



Tetherdown Primary School

Inspection Report

Unique Reference Number 102098
LEA Haringey LEA
Inspection number 276654
Inspection dates 24 April 2006 to 25 April 2006
Reporting inspector Andrew Marfleet AI

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

Type of school	Primary	School address	Grand Avenue
School category	Community		London
Age range of pupils	4 to 11		N10 3BP
Gender of pupils	Mixed	Telephone number	02088833412
Number on roll	213	Fax number	02088833414
Appropriate authority	The governing body	Chair of governors	Clare Pierce
Date of previous inspection	19 September 2000	Headteacher	Ms E Pittman

Age group 4 to 11	Inspection dates 24 April 2006 - 25 April 2006	Inspection number 276654
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Tetherdown Primary is a very popular school that draws almost all its pupils from the immediate vicinity of Fortis Green. Very few pupils are entitled to free school meals. A smaller than usual proportion has learning disabilities. Nearly 7% have a first language other than English, but most start with some grasp of English. There are a few pupils from minority ethnic groups but the large majority are from White backgrounds. Demand for places has led to an expansion programme, with a new building project about to begin. Two form entries will commence in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school judges itself to be good, but the inspectors' view is that it is outstanding. The school knows itself well, and is simply too modest in its overall judgements. It provides outstanding value for money.

The quality and standards in the Foundation Stage are good, albeit hampered by the limited facilities for outdoor activities, which has an impact on the development of pupils' physical skills at this stage. The weaknesses in accommodation, here as in the rest of the school, will be addressed in the new building programme, however.

It is not surprising that the school is planning to double in size. Parents in the locality want their children to come here. Standards are very high and pupils make excellent progress. This is mirrored by their outstanding personal development, which is itself an indication of the quality of care they receive here. Pupils achieve as well as they do because of the quality of the teaching they receive, coupled with the way they take responsibility for their own learning. Their positive attitudes and behaviour around the school are exemplary, but they are lively and articulate, able to relate well to adults and to each other.

The school's ethos owes much to the quiet but extremely effective leadership of the headteacher. She, her deputy and the other leaders and managers do an outstanding job, and the impressive achievements of the pupils are the result. The school has continued to improve since the previous inspection and has the capacity to go on improving.

What the school should do to improve further

* Ensure that provision in the Foundation Stage reaches the same high quality as that in the rest of the school by providing more space and opportunities for outdoor activities.

Achievement and standards

Grade: 1

When the children start school they have knowledge and skills above what is expected for their age. They make very good progress in the reception class, albeit slightly less in their physical development, because of the limited facilities, and reach goals above those expected by the start of Year 1.

By the end of Year 2 standards are high, and pupils have made excellent progress. This progress is maintained from Year 3 onwards so that by the end of Year 6 standards are high in all areas of the curriculum. Work done in history, for example, demonstrated an ability to research by interview and on the internet, and to produce excellent pieces of extended writing. Boys and girls achieve equally well because teachers have high expectations of all pupils. The school sets, and pupils meet, challenging targets and monitors pupils' progress closely. Teachers encourage everyone to take responsibility

for their own learning. The high expectations and the very good teaching and learning ensure outstanding progress from the pupils, including the very small minority for whom English is an additional language. Pupils with learning difficulties make as much progress as others because of the quality of the support they receive.

Personal development and well-being

Grade: 1

The personal development of pupils is outstanding. Evidence presented to them in an assembly that they were not courteous enough to lunchtime supervisors was keenly felt by many. The level of their spiritual, moral and social development, indicated at such moments, is outstanding. Their cultural awareness is not diminished by the predominantly white cultures represented in the school.

The behaviour seen around the school, including that in lessons, is exemplary. Pupils want to learn, are articulate and lively and are rarely absent from school. 'My two children can't wait to get in the gates every day,' said one parent.

Pupils feel safe here, and know all about staying healthy. They choose healthy foods, drink water regularly and enjoy taking exercise, as seen when the majority of pupils and staff, and not a few parents, joined in a work-out to music in the playground before school. The sense of community is almost tangible. But pupils are also aware of a world outside, in which they will be learners, earners and citizens; the school council's discussion on which charities to support this term showed considerable maturity and sensitivity.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. The school puts learning at the forefront of its improvement planning, and pupils demonstrate an exceptional ability to learn independently. Teachers know their subjects well, plan stimulating lessons and make learning fun, not least through their very effective use of ICT. They consistently demonstrate high expectations and challenge all pupils extremely well. Work is very well matched to the pupils' needs; excellent questioning is used to promote high quality learning, with many opportunities for pupils to explain their thinking. Pupils readily talk about their work, show pride in it and co-operate very well on tasks they are given. Their self esteem is boosted by the positive and encouraging attitudes of teachers and teaching assistants in the school.

