



# North Haringay Primary School

## Inspection Report

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**Unique Reference Number** 134681  
**Local Authority** Haringey  
**Inspection number** 282644  
**Inspection dates** 18–19 October 2006  
**Reporting inspector** Gordon Ewing

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

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|---|--------------------------|-------------------------|---------------------------------|
| <b>Type of school</b>                     | Primary                  | <b>School address</b>   | Falkland Road                   |
| <b>School category</b>                    | Community                |                         | London                          |
| <b>Age range of pupils</b>                | 3–11                     |                         | N8 0NU                          |
| <b>Gender of pupils</b>                   | Mixed                    | <b>Telephone number</b> | 02083480948                     |
| <b>Number on roll (school)</b>            | 491                      | <b>Fax number</b>       | 02083408021                     |
| <b>Appropriate authority</b>              | The governing body       | <b>Chair</b>            | Mrs Yvonne Wade                 |
|   |                          | <b>Headteacher</b>      | Mr Neville Sherman<br>(interim) |
| <b>Date of previous school inspection</b> | Not previously inspected |                         |                                 |

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|--------------------------|---|------------------------------------|
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

North Harringay Primary is a two to three form entry, inner city school, serving a socially and culturally diverse community. The school was opened in 2004 following the amalgamation of same site infant and junior schools. The interim headteacher has been in post six weeks. About three quarters of pupils speak more than one language with 36 languages spoken across the school. The largest ethnic group is from the local Turkish community. Pupil mobility is high. The number of pupils eligible for free school meals is double the national average. The proportion of pupils with learning difficulties and disabilities is higher than the national average. The school hosts a Learning Support Unit for troubled and disaffected learners.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

North Harringay Primary School is emerging from a period of turbulence following the amalgamation of two schools and the changing school leadership. The interim headteacher, supported by his senior leaders and staff, are clearly focused on raising standards and strengthening pupils' progress. As a result of recent initiatives to improve the quality of teaching and learning, the school provides a satisfactory standard of education and, in the light of more focused self-evaluation, there is a good capacity to improve further.

The quality and provision in the Foundation Stage are satisfactory. Great emphasis is put on promoting personal development and in encouraging children to make satisfactory progress. However, planning in Reception is not detailed enough to show what teachers expect children to learn. In the Foundation Stage and by the end of Year 2 standards are broadly average and achievement is satisfactory. By Year 6, standards are below average and, given the pupils' starting points, the high mobility and the recent difficulties that the school has faced, this represents a satisfactory level of achievement. More able pupils, however, achieve less well over time as their lessons do not consistently meet their needs.

Pupils really enjoy school and parents value the increased stability. As one parent wrote, 'I like the ethos and atmosphere at the school.' Pupils behave well and their personal development is satisfactory. They have a clear understanding of how to keep healthy and safe, make positive contributions to school life and participate in a range of school events and the local community. However, the school council is yet to have a significant impact on the life of the school. Alongside their developing basic skills, pupils demonstrate initiative, collaborate and cooperate well in groups and enjoy responsibility. Consequently, they are satisfactorily prepared for the future.

The school provides satisfactory care, guidance and support for all pupils. Every effort is taken to ensure that pupils work in a safe and caring environment.

Teaching and learning are satisfactory. Though some teaching is good, it is inconsistent across the school and pupils' progress is variable. New strategies to effectively track progress are raising teachers' expectations and planning is becoming more focused. However, more able pupils are not always challenged sufficiently. Most pupils do not have individual learning targets to help them to improve further. Arrangements for monitoring teaching and learning are being developed, but subject coordinators have yet to play a full part in establishing a comprehensive picture of the quality of teaching and its impact on pupils' progress.

Effective links with outside agencies ensure that pupils with learning difficulties and disabilities, those at an early stage of learning English and pupils identified by the school as being vulnerable make satisfactory progress.

While leadership and management are satisfactory overall, the good leadership of the interim headteacher has begun to move the school forward effectively. He has a clear and accurate picture of what needs to improve and is tackling some weaknesses swiftly.

A stronger focus on tracking pupils' progress more accurately and improving pupils' attendance means that the school has established a more positive climate for learning.

### **What the school should do to improve further**

- \* Strengthen planning in Reception so that teachers are clear about what children are expected to learn
- \* Ensure that all teachers provide greater challenge for more able pupils and that all pupils have a clear understanding of what they need to do next to make better progress
- \* Develop the role of subject leaders in monitoring standards and performance

## **Achievement and standards**

### **Grade: 3**

Pupils' attainment on entry to the Foundation Stage is average. In the Foundation Stage children achieve well in their personal, social and emotional, creative and physical development, though their performance is not as high in communication, language and literacy, mathematical and their knowledge and understanding of the world.

The high mobility of pupils across the school impairs the impact of teaching and so achievement is variable over time. However, pupils who have remained at the school from Year 2 are on course to achieve average standards by the time they leave in Year 6 demonstrating satisfactory progress. Not as many pupils achieving the highest levels in English, mathematics and science in Year 2 continue to do as well by the time they reach Year 6. The progress of more able pupils is variable as their needs are not consistently met.

There is no significant difference in the progress of pupils with learning difficulties and disabilities, those new to learning English or pupils of different backgrounds. This is because they are well supported in lessons by an able team of teaching assistants who are well deployed and strive to complement the teaching.

