



Earlsmead Primary School

Inspection Report

Unique Reference Number 102091
LEA Haringey LEA
Inspection number 276651
Inspection dates 28 September 2005 to 29 September 2005
Reporting inspector Gill Close HMI

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

Type of school	Primary	School address	Broad Lane
School category	Community		Tottenham
Age range of pupils	3 to 11		London N15 4PW
Gender of pupils	Mixed	Telephone number	02088087915
Number on roll	426	Fax number	02088086786
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	22 November 1999	Headteacher	Mrs S Head

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Introduction

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

Description of the school

Earlsmead Primary School is bigger than average. More than nine out of ten of its pupils come from ethnic minority backgrounds, the largest groups being of Caribbean, African and Turkish speaking heritage. Roughly half of pupils are entitled to free school meals and economic deprivation in the neighbourhood is high. A large number of pupils move in or out of the area so do not stay at the school for the whole of their primary education. The percentage of pupils who have learning difficulties and disabilities is broadly average. Attainment on entry to the school is well below average. The school participates in a range of initiatives that support pupils and their parents, such as Sure Start.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Earlsmead Primary School gives its pupils a good education in a caring and inclusive environment. In its diverse community, relationships are harmonious and pupils develop a strong sense of identity. The good systems with clear boundaries help the pupils behave calmly. They enjoy learning and make good progress, particularly in literacy where teaching, planning and checking on progress during every year are consistently good. Raising standards in reading, writing and speaking has been a strong and successful focus since the last inspection. Pupils in the Nursery are skilfully integrated into school life and make good progress by the end of the Foundation Stage. Parents have a high level of confidence in the school and feel welcome and listened to. The school is very good at identifying pupils' individual needs and providing appropriate help. For pupils whose first language is not English, this support is very well managed and highly effective. There is also good provision for pupils with learning difficulties and disabilities, and those whose confidence, behaviour or attendance needs support. In literacy and mathematics, pupils who are making slow progress are given additional help which is successful in improving their results in Year 2 and Year 6. The school deploys its resources well to provide effective support where it is needed. It provides good value for money. Senior staff know what is working well and what could be even better. They have enabled the school to improve since its last inspection in 1999, which shows that they have the capacity to continue to make improvements. The school is very good at identifying pupils' individual needs and providing appropriate help. For pupils whose first language is not English, this support is very well managed and highly effective. There is also good provision for pupils with learning difficulties and disabilities, and those whose confidence, behaviour or attendance needs support. In literacy and mathematics, pupils who are making slow progress are given additional help which is successful in improving their results in Year 2 and Year 6. The school deploys its resources well to provide effective support where it is needed. It provides good value for money. Senior staff know what is working well and what could be even better. They have enabled the school to improve since its last inspection in 1999, which shows that they have the capacity to continue to make improvements.

What the school should do to improve further

The school recognises its areas for improvement. The focus should be to: * build on the successful methods in literacy to further raise standards, in particular in science and information and communication technology (ICT) * enhance the leadership and management role of subject leaders to raise standards across the whole curriculum * Plan questions and activities that challenge all pupils and make them think.

Achievement and standards

Grade: 2

Pupils start school with standards that are well below average. Although their attainment is still below average by the time they reach the end of Reception, they

have made good progress and their standards continue to rise as they get older. Their attainment remains below average by the end of Year 2 but it reaches a broadly average level by the end of Year 6. Standards in science are below those in English and mathematics. Pupils make good progress. It is particularly strong in English due to the high quality support for pupils in literacy and the school's well-chosen focus on this. The attainment of Year 2 and Year 6 pupils with minority ethnic heritage has risen as a direct result of well-targeted support. The high quality of provision for pupils for whom English is not their first language and pupils with learning difficulties and disabilities enables them to make good progress.

Personal development and well-being

Grade: 2

Pupils greatly enjoy being at school. Their spiritual, moral, social and cultural development is good, in particular their appreciation of diversity: the school rightly celebrates the richness of its ethnic diversity. Pupils have high regard for each other and pride in their own identity. Generally, they learn mutual respect, mix well, and co-operate with each other. Teachers work hard to promote good behaviour. The school's behaviour policy has been extensively reviewed following the introduction of the Behaviour Improvement Programme, and is largely effective. Behaviour is good in the majority of lessons, as a consequence of the good relationships between staff and pupils and the use of the school's behaviour strategies. Outside lessons it is also good but there are a few instances of antisocial behaviour and bullying, and pupils can be boisterous. Pupils' attendance is slightly below the national average. Pupils feel safe in the school. They know to whom they can turn for help and advice and find that issues are dealt with effectively. They know about staying healthy, and value school initiatives to provide for healthy eating. The school council and class councils are giving pupils a formal opportunity to offer their views, but the procedures are not yet sufficiently embedded to develop pupils' understanding of their democratic rights and responsibilities, and relatively few boys are involved. The personal development of pupils in the Foundation Stage is promoted well. Pupils in the Nursery are quickly integrated into school and soon become aware of school expectations and routines. The sensitive way that these young pupils are managed enables them to feel safe and secure and encourages their commitment to and pleasure in school work.

