



# Fleecefield Primary School

## Inspection Report

**Unique Reference Number** 101990  
**LEA** Enfield LEA  
**Inspection number** 276630  
**Inspection dates** 7 June 2006 to 8 June 2006  
**Reporting inspector** Carmen Rodney HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Brettenham Road
<b>School category</b>	Community		London
<b>Age range of pupils</b>	3 to 11		N18 2ES
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02088077899
<b>Number on roll</b>	479	<b>Fax number</b>	020 8887 1998
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Ivor Olley
<b>Date of previous inspection</b>	18 October 1999	<b>Headteacher</b>	Mrs Valerie Millar

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 7 June 2006 - 8 June 2006	<b>Inspection number</b> 276630
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Fleecefield Primary School is a larger than average primary school. It serves a culturally, racially and socially diverse urban area in north London. The majority of the pupils are from varied minority ethnic groups and over 60% speak a first language other than English. The proportion of pupils eligible for free school meals is high. The percentage of pupils with learning difficulties or disabilities is above average as is the number leaving or joining the school each academic year. Over 41 languages are spoken and 62% speak English as a second language.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides its pupils with a sound education with many good features. It gives satisfactory value for money and has a good capacity to improve further. The leadership of the headteacher and governors is inspirational. The headteacher leads by example, consequently, the leadership group works as a team and there is a shared commitment to breaking down the barriers that affect the pupils' achievement. The very strong governing body, the links with external agencies, along with the close partnership work with parents, the community and universities ensure that the school knows how to drive standards.

Although standards are well below average, they are rising from a low base and the pupils make satisfactory and sometimes good progress. This is linked to the good curriculum, the extended activities and support programmes. Teaching in the nursery and reception is good and provides a sound foundation for the children to make the transition to Year 1. However, the pre-school accommodation is unsatisfactory; there is insufficient space and limited opportunities for learning outside. Teaching in the main school is satisfactory with much good practice that encourages learning; however, there is not a consistent approach to marking pupils' work and stretching the more able pupils.

The inclusive ethos and the ethnically diverse staff are significant strengths as is the quality of care, support and guidance and pupils' personal development. The school has outstanding provision for the spiritual, moral, social and cultural development of its pupils. The school promotes pupils' cultural heritage and languages effectively to encourage learning. Strengths and weaknesses are accurately assessed and review and monitoring are effective.

### What the school should do to improve further

- \* Raise achievement and standards throughout the school, giving priority to communication, language and literacy, so that pupils can acquire the necessary language skills to achieve well in English, maths and science.
- \* Increase the proportion of good teaching, ensuring that work set consistently provides challenge, particularly for the more able and marking is regular and enables pupils to know their targets and what they must do to improve.

## Achievement and standards

### Grade: 3

The pupils, who enter the school, begin from a low base. At the start of the nursery, their language and numeracy skills and knowledge are much lower than the average expected for three year olds. Additionally, many children speak little or no English. The children's confidence and communication skills grow throughout the nursery and reception classes as a result of the effective learning experiences provided by the staff. They make good progress overall, particularly in their mathematical development. This

progress is achieved by the accomplished teamwork of the staff in providing a learning environment that encourages and supports independent learning.

Although standards are rising, by the end of Years 2 and 6, test results in English, mathematics and science are well below the national averages. Nevertheless, the 2005 results in Year 2 showed improvement, notably, in reading and writing. In Year 6, the results improved in science but were lower in English and mathematics. Analyses of the results show that because a relatively high number of pupils are not yet fluent speakers of English, they do not have the sophisticated language skills to interpret the questions and give in-depth answers to achieve the higher marks. Additionally, a significant number of pupils have complex learning difficulties and disabilities (LDD). When the starting points of pupils are taken into consideration, achievement is satisfactory with a number making good progress, particularly those with LDD. The school recognises that White British and Turkish pupils do not always achieve as well as other ethnic groups. Nevertheless, all indicators show that the intervention programmes are a major factor in sustaining the satisfactory and occasionally good trend in pupils' progress.

Although the school has been beset by difficulties with appointing key staff for literacy and information and communication technology (ICT), it has responded sensibly to the challenges by using reviews and assessment information to set challenging but realistic targets and identify the key issues for improvement.

## **Personal development and well-being**

### **Grade: 2**

The pupils thoroughly enjoy school. They are keen to share their ideas and show enthusiasm when completing their tasks. They particularly enjoy the physical activities provided for them and know how to maintain a healthy diet, as seen in their ideas for the Breakfast Club menu. The pupils' attitudes to work, respect for one another and their behaviour are good, enabling them to learn in a positive atmosphere. Their spiritual, moral, social and cultural development is outstanding, with the opportunities for experiencing and participating in music, drama and the arts being of special note. Pupils feel safe in the knowledge that they can confide in staff for any difficulty they may experience. Attendance is improving and is close to the national average. Class and individual awards have been a popular aid to this improvement. Pupils are also keen to take responsibility by being play leaders and by training to be mediators. They make satisfactory progress in acquiring the skills necessary for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning are satisfactory overall with significant strengths. Children in the Foundation Stage achieve well because the teaching is well organised

and challenges them effectively. Good teaching is seen across the school and is having an increasingly positive impact on the pupils' achievement and their very good personal development. Where the best teaching is seen, the teachers make clear to the pupils what they want them to learn. A good working atmosphere is created ensuring that pupils are well motivated, listen well and try hard. Teachers are skilful at using questions to develop pupils' vocabulary and understanding and extend learning. Well-directed and capable teaching support assistants provide additional help to individuals and groups of pupils. Effective strategies such as 'talking partners' and feedback are well used to promote learning as pupils share ideas and develop their thinking. However, in some lessons work is not always matched carefully to pupils' needs. In particular, the progress of more able pupils could be accelerated to help them reach the higher levels. The teaching of pupils with LDD is well organised, related closely to their needs and as a result, they achieve well.

