



William Tyndale Community Primary School

Inspection report

Unique Reference Number 100427
LEA Islington

Inspection number 275898
Inspection dates 29 - 30 June 2005
Reporting inspector Michael Sutton HMI

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Sable Street
School category	Community		Canonbury Road
Age range of pupils	3 - 11		London N1 2AQ
Gender of pupils	Mixed	Telephone number	0207 2266803
Number on roll	436	Fax number	0207 2881167
Appropriate authority	The governing body	Chair of governors	Mrs Carol Mellor
Date of previous inspection	November 1998	Headteacher	Miss Jane Hills

Age group	Published	Reference no.
3 - 11	July 2005	275898

© Crown copyright 2005

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three of Her Majesty's Inspectors. It was one of the pilot inspections for the new arrangements for school inspection which take effect in September 2005.

Description of the school

The school serves a residential area of Islington in North London. The local population represents a very wide mix of social and ethnic backgrounds and this is reflected in the school's intake. The school is larger than average with 436 children on roll. Thirty six percent of the children are entitled to free school meals, which is well above average. The proportion of children with special educational needs is about average at 17 percent and around the same proportion is learning English as an additional language. This is higher than in most schools. The school provides care for those who attend the school both before and after the school day. What children can already do when they start in the nursery varies considerably but overall, their skills are not as well developed as for most children of this age.

The school has been through a troubled and turbulent time since the previous inspection with a succession of headteachers and numerous changes in other staff. In the last three years under the present headteacher and deputy headteacher the school has enjoyed a sustained period of staffing stability. The deputy headteacher has been appointed to take over from September 2005 when the current headteacher retires.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

The inspectors judge that the school is effective but not quite as effective as it judges itself. This is because in successfully tackling many of the crucial issues affecting the older age classes the school had taken its eye off the standards in the younger age classes and these have slipped. For these children, this school is underachieving. The headteacher and her deputy have identified the key problems but the measures taken to improve standards are recent and have yet to have impact.

There has been a huge improvement in children's behaviour and attitudes in the last few years. Their behaviour is now satisfactory and personal development is good.

A strong focus on teaching in the older age classes has driven standards from below average to consistently very high levels in English, mathematics and science for the eleven year olds. The high standards in art and music have been maintained. The progress made by children in the nursery and reception classes is satisfactory but through to year two it has not been good enough and these children should be doing better.

The quality of teaching is satisfactory overall but is not consistently good enough in all parts of the school to ensure that all children do as well as they should. There are weaknesses in checking the progress which children make.

The headteacher and her deputy have achieved much, in improving behaviour and standards for the older children and have a very good understanding of what needs to be done next. Most issues from the previous inspection in 1998 have been successfully tackled. The school has a good capacity to improve and gives satisfactory value for money.

Grade: 3

What the school should do to improve further:

- improve overall progress for children in the younger age classes by:
 - gathering clearer information about how well children are doing and by making better use of it;
 - ensuring that children know what they need to do to improve further.

Achievement and standards

Achievement and standards

Children reach high standards in English, mathematics and science by the end of Year 6. The school has focused hard on ensuring that the quality of teaching and learning in Years five and six is very effective. As a result, children leave

the school with very good levels of basic skills having made up much of the ground lost in previous years.

Children make steady progress in the nursery and reception and are close to the expected standards by the end of their reception year. But progress across Years one and two is not good enough and by the end of Year two standards are well below what they should be in reading, writing and mathematics. They are substantially lower than those found in schools with a similar intake. These standards have been falling for a number of years and provisional test results for this year show little change in spite of the recent actions to bring about improvement. The teachers in Years three and four face a legacy of this weak progress and although standards rise in these classes, too much is left to the final years.

Handwriting and spelling have improved substantially as a result of a concerted effort, although the regular handwriting lessons are not always linked well enough to individual needs. Some children for example continue to practice skills they have already mastered. Children with learning difficulties and those whose first language is not English achieve well by the time they leave the school, but in common with their peers should make more progress in earlier years.

The school has maintained very high standards in music and art and children of all abilities gain significantly in confidence and maturity from these experiences and opportunities.

Grade: 4

Personal development and well-being

The children's personal development is good. The great majority show respect and consideration for others. They enjoy school and are positive about the things they do. They settle well to their lessons, listen attentively and concentrate well.