Quality of provision

Teaching and learning

Grade: 2

The school judges that the quality of teaching and learning is good. Inspectors agree with this. Across the school, the good teaching overall enables pupils to make good progress in their learning. This is due to some very good class teaching and the high quality support targeted to meet pupils' needs, particularly in Year 2 and Year 6. An important strength in teaching is the way in which basic literacy skills are taught. This has been achieved as a result of the whole-school targeting of this area, including an

increased emphasis on speaking and listening. This strength has had a direct impact on raising standards in English and across some other curriculum areas. The school recognises the importance of parents helping their children with reading, and is continuing to increase involvement, partly through groups for parents from minority ethnic heritages. The teaching of pupils for whom English is not their first language is particularly effective from the moment that they join the school. It is also good for pupils who have learning difficulties and disabilities and pupils in the Foundation Stage as it focuses well on their individual needs. A feature of the strong class teaching is the good relationships which help pupils to enjoy learning and teachers to cleverly diffuse potentially difficult situations. Where teaching is less successful, teachers do not develop pupils' critical thinking and reasoning skills sufficiently or set work that challenges all of them well enough. There are also occasions when teachers demonstrate weak subject knowledge or ineffective pupil management skills. In English and mathematics there are efficient records of pupils' progress which are used well to identify pupils who need extra help. There are good systems for providing this help and it is effective in raising standards. In mathematics, the successful support for older pupils is being extended to other year groups. In science, ICT and other subjects there is not a similar system for monitoring and enhancing progress. The very good records of progress for pupils whose first language is not English help teachers meet their needs well and are a key factor in supporting their good progress. The marking policy has an appropriate focus on evaluating whether pupils have made progress in their learning. Some good examples of its use have helped pupils overcome difficulties, but marking does not always identify pupils' problems accurately enough.

Curriculum and other activities

Grade: 2

In line with the school's emphasis on raising standards, the majority of the curriculum comprises literacy and numeracy. Considerable thought has been given to planning this part of the curriculum, and the progress made by the pupils demonstrates that it has been appropriate. This emphasis has led to other subjects being less well provided for in terms of time and quality. In particular, physical education (PE) is given well below the allowance of time that is expected, and formal PE activity is as little as 25 minutes per week for some classes, largely as a result of limitations of accommodation. For these other subjects, planning is insufficiently detailed; the work of subject leaders is limited to a support role. However, there have been improvements in the provision for ICT and pupils' skills in this subject since the last inspection. There are strengths in the broader curriculum and in the provision of extra-curricular activities: examples include work which involved the community in celebrating VE day, and clubs for homework, music and sport. The quality of the curriculum in the Foundation Stage is good. The well-planned outdoor and indoor curriculum ensures that pupil's needs are met well.

Care, guidance and support

Grade: 2

Pupils' well-being is at the heart of the work of the school. Teachers and other staff know the pupils well and pupils have a high level of confidence in them. Policies and procedures for safeguarding pupils, including risk assessments, are clear, known to staff and applied as necessary. The welfare needs of pupils in the Foundation Stage are met well; all adults ensure that they feel safe, secure, relaxed and ready to learn. Pupils for whom English is not the first language receive good targeted support and benefit from the whole-school focus on literacy development. High expectations, good assessment based on clear goals for pupils to reach, and very well-targeted links with parents have all contributed to the good progress of these pupils. Learning mentors provide effective support to raise self-esteem and confidence, and to overcome difficulties pupils have with their behaviour or attendance. The breakfast club and well-targeted contact with parents have helped pupils' attendance and punctuality, but the amount of unauthorised absence is still above average.

Leadership and management

Grade: 2

The school leadership has given a well-chosen and successful focus to the raising of standards in English and mathematics. The school has recognised that this has had some consequences in leaving less opportunity for raising standards in science and across the whole curriculum. Leaders and managers at all levels very effectively promote the well-being of learners. The school promotes equality of opportunity well and ensures that discrimination is tackled. The curriculum management structure has recently been reorganised but roles are not yet sufficiently clearly defined to provide curricular support for all teachers. Consequently teachers' subject knowledge and planning is not well enough supported in all subjects. The leadership and management of the Foundation Stage are good. Strengths are in the co-ordinator's knowledge of the curriculum and the way in which all staff work well together. The school is fully staffed with many experienced teachers and some who are newer to the profession or to teaching in England. There is sound provision of professional development for all staff and support where areas of need are identified. However, senior staff have not always arranged this quickly enough to support weaknesses in subject knowledge or behaviour management. The support staff are well trained and highly committed. The governors are well informed about the school through regular reports and contribute soundly to its development planning. Parent governors make effective links with parents to represent their views and increase their direct involvement with the school. Parents think that the school is good; they say that it makes them welcome and listens to their views. The school's self-evaluation process is sound and has correctly identified its strengths and areas for development. All issues raised in the previous inspection have been addressed at least satisfactorily and standards have risen. This demonstrates the school's good capacity for further improvement.

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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?	2	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	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	3	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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?	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

Thank you for being so friendly when we visited your school. We came to see how well you were doing. We enjoyed visiting your lessons and talking to you about your school.

We think your school is a good school. Everyone gets on well together. You respect each other and are proud about who you are. You usually enjoy learning and make good progress. Your teachers are good at teaching reading and writing. They also help you speak about your work, explain your ideas and listen to what each other say. We think that your school looks after you well. If you need extra help, you get it. The teachers set clear rules about how to behave. Most of the time, you behave well in lessons. You usually play well together, but sometimes you get too excited. Most of you come to school every day and on time, but a few of you are absent too often.

It's good that you have a school council but more boys should get involved. It is important that your representatives hear your ideas and present them for you. Your school has improved since the last time inspectors came. The headteacher knows what to do to make it even better. You are already doing well in English and mathematics, but you need to improve in science, ICT and the other subjects. Spending more time on them will help you. Your teachers need to ask you harder questions and you must make sure you think harder in lessons. We hope that you enjoy the rest of your time in school and do well.