



Tottenham Infant School

Inspection Report

Unique Reference Number 102006
LEA Enfield LEA
Inspection number 276634
Inspection dates 9 May 2006 to 10 May 2006
Reporting inspector Jeffrey White AI

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

Type of school	Infant	School address	Tottenham Road
School category	Community		London
Age range of pupils	3 to 7		N13 6HX
Gender of pupils	Mixed	Telephone number	02088291100
Number on roll	294	Fax number	02088291118
Appropriate authority	The governing body	Chair of governors	Ms Pauline Cohen
Date of previous inspection	1 November 1999	Headteacher	Mrs Clare Clarke

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school community is very ethnically diverse with a high number of pupils whose first language is not English. Over a quarter of pupils are refugees or asylum seekers. About a fifth are of Black British background (Caribbean or African). The percentage of pupils with learning difficulties or disabilities is higher than average. Eligibility for free school meals is well above average. The level of pupil mobility is high. Attainment on entry to the school is low.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The inspection findings confirm the school's view that it is outstanding. The school has many strengths and provides excellent value for money.

At the heart of the school is the very strong commitment to equality of opportunity. The outstanding personal development of the pupils, and their care and guidance by the staff permeate the life of the school. Pupils' achievement is excellent overall. An outstanding start to the children's education is made in the Foundation Stage.

Teaching and learning are highly effective overall and, coupled with an exciting curriculum that covers all subjects well, enables pupils to improve their performance. Pupils of all backgrounds and abilities, including the most vulnerable, are supported extremely well by teachers and support staff and consequently they gain in confidence and independence. Data on performance is analysed thoroughly. Challenging but realistic targets are set for individual pupils. The use of marking as a tool for assessment is inconsistent.

Leadership and management are excellent and the commitment to improving pupils' personal and academic development is very strong. The headteacher's leadership is outstanding and she is highly regarded by staff, parents and governors. Monitoring and evaluation of the school's work are rigorous. A key strength is that effective action is taken subsequently to improve standards and achievement. Governors support the school extremely well. The school has improved very well since its last inspection and has excellent capacity to improve further.

What the school should do to improve further

* Ensure that marking consistently helps pupils to improve their work.

Achievement and standards

Grade: 1

The excellent teaching in the Foundation Stage, enables the children to achieve extremely well from a low starting point. The vast majority meet the expected goals for learning by the time they enter Year 1; some exceed them. Their achievement is enhanced by an exciting and creative curriculum and excellent personal development.

Standards in Years 1 and 2 are average overall and rising. Achievement is excellent due to the thorough analysis of pupils' performance and the subsequent support from teachers and support staff. Speaking, reading and writing skills improve quickly and pupils are becoming more confident in talking about their work and interests.

There are some differences in standards between boys and girls and between different ethnic groups. However, because of very effective support and guidance, the differences are being narrowed. Very strong links with parents have helped standards and achievement for pupils of Black British Caribbean origin who perform particularly well.

The relatively few high-achieving pupils are challenged well and are therefore reaching their potential. Pupils with learning difficulties and disabilities achieve as well as their peers.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Their excellent understanding of different cultures is reflected in the displays around the school, representing the rich cultural diversity within the community. Pupils are very enthusiastic about their learning and want to achieve well. They are encouraged to take responsibility for their actions and their resulting behaviour is outstanding. They feel the school is safe and secure. Pupils develop a clear sense of community through the fundraising activities and visits from members of the local community. They adopt healthy lifestyles helped by the diet at lunch and the wide range of sports and physical activities. Pupils on the school council take on responsibility for improving the school. The acquisition of good basic skills by the end of Year 2 prepares them well for later life. Attendance levels are below average but are improving as the school works with parents to encourage them to support their children more fully.

Quality of provision

Teaching and learning

Grade: 1

Pupils respond very well to the overall highly effective teaching, which includes the excellent promotion of their personal development. Consequently, pupils are developing the key learning skills in speaking and listening and reading and writing very well. A key feature of the excellent learning in the Foundation Stage is the development of the children's independence. Throughout the school teachers and support staff very effectively diagnose and support the many pupils with additional needs, for example, in learning English as a additional language or improving numeracy skills. The very few high-attaining pupils are challenged well. In the very best lessons the pace of learning is brisk and expectations are high resulting in significant achievement.

There are good examples of marking that help pupils to improve their performance but it is inconsistent, especially in writing.

The leadership's monitoring of teaching and learning ensures that good practice is disseminated to the staff in order to ensure that the high standards are maintained.

Curriculum and other activities

Grade: 1

The stimulating curriculum throughout the school excites pupils' interest because it reflects their backgrounds and meets the wide range of their needs exceptionally well.

Visitors tell stories in the pupils' languages, for instance, in Somali and Albanian. Excellent use is made of the local community and visitors to the school to enhance the curriculum and promote pupils' enthusiasm. A good example is the opportunity for gifted and talented pupils to develop their citizenship by visiting the local council chamber.

The use of information and communication technology to promote cross-curricular links is gaining pace and as a result pupils' data handling skills and word processing are improving well. A highly stimulating learning environment supports cross-curricular creativity in several subjects such as art and design, and literacy.

Pupils' independence is promoted strongly throughout the school so that they develop their confidence and make their own decisions.

Care, guidance and support

Grade: 1

Very positive relationships across the school coupled with the high priority placed on treating each child as an individual ensure that support, care and guidance of all pupils is outstanding. The school works actively to make sure that pupils enjoy school and are well prepared as future citizens. All health and safety issues are addressed, risk assessments are in place and child protection procedures are well established. Effective record keeping underpins all pastoral work and the needs of vulnerable children are met and monitored very effectively in the 'nurture group'. Induction for pupils new to the Foundation Stage is thoughtfully planned and arrangements for those pupils who arrive at other stages of their education are systematic and ensure they settle in quickly. The leadership's analysis of pupils' performance over time is rigorous and highlights very successfully those who need specific help, for instance, in learning English. Challenging but realistic targets are set for individual pupils and shared with parents. The school works very well with parents, volunteers, learning mentors and a variety of external agencies to support all children including those most at risk.

Leadership and management

Grade: 1

The headteacher and the senior management team provide strong and clear direction for the school's work. This outstanding leadership ensures a very strong unity of purpose throughout the staff. The excellent commitment to equal opportunities permeates the life of the school and enables all pupils to feel valued. Racial harmony is a very strong feature. Parents and governors are highly supportive of the school and have high praise for the headteacher and staff. Parents' views are encouraged and acted upon.

Monitoring and evaluation of the school's work are very thorough and governors are well involved in taking account of the school's work. Governors fulfil their responsibilities very well and are well aware of the school's strengths and areas for improvement. For example, they regularly observe and report on teaching and learning.

Management is also highly effective. The school runs very smoothly and systems for communication between the leadership and staff work very well. This helps to ensure that pupils work in a calm and purposeful environment. Finances are managed very efficiently and as a result the school is excellently resourced. The particularly effective resources reflecting ethnic and cultural diversity help new pupils to settle quickly.

The highly effective leadership at all levels contributes considerably to the school's capacity to improve which is excellent.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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	
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	
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	
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

Children

Thank you for your help when we visited your school. We enjoyed talking to you and you told us how much you enjoy your work and how happy you are. We were pleased to see that you work very hard and behave very well.

Your school is excellent and the adults in the school work hard to make sure that you make a lot of progress in your work. They also take great care of you.

Lately you have been improving your writing and we have asked your teachers to help you even further when they mark your work.

With best wishes

Jeff White

Lead Inspector