

Inspection of Risley Avenue Primary School

The Roundway, Tottenham, London N17 7AB

Inspection dates: 1 and 2 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Early years provision	Good
-----------------------	-------------

Previous inspection grade	Good
---------------------------	------

What is it like to attend this school?

Many parents and carers value the school because of its promotion of diversity. Leaders encourage pupils to be respectful. Pupils from different backgrounds get on with each other harmoniously.

Leaders are ambitious for all their pupils. They offer pupils many interesting experiences during their time at the school. For example, pupils have visited the Globe Theatre, the Bernie Grant Centre and a range of art galleries. Leaders ensure that pupils have many musical opportunities. For example, pupils learn to play the piano, which many pupils excel at playing.

The school's approach to behaviour focuses on positivity, which pupils appreciated. Staff regularly award reward points to pupils for good behaviour. This motivates others to strive for the same and to behave sensibly. Teachers ensure that the school is a calm and orderly environment. Pupils show interest in their learning. Teachers help pupils to concentrate in their lessons, which begins early from Nursery.

Staff deal with any bullying cases seriously, resolving them swiftly. Pupils are happy and safe here. Leaders consider carefully how best to support pupils who need extra help and guidance, academically and socially. This includes through additional after-school sessions.

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

Leaders prioritise the development of pupils' reading. Teachers help pupils to develop the skills they need to read with increasing fluency. From early years onwards, teachers ignite pupils' love of books through high-quality texts. They encourage pupils to use the school and local library regularly.

Leaders have identified the subject-specific knowledge and vocabulary that pupils need in different subjects. This prepares pupils well for the next stage of their education. This starts with the very youngest children. For example, in the two-year-old children provision, children learned about language associated with autumn while reading the book 'Owl Babies'. Teachers use assessment effectively to plan to meet pupils' needs. They spot misconceptions quickly and clarify pupils' understanding.

Leaders have ensured that the curriculum is ambitious and accessible to all pupils. It builds pupils' knowledge and skills from early years. However, in a minority of subjects, leaders' curricular thinking does not identify the key knowledge that pupils need to learn. This hinders staff in these subjects from breaking down the content in a manageable way for pupils. Leaders provide staff with regular training. In most subjects, staff have strong subject knowledge. However, in a few subjects, subject

leaders do not have the expertise needed to develop staff's subject knowledge securely.

Teachers use a range of effective ways to adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). For example, in history, teachers used resources to help these pupils and support their learning. This helped pupils in Year 3 with SEND to point out similarities and differences between historical sources. Leaders identify the needs of pupils effectively and work with external agencies to provide specialist support.

Staff set clear expectations of pupils' behaviour. They manage it consistently well. From early years onwards, these high expectations translate into purposeful learning. Pupils pay attention in lessons and collaborate well with each other. Pupils' behaviour helps learning to proceed uninterrupted.

Visitors into school, outings and after-school clubs enhance the curriculum offer. Leaders ensure that pupils are taught how to be healthy. Pupils appreciated the roles they have within the school. For example, 'Risley Defenders and Allies' promote anti-bullying and help to resolve any conflicts that may occur among pupils.

Staff felt well supported to do their jobs. They valued opportunities leaders provided for their professional development. Staff shared that leaders did their utmost to minimise their workload. For example, leaders make decisions that intentionally reduce planning requirements.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' welfare is of the utmost importance to leaders and the governing body. Together, they have established a culture of vigilance. Staff receive regular, comprehensive training. They are confident in identifying signs that a child might be at risk and how to report this. Leaders work well with external agencies to secure the support vulnerable families need.

Pupils shared that they can confide in adults if they have any concerns. Pupils are encouraged to keep themselves safe across the curriculum. They are taught the potential risks of using devices online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, leaders do not ensure that subject leaders have the expertise to develop staff's knowledge. Leaders should ensure that, in this minority of subjects, subject leaders are trained sufficiently to support non-subject specialist staff.

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.

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

Unique reference number	131879
Local authority	Haringey
Inspection number	10241952
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	543
Appropriate authority	The governing body
Chairs of governing body	Jamie Cross and Sarah Thomas
Headteacher	Linda Sarr
Website	www.risleyavenueprimary.org.uk
Date of previous inspection	16 May 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, the deputy and assistant headteachers and other school leaders. They also met with members of the governing body and spoke to a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, history, geography, mathematics and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders and pupils about other subjects and looked at some samples of work.
- Inspectors reviewed safeguarding arrangements by checking safeguarding records, and talking to leaders, other staff, parents and pupils.
- Inspectors considered a range of evidence relating to behaviour, attitudes and personal development by reviewing documentation, meeting with leaders, talking to pupils and observing them at play and around the school. They also took account of the results of Ofsted's pupil survey.
- Inspectors considered the views of parents and staff, including through Ofsted's online surveys.

Inspection team

Jeanie Jovanova, lead inspector	Ofsted Inspector
Helen Morrison	Ofsted Inspector
Ray Lau	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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022