

Northside Primary School

Inspection report

Unique Reference Number	101296
Local Authority	Barnet
Inspection number	276492
Inspection dates	22–23 June 2006
Reporting inspector	Jeffrey White

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Graham Old Ms Gina Thompson - Newman
Date of previous school inspection	Not previously inspected
School address	2 Albert Street North Finchley London N12 8JP
Telephone number	02084454730
Fax number	02084468598

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is very ethnically diverse with a very high percentage of pupils whose first language is not English. Pupils of Asian background form the largest ethnic group and about a third are at a very early stage of learning English. Pupil mobility is very high with about 20% of pupils, in the main school, who are asylum seekers or refugees. The percentage of pupils with learning difficulties or disabilities is above average. Free school meals eligibility is very high. Attainment on entry to the Foundation Stage is very low. The headteacher has been at the school for less than 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 pupils are involved in reviewing and setting targets for their writing.
- * Make sure that marking consistently helps pupils to improve their work.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The Foundation Stage is well organised with a good focus on developing the children's learning especially in literacy, communication skills and personal development. Pupils throughout the school respond very well to the good teaching and make good progress. A significant strength is the promotion of pupil's oral English. Lessons are well planned and pupils' work is generally well matched to the wide range of their abilities. Teaching assistants and support staff are very well deployed and contribute substantially to pupils' learning. Teachers' discipline and fostering of pupils' personal development are extremely good and consequently pupils' behaviour and attitudes to learning are highly positive.

Teachers make good use of assessment findings to organise their classes, for grouping pupils by ability and for setting targets. However, targets for individual pupils' writing are not reviewed regularly enough. This means that pupils are not always aware of the progress they have made. The quality of marking is inconsistent and ranges from good to weak.

Curriculum and other activities

Grade:

The curriculum is good. It covers all external requirements and responds well to the needs of the community. Overall, the provision for English, mathematics and ICT has a positive impact on pupils' achievement. Children in the Foundation Stage respond well to the challenging and stimulating learning opportunities.

The range of pupils' needs is well met, particularly for those who enter the school with little or no understanding of English. The most able pupils and those with learning difficulties or disabilities are well provided for. The very wide diversity of ethnic traditions is used well to enhance and enrich lessons. Good links are made between subjects such as art and literacy. Pupils have recently enjoyed an interesting range of art related activities. This included a visit from a group of Japanese women, one of whom enthralled the pupils with her traditional dance. Sporting activities are good and greatly help the pupils to develop healthy life-styles, as does the attention given to helping pupils to eat healthily and stay safe. The very good range of out of lesson activities further enriches the curriculum.

Care, guidance and support

Grade:

Pupils respond well to the good care, guidance and support. The school is a harmonious community, in which pupils feel valued and cared for. Health and safety procedures are regularly reviewed. Secure arrangements for child protection are implemented and adults work in cohesive teams to carry out their responsibilities. Partnership with parents is positive. Pupils are taught how to take care of themselves and to make healthy and safe choices. A 'healthy eating' menu for school lunches has recently been introduced. Pupils have confidence in the adults in school. A school councillor remarked, 'if you don't understand something the teachers explain it in more detail'.

Pupils with learning difficulties or disabilities are well provided for. All statutory requirements are carried out and support from within the school, and from partner schools and external services, is well organised and effective. The headteacher and teachers make good use of data on pupils' performance to provide whole school targets for improvement. However, the review of individual targets for writing is not regular enough and pupils are unsure of their progress.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Children

Thank you for your help on our visit to your school. You have a good school and you told us how much you enjoy it.

Your behaviour is excellent and you all get on very well with each other and have positive attitudes. Your headteacher, teachers and support staff teach you well so that you make good progress especially in learning English. They also ensure that you are safe and are learning how to be healthy. Your headteacher, staff and governors want you to do well and give you good support.

I have asked your teachers to help you more when they mark your work and when they set targets for your writing.

With best wishes,

Jeff White

Lead Inspector