaders have ensured that the curriculum extends beyond the academic. Pupils are taught about the local area in which they live as well as about the wider world. Pupils take part in a range of clubs and activities such as arts and crafts, gymnastics and coding clubs.

Staff are appreciative of the support and guidance that they receive from leaders. Leaders are mindful of their welfare and well-being. Staff are proud to work at this school and want the very best for all pupils.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to promptly report any safeguarding concerns that they may have. Leaders work well with external agencies. This results in prompt support for pupils and families when required.

Leaders understand the risks pupils may face in the local area. They have ensured that pupils learn about these risks through the curriculum. For example, work has taken place with older pupils on the risks of gang membership and knife crime. Pupils are taught how to keep themselves safe both physically and online. Pupils know that they can speak to staff if they have any concerns. All required pre-employment checks on staff are carried out.

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

### (Information for the school and appropriate authority)

- In a small number of subjects, leaders' expectations for what pupils need to learn are not fully embedded in the delivery of the curriculum. While the revised curriculum is designed to ensure that pupils regularly practise and remember important subject content, this approach is at an earlier stage in these subjects. Leaders should continue to provide staff with suitable guidance and training. They should ensure that the curriculum is delivered consistently well in all subjects, so that pupils understand and remember key subject content.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the third section 8 inspection since we judged the school to be good in March 2013.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	133707
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10241933
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	620
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Luke Stubbles
<b>Headteacher</b>	Michelle Akarsu
<b>Website</b>	<a href="http://www.themulberryprimaryschool.co.uk">www.themulberryprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	16 May 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders make use of one registered alternative provider.
- The school has a specially resourced provision to support up to 18 pupils, aged four to 11, with autism spectrum disorder.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and members of staff. The inspectors met with a representative of the local authority and with members of the governing body.
- Inspectors did deep dives in these subjects: reading, mathematics and history. For each of these subjects the inspectors held discussions with subject leaders, visited lessons, spoke with staff and pupils and looked at pupils' work. The inspectors also considered pupils' learning in some other subjects.

- Inspectors spoke with pupils and staff about the school's work to keep pupils safe. They considered safeguarding records, documentation and the school's single central record of staff suitability checks.
- The inspectors spoke with parents informally at the start of the school day. They also considered responses to Ofsted's online survey for parents, Parent View, including written responses. They considered responses to the online staff survey and correspondence sent directly to inspectors.

### **Inspection team**

Adam Vincent, lead inspector

Her Majesty's Inspector

Sarah Lack

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022