The school has recently developed more rigorous ways of checking pupils' attainment and progress. Targets are set in discussion with parents and pupils but they are not consistently used. As a result, the pupils are not sufficiently aware of them in some areas of the curriculum, thereby slowing their progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum the school offers to its pupils is good. Covering statutory requirements fully, it responds well to the needs of the community. Planning and provision in the Foundation Stage classes provide an interesting range of learning opportunities with a good balance between adult led and independent activities. Overall, the curriculum is planned to match work and appropriate support more precisely to the needs of pupils - including those with LDD. Pupils' progress and standards in English and mathematics are improving from a low base, although more remains to be done to further challenge the more able pupils. ICT is now effectively used to enhance learning showing good improvement since the last inspection. Pupils are increasingly encouraged to take responsibility for their own learning. The good quality, number and range of visits, visitors and special events greatly enrich the curriculum. A striking example is the work being done through links with the architect of the Royal Opera House, Covent Garden.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good and makes a significant contribution to the pupils' achievements. The staff know their pupils as individuals and ensure that they are safe and secure. The marking of the pupils' work is supportive and encouraging of the pupils' efforts, but does not provide consistent advice on how improvements can be accomplished. Assemblies are used effectively to celebrate pupils' achievements and to raise their self-esteem. Arrangements for the safety of the pupils, including child protection and regular risk assessments, are in place and understood by all. The school is keen to enable parents to take an active role in their children's learning

through parent surgeries and the Leading Parent Partnership Award scheme. Teachers are also available on a 'drop-in' basis if the need arises. The school engages with a wide range of outside agencies to help care for and support its families. The improving attendance of the pupils has been achieved by a range of strategies that have raised parental awareness of the need for good attendance.

## **Leadership and management**

### **Grade: 2**

The headteacher provides good leadership and management for the school. Her vision for the school challenges the assumption that social obstacles prevent some pupils from achieving a good education. Since her appointment two years ago, she has effectively communicated her vision and direction for the school to the staff and parents. There is a huge commitment to the pupils and the motto, 'Children First', ensures that pupils, irrespective of their ethnicity, needs or social circumstances are given every opportunity to achieve well.

There is a drive to raise standards and to embed current changes. For example, the quality of planning and team work in action groups; analysis and use of assessment information and the intervention projects to support pupils are leading to improvements in raising standards from a low base. The governing body is passionate about the vision and provides exemplary support. They are renowned in the local community and use their expertise well to analyse data, set targets and to provide challenge. Governors have a high level of accountability through their robust approach to monitoring and review and are involved in strategic planning at all levels. The school's very good links with the community and educational institutions, and their use of action research contribute greatly to learning. The views of parents are taken into account when reviewing pupils' work, their performance and needs. Parents rightly acknowledge the strengths of the school and see it as an extension of 'the home' with a 'strong ethos' that impacts on their lives and that of their children's. A parent summed up his esteem and support for the school: 'I will be really sad when my last son leaves, I will miss coming into the school'.

There is a committed and energetic senior team; this has been strengthened by including middle managers. There are good systems for monitoring lessons; however, all middle managers are not fully involved. The capacity for further improvement is good. There is scope for refining the school improvement plan to match the evaluation. Nevertheless, the leadership team knows the strengths and weaknesses of the school and has dealt effectively with issues from the last inspection.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

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

### **Pupils**

Three 'special visitors' visited your school to find out about your work in lessons and your enjoyment of school. We would like to thank you very much for the way in which you greeted us and helped us to find our way around the school as your special visitors.

Fleecefield School is a good school because of the way you and your families work with your teachers and the governors. You told us that you feel safe and secure and we agree with you and your parents. We know that you enjoy coming to school because your attendance is getting better, you behave well and listen very carefully to your teachers. In lessons, you work hard and most of you always try to do your best because you love to learn about new things. For example we saw in some lessons such as mathematics you were given some challenging work and did it really well. When we spoke to you, we were really amazed with your knowledge about healthy eating, staying safe, and contributing to the community, your enjoyment of school, and the skills you will need when you leave school later on. Wow! Your school is also good at helping you to make decisions and take responsibility, for example, as school councillors, mediators or instructors.

Your headteacher, staff and the governors work very hard to make sure that you enjoy school. Almost all of your parents told us that they like the way the school helps you to have lots of confidence to do well in your work. The school believes that you could do even better and we agree with them. Your teachers will be giving you more help, especially when they mark your work, so that you know how to do your best. You told us that you like the new changes in maths lessons. Your teachers will be making similar changes in every lesson, especially in literacy.

We wish you the very best

Carmen Rodney HMI

Lead Inspector