In the three years since the headteacher and her deputy took charge of the school, rigorous and effective action has transformed the behaviour and attitudes of the children. Children now behave well in lessons although there are still some instances of boisterous behaviour at playtimes and around the school. The improvements have been brought about through high quality training provided by the National Society for the Prevention of Cruelty to Children (NSPCC). This involves children being taught how they can be a crucial part of solving their own problems. In addition, all staff now use consistent and positive approaches when managing instances of difficult behaviour. Consequently the number of exclusions has dropped dramatically and the school has recovered the atmosphere for learning that for a while had all but disappeared.

The school takes a strong stance on punctuality and attendance. It works very closely with the education welfare officer to tackle the few entrenched problems which drag the overall attendance down to below the national

average. Regular evaluation of school data shows that there are still too many families who continue to take their children out of school in term time for holidays, further affecting attendance figures.

Older children have many opportunities to take on responsibilities. They do so sensibly and dependably. The peer mentoring scheme supported by the NSPCC is rightly viewed as extremely effective. As a result, children say that they feel safe, that instances of bullying and harassment are very much reduced and they are confident that there is someone to turn to if they have a problem.

The children's spiritual, moral, social and cultural development is good. They have a good understanding of their own and other cultures through the richness of the work they do, especially in art and music. Relationships between children and staff are good and school assemblies are used well to help children understand how their actions may affect others. Their care of the young animals which the school keeps outdoors and of the plants in their garden helps them understand their wider responsibilities as part of growing up.

The children learn about healthy lifestyles and the importance of a good diet. Healthy snacks are provided in school and in the breakfast and after-school clubs. Sex education is taught to older children. Through the school council, children contribute positively to school life. For example they interviewed prospective candidates for the post of headteacher as part of the appointment process and have recently surveyed children's views on school meals.

Grade 2

Quality of provision

Teaching and learning

Teaching and learning are satisfactory overall but there is too much variation in quality. Inspection evidence matches the checks that the school makes and shows that most lessons are at least adequate but that not enough teaching is consistently good or better. There is good teaching in all parts of the school but also too much that is rather ordinary.

The quality of teaching in the final two years is better than elsewhere and accounts for the rapid progress and very high standards by the end of Year 6. The high level skills of the teachers with particular strengths in music and art have been well used to ensure that all children do well in these subjects. In several year groups, staff changes, frequent in some classes, have resulted in teaching that poorly addressed the needs of most children. Now, with a much more stable staff and greatly improved behaviour, teaching in these classes has improved.

Because there have been too few checks on children's progress in the past, teachers have uncertain information from which to plan or to use when setting

goals for individuals. This weakness is still seen in lessons where work is too general to meet the range of abilities, or expectations and pace are too low. The quality of teachers' marking of children's work is adequate overall but varies considerable.

In the nursery the quality of teaching is satisfactory and children settle well to a good range of activities. The nursery nurse has provided stability during the frequent staff changes and works well with the nursery teacher. The quality of teaching in the reception classes is generally good and children are making better progress here. But further improvements are needed in checking whether children are doing well enough.

In the best teaching seen, work was stimulating, challenging and pitched at the right level for every child. For example in a Year 3 lesson on fractions, the task was not only imaginative but was set in different ways for different groups of children. The skilful input from the teacher provoked high quality mathematical discussion which resulted in some innovative solutions to the problem set and evident gains in learning.

The quality of the support from teaching assistants is good and still improving. This is because they are fully included as members of the teaching team and have regular access to the right sort of training. They are particularly effective when working with children who have special educational needs but also provide good levels of help to other ability groups.

Grade: 3

How well do the curriculum and other activities meet the range of needs and interests of learners?

The work children do is broad, balanced and mostly interesting. They enjoy school and have very rich experiences in music and in art. These are reflected in the high quality creative work on display and in the standards achieved by children of all abilities in composing and performing music. Shortcomings in the content of the curriculum for younger children, particularly for the teaching of reading and writing are being addressed through improved resources. Writing has shown some improvement this year.

Children engage in a very wide range of activities outside the classroom. They are regularly taken on educational visits in London and further afield. They take part in a good range of school clubs, drama and dance activities. Visitors and artists in residence further enhance their work.