Work is marked very thoroughly. Progress is regularly assessed and monitored, so that pupils receive excellent feedback on how to meet their targets and improve further. Pupils with learning disabilities receive high quality support, particularly now that the number of teaching assistants has been increased.

Curriculum and other activities

Grade: 1

This is an outstanding feature of the school. Provision for ICT, in particular, has improved significantly since the last inspection. There is excellent provision for pupils with learning difficulties and the curriculum overall meets the full range of pupils' needs, apart from the limited opportunities for outdoor play experienced in the reception class. Pupils throughout the school learn how to work together and how to acquire knowledge and skills without having to rely on their teachers.

Opportunities for enrichment are wide ranging and exciting and contribute significantly to pupils' personal development and their enjoyment of school. Participation in a significant number of school based activities contributes greatly to pupils' self esteem and experience of success. Many play a musical instrument and Italian is taught to all from Year 2 onwards, with French classes taking place after school. The school has ensured that a wide range of visits and visitors continue to play an important part in curriculum enrichment. These, together with the international links the school has made, have a very positive impact on pupils' progress. Both the formal and additional curriculum activities provide a rich and rewarding experience for them all, preparing them well for when they move on from Tetherdown.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding, and leads to the high standards of achievement and personal development. There are secure arrangements for risk assessment and child protection. Pupils receive every encouragement to stay safe and healthy, not least through an excellent programme of personal, social and health education.

Pupils find the school a very supportive environment, from the moment they arrive in reception and are given a Year 6 'buddy'. As they move up the school, they know who they can talk to if they have a problem, and they are very clear about what they need to do to achieve high standards. The school's assessment procedures are very effective: the management of data not only helps teachers plan for the needs of individuals, but it enables clear targets to be set, which pupils are well aware of. Pupils speak approvingly of the increasing demands made on them as they progress up the school.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding. Whilst teamwork is of the highest quality, the headteacher's outstanding leadership has shaped the educational direction of the school. Her evaluation of the school is most incisive, although, in her unassuming way, she understates the school's effectiveness. Her very clear vision for school improvement is shared by her very able deputy headteacher, and by senior teachers, middle managers and governors. This is particularly so in

relation to the school's expansion project and the creation of a curriculum to meet the needs of all pupils. Expanding the school leadership team has allowed the building project to proceed with minimum disruption to the current work of the school.

The school has excellent systems for checking how well it is doing and performance data are used very effectively to boost the achievement of all pupils. The quality of teaching is ensured by thorough monitoring; peer observations are undertaken to share good practice. Resources are deployed very well within the restrictions of the current site. Despite accommodation that is not wholly conducive to learning, staff, including those responsible for the Foundation Stage, have worked hard to make the school a safe and cared for environment.

The governing body is very able, highly committed, and supportive of the work of the school and its role within the community. Governors have made an outstanding contribution to the planning for the expansion of the school.

The school has excellent communications with parents and takes very good account of their views. Parents, as a result, are very supportive. Pupil views are also sought and acted upon. Staff are respected and valued but challenged to give their best on behalf of pupils. With the rebuild and planned expansion, the school is well placed to improve still further its impressive performance.

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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	2	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	1	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	1	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	1	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

Pupils

We want to thank you for your warm welcome and for sharing with us your thoughts about the school. Mrs Thomas-Pounce and I really enjoyed looking at your work and watching you in lessons. Our conversations with the school council and other children left us in no doubt that you go to an outstanding school. The fact that the school will soon be increasing in size is good news, because more children will be able to go there. Although Ms Pittman and the other staff and governors are keen to improve the school further, it is really a case of keeping up the excellent work they do already. There is little new to do, apart from the building programme. The children in reception don't have much space for outdoor activities at the moment, but we hope you will all have more space, inside and outside, once the school is enlarged.

Your school is very successful in lots of ways.:) Your behaviour and friendliness to everybody are outstanding:) You are enthusiastic about everything, including your work :) Your headteacher and the other leaders are brilliant :) The teachers make learning fun and inspire you to succeed:) You do outstanding work and make wonderful progress:) The school is a very caring place:) The school has improved since the last inspection, and looks as if it will keep on improving.

We wish you well in the future and hope that you will always be as happy as you are at Tetherdown.

Yours sincerely

Andrew Marfleet

Lead Inspector