

# Tufnell Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	100430
<b>Local Authority</b>	Islington
<b>Inspection number</b>	307386
<b>Inspection dates</b>	2–3 October 2007
<b>Reporting inspector</b>	Paula Protherough

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	272
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Harrison
<b>Headteacher</b>	Mr A Baldwin
<b>Date of previous school inspection</b>	7 May 2002
<b>School address</b>	Dalmeny Road London N7 0HJ
<b>Telephone number</b>	020 7607 4852
<b>Fax number</b>	020 7609 7817

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by a team of three Additional Inspectors.

## Description of the school

The school has a rich mix of nationalities with over half of the 272 pupils from minority ethnic backgrounds. About a third of these speak English as an additional language and many are at the early stages of learning English. The proportion of pupils on free school meals is above average. There are fewer pupils with statements of special educational need (SEN) and learning difficulties and disabilities (LDD) than nationally. The school is completing a major four-year building programme. The school received Silver Artsmark accreditation in May 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Tufnell Park is a happy and successful school whose pupils flourish because of the good quality education they receive. The headteacher, senior management team and governing body provide strong leadership. They reflect accurately upon the school's performance and are constantly seeking ways to improve. Management responsibilities are shared successfully across the staff team so that everyone is able to contribute to the school's sustained good performance.

Although children enter the school with levels of knowledge and skills that are generally lower than those expected of three-year-olds nationally they achieve well. By the age of eleven, standards in English, mathematics and science are in line with the national average. This is because of good teaching that successfully meets the wide range of needs and abilities found in each class.

The strength of Foundation Stage provision lies in the successful way that teachers settle the children into the routines of school and develop positive attitudes to learning. In Nursery and Reception classes the children make good progress, especially in their social development, but few reach the goals expected of five-year-olds. Teaching in Years 1 and 2 builds successfully on this good start, and pupils achieve well, especially in relation to reading and mathematics. However, throughout the youngest age groups, writing skills do not develop so rapidly, because teaching lacks consistency and opportunities for pupils to practise and apply their emerging skills in a variety of settings are too limited. Progress accelerates in Years 3–6 and it is here that the pace and challenge of teaching is frequently most demanding. Even so, opportunities for writing across the curriculum have only recently been introduced.

Teachers work hard to make their lessons interesting and consequently pupils are lively, engaged and behave well. They work hard on individual and group tasks with enthusiasm and concentration. Many pupils benefit from their participation in the wide range of activities on offer after school. Pupils are inspired by the talented specialist teachers for music, dance and drama. The taught curriculum is similarly rich and diverse, although opportunities for pupils to make use of new technologies across the curriculum are less consistently developed.

Inspectors agree with those pupils they spoke with who say they feel safe and well looked after. Playtimes are well supervised and peaceful and pupils of all backgrounds play harmoniously together using the games equipment provided. Pupils speak highly of the school and show good self-discipline and awareness. They are kind and thoughtful to each other and to adults and visitors. They take their responsibilities seriously and the school council are looking forward to the new quiet areas that they have requested as part of the new playground development. The school has implemented many strategies to improve attendance, which although below average, is improving. A skilled and committed team of adults effectively support pupils who have LDD or who are learning English as an additional language and consequently these children make good progress during their time in school.

The school benefits from good links with the community and the majority of parents are generally very pleased with the school. They comment on the welcoming atmosphere and the good progress their children make. The concerns of a small minority over behaviour on the playground and bullying are not borne out by the findings of the inspection team.

## Effectiveness of the Foundation Stage

### Grade: 2

Many children enter the school with limited language, communication and numeracy skills and in some