

# Pakeman Primary School

## Inspection report

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<b>Unique Reference Number</b>	100418
<b>Local Authority</b>	Islington
<b>Inspection number</b>	276305
<b>Inspection dates</b>	22–23 May 2006
<b>Reporting inspector</b>	Olson Davis

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Katie Murray Mr Chris Harrison
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Hornsey Road London N7 6DU
<b>Telephone number</b>	020 7607 2575
<b>Fax number</b>	020 7609 8147

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is an average size Primary school, with nursery provision, serving a culturally diverse population in an area of high social disadvantage. The percentage of pupils entitled to free school meals is well above average. The proportion identified with learning difficulties and disabilities is greater than in most schools. The percentage of pupils from minority ethnic backgrounds is well above average, with pupils from White, Asian and Black heritage amongst the main groups represented. The proportion of pupils learning English as an additional language is also well above average. The proportion of pupils joining or leaving the school other than at normal times is above that found in most schools. Staff turnover has been high and the school has had five headteachers since the last inspection. The current headteacher has been in post for two years.

## Key for inspection grades

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

## Overall effectiveness of the school

Grade:

### What the school should do to improve further

\* Ensure that the work planned in mathematics and science more closely matches the needs of pupils of differing ability.\* Keep a closer check on the impact of new initiatives and the progress of priorities in the school improvement plan.

## Achievement and standards

Grade:

### Personal development and well-being

Grade:

### Quality of provision

#### Teaching and learning

Grade:

Teaching and learning are satisfactory. The quality of the teaching varies between subjects. Teaching in English is good and effective training and support for teachers have brought about significant improvements. The same attention has not been given to other subjects. English lessons have pace and rigour that engage pupils in effective learning. The teachers' good use of questioning helps pupils to give extended explanations, deepening their understanding. Where lessons are good teachers plan interesting activities that are matched well to pupils' different abilities. Pupils respond well to these tasks and enjoy their learning. Teaching in mathematics and science does not share the energetic pace seen in English. Expectations of learning are too low and day to day assessments do not always result in work that is well matched to pupils' needs. As a result some pupils find the work too easy whilst others find it too difficult, slowing their progress. Teachers generally make effective use of their interactive whiteboards to enliven their teaching and capture the interest of pupils. Teaching assistants working with pupils with learning difficulties and disabilities give effective support enabling pupils to make satisfactory progress.

#### Curriculum and other activities

Grade:

Over the past two years the school has successfully concentrated on raising standards in English and increasing the progress made by pupils. Whilst there is relevant coverage of the mathematics and science curriculum, experiences in these and other subjects have been less extensive. The planning does not build on what the pupils have learned previously and there are limited opportunities for pupils to use their numeracy skills across the curriculum. The school is aware of this and is taking relevant action, for example, a new 'excellence and enjoyment' team has been established and is working well on improving the links between subjects.

The Foundation Stage curriculum is planned effectively and includes good provision for personal, social and health education. The curriculum is enriched by a good range of extra-curricular activities and clubs. Together with the Breakfast Club and after school Play Centre, they enhance

learning well and provide opportunities for pupils to work in teams. This contributes well to their social development.

## **Care, guidance and support**

### **Grade:**

Good care, guidance and support have resulted in a calm and purposeful ethos where achievement is celebrated in a caring and supportive environment. Pupils say that they feel safe in school and any bullying is usually dealt with well. Parents confirm this and the vast majority are confident that their children are well cared for. The school's efforts have been successful in improving pupils' punctuality and in making sure that attendance is satisfactory. Pupils say that they are confident that there is always an adult they can talk to if anything is worrying them.

There are good systems for child protection and staff awareness is high. Procedures to ensure that the premises are safe are good and risk assessments are carried out for all school visits. Visits from, for example, the fire service and police help the pupils to understand risks and how to deal with them. Good support for pupils learning English as an additional language helps them to make good progress. Those who have learning difficulties and disabilities receive appropriate support to meet their particular needs. The school has introduced curriculum and general class targets but, apart from those set for pupils with learning difficulties, there are no individual pupil targets to show them more clearly how they might improve.

## **Leadership and management**

### **Grade:**

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Text from letter to pupils explaining the findings of the inspection

### Pupils

We enjoyed our visit to your school and would like to thank you for making us so welcome. You were very friendly and we enjoyed talking with you. We were impressed by how much you like your school. Your school provides you with a satisfactory education. These are some of the things that your school does well:

\* You do well in English because your teachers are good at teaching this subject.\* You work hard and enjoy the many interesting activities the school provides for you.\* You feel safe and you are well cared for by the adults in school. \* Your teachers help you to learn how to take responsibility.\* You behave well.\* The Pupil Parliament gives you the opportunity to have your say. It has already helped to improve play-times by asking for more play equipment.

We have asked the staff and governors to work on the following to make your school even better for you:\* To help you do better in mathematics and science.\* To keep a more careful eye on how well things are going when they try to improve the school to make sure that the improvements are actually happening throughout the school.We hope that you will continue to enjoy your school. We also hope that you will help your teachers as they try to make your school even better for you.

Yours sincerely

Olson Davis

Lead Inspector