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

### **Grade: 3**

Pupils' spiritual, moral, social and cultural development is satisfactory. Assemblies encourage pupils to share, respect and value others' different needs and raise their awareness of different cultures and beliefs. In a Key Stage 2 assembly, pupils shared their experiences from a residential trip in Wales. The pupils listened attentively to the older pupils as they spoke with confidence and clarity.

Pupils' understanding of the need for a healthy lifestyle and how to keep safe is secure. Pupil monitors help the smooth running of the school including safety in corridors and playground areas.

Through the school council, pupils share ideas and the management of the school listens to their views. The pupils are very keen to improve the school and would like their role to have more impact.

Attendance is below the national average but is improving as a result of recent initiatives to involve parents and pupils more. Reward systems are now in place including certificates and a class trophy. Learning mentors and support staff are involved in monitoring and supporting pupils whose attendance requires improvement. Good behaviour means pupils really enjoy their learning and feel secure.

The pupils make a positive contribution to the local community. For example, the choir is involved in singing to local elderly groups and pupils support initiatives such as Walk to School Week and the recycling of schemes of shoes, paper and cardboard.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching in the lessons observed ranged from outstanding to inadequate. The majority were satisfactory or better. When teaching is at its best, pupils are highly motivated and engaged by the challenging activities planned by the teacher. As a result, they make rapid progress and achieve well. Pupils with learning difficulties and for whom English is an additional language are well supported in their learning. This is not the case for more able pupils who are often insufficiently challenged.

Marking does not consistently inform pupils of how to improve their work and pupils are not regularly involved in setting their own targets. As a consequence, they are unsure of how to move on in their learning.

Relationships between pupils and adults are very positive because they listen to adults and to each other with care and respect. They are eager to answer and to participate in lessons. As expectations are clear and shared by all members of the school community, behaviour is good. In the best lessons, good use is made of partner and group work enabling pupils to discuss their work and to share ideas. However, there is a need for activities to extend their focused writing.

In many lessons interactive whiteboards and computers are used well to motivate pupils and engage them.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and promotes pupils' enjoyment of a broad range of subjects. There is a satisfactory range of after-school and lunch-time clubs, although their frequency is variable. The Learning Base offers a haven for pupils who find lunch times difficult and their personal development is promoted well as they begin to understand how to behave appropriately. Visits into the local community ensure that pupils learn about their immediate surroundings and about the lives of others. Planning

for pupils' personal development is satisfactory and, as a result, pupils have a sound understanding of what challenges lay ahead as they grow up.

## **Care, guidance and support**

### **Grade: 3**

Procedures to ensure the safety and protection of pupils are robust. Pupils know that there is an adult they can turn to if they have a problem and the role of the learning mentors enhances this provision. Being healthy and keeping safe is satisfactorily promoted so that pupils understand about looking after themselves. Pupils know that they have to improve their work by working harder, but are unsure how they can achieve this. Although targets have been set for each class, pupils are rarely set individual learning goals.

## **Leadership and management**

### **Grade: 3**

Overall, leadership and management are satisfactory. Good leadership from the interim headteacher has been influential in setting an agenda for raising standards. The senior leadership team now has a sharper view of the school's strengths and weaknesses and is beginning to monitor more accurately the impact of teaching and learning. This improvement is recognised by parents, the vast majority of whom are supportive of the school. As one parent said. 'The school is more organised, has clearer leadership and there's greater involvement of parents.' The school recognises that there is still more to be done and early indications are that new initiatives to track pupils' progress more accurately are beginning to pay dividends and there is a good capacity for further improvement. However, subject leaders do not yet have a clear enough overview of the quality of teaching and learning in their subjects.

Governance is satisfactory. The supportive governing body has rightly placed a high priority on the appointment of an experienced new headteacher following a period of instability. Governors now have a more comprehensive view of the performance of the school and are working closely with the interim headteacher so that the recent drive to improve attendance, increase expectations and raise standards is sustained.

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## Inspection judgements

|   |                       |
|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | <b>School Overall</b> |
|---|-----------------------|

### 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  |
| How well does the school work in partnership with others to promote learners' well-being?  | 3  |
| The quality and standards in the Foundation Stage  | 3  |
| The effectiveness of the school's self-evaluation  | 3  |
| The capacity to make any necessary improvements  | 2  |
| Effective steps have been taken to promote improvement since the last inspection   | NA |

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 3   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 3   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

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

You will remember that we visited your school recently. I am writing, on behalf of the inspectors, to tell you what we found out about your school. We talked to some of you, and we would like to thank you for making us feel welcome. It was helpful to listen to what you had to say about how well you are learning. We are confident the school, which is satisfactory, will continue to improve under its new leadership.

Here are the things that we think are best about your school

- \* Mr Sherman and the staff are working hard to raise standards and to improve the day to day running of the school.
- \* Your attendance is improving. (We hope that Stefan is enjoying his new bike).
- \* You enjoy coming to school, behave well and like taking part in activities such as the visit to the local Mosque and the school trip to Wales.
- \* The adults in school look after you and help and support you as you grow. You told us that you feel safe and happy in school and that you know the adults will always help you if you are upset or worried.
- \* This is a happy school and your parents and carers speak very well of it.

These are the things that we think could be better

- \* Your teachers in Reception need to think more carefully about the activities they plan for you.
- \* Your teachers need to provide more challenging activities in lessons and help you more to understand how you can make better progress in your learning.
- \* Subject leaders need to improve their understanding of the quality of teaching and learning in all your lessons.

Thank you again for being so helpful and friendly during our visit.

Yours sincerely,

Gordon Ewing, Lead inspector