Grade: 3

Care, guidance and support

The care provided by the school is satisfactory overall. There are very significant strengths in the peer mentoring scheme. Child protection procedures are in place and are understood by all staff. The children are well-cared for in the breakfast and after-school clubs which provide a safe and welcoming environment. Those with special educational needs have clear

targets in their education plans which help them make steady progress overall. Children learning English as an additional language receive sufficient help for them to make satisfactory progress.

The school's systems for checking on children's progress are weak and do not give teachers a clear enough picture of how well children are learning or what should be expected of them. This makes it difficult for teachers to ensure that everyone is working to the maximum and to help individuals to understand how to improve their work.

Grade: 3

Leadership and management

Leadership and management are satisfactory overall and particularly good at the very top. When the headteacher and her deputy took up post they quickly identified the critical areas that needed to be addressed to re-establish the school as a place where learning could take place effectively. The governors and staff report that widespread poor behaviour and severe under-performance amongst the older children in particular were tackled as a matter of urgency. Processes were established to enable staff to work with consistency and as a team. Morale improved both amongst children and staff and standards rose rapidly for those in the older age classes. Regular consultations with parents and children established that the school was clearly going in the right direction. Written comments to the inspectors from parents further confirm this. Communications improved at all levels and governors were closely involved in determining ways forward. The budget was steadily brought out of deficit but to do so, hard decisions had to be made about staffing and resources. In taking the right decisions, the school has established a much more secure foundation for future development.

The management of subjects has lagged behind. Only recently have staff started to make use of data to track how well groups and individuals are doing. Weaknesses are now starting to become apparent such as lack of expectation in progress from year to year particularly amongst younger children. The school does not gather sufficient information about what children can or cannot do when they start at the nursery and records of their progress have been maintained erratically. Because of budget constraints, subject leaders have not had sufficient time, to take a regular detailed look at the quality of children's work or pick up on the unevenness in the quality of marking.

There have been regular reviews of the quality of teaching in each class by the headteacher and deputy. They have an accurate picture of the overall strengths and weaknesses and provide support and advice where it is most needed. They have put in place clear, well planned strategies to bring about further improvements but these have yet to filter through to an improvement in standards for the younger children in particular.

The governors fully understand the position the school was in and how much it has improved. They have been a clear partner in this process and have a good

understanding of what more needs doing. The improvements brought about so far and the shared sense of direction bodes well for future improvement.

Grade: 3

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about HMI-led Ofsted inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
---	-----------------------	--------------

OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	
How well does the school work in partnership with others to promote learners' well-being?	1	
The quality and standards in the Foundation Stage	3	
The effectiveness of the school's self-evaluation	3	
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	Yes	

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	4	
The <i>standards</i> ¹ reached by learners	2	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	4	
How well learners with learning difficulties and disabilities make progress	3	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	2	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community.	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	3	
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	
How well are learners cared for, guided and supported?	3	

¹ For standards, grades should be interpreted as: 1 exceptionally and consistently high; 2 generally above average with none significantly below average; 3 broadly average; 4 exceptionally low.

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	3	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	

The extent to which schools enable learners to be healthy	Delete as appropriate
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	Delete as appropriate
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	Delete as appropriate
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	Delete as appropriate
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

Alexandra House
33 Kingsway
London WC2B 6SE
T 0207 421 6800
F 0207 421 6707
www.ofsted.gov.uk



William Tyndale Community Primary School
Sable Street
Canonbury Road
London N1 2AQ

14 July 2005

Dear Children

Thank you for your help when we inspected your school earlier this month. We enjoyed our visit and everyone was very friendly and polite. Now we want to share with you what we thought about your school. These are the things we thought were good.

- We think you work hard and do very well by the time you leave Year 6. You are well prepared for your next schools.
- Your behaviour is good in class and has improved enormously in the last few years. We think the peer mentoring is working extremely well and helping you all to get on well with each other. Your school council is working hard to help make the school even better for you all.
- You told us you enjoy school and we think you do some interesting work. We were really impressed with your art work and music making. We are sure your end of term production will have been a great success.
- Your headteacher her deputy and the staff have done a really good job in improving the school in the last few years.

But we know everyone wants to do even better and we have suggested a few things that we think will help.

- We think a good number of you especially in the younger age classes could be learning more and we have asked your teachers to check regularly that this is happening.
- We also think it would help if your teachers told each of you some of the main things that you need to work on to improve your own work.

Mike Sutton
Her Majesty's Inspector

PS Thank you for the eggs from the hens which you keep at school. They were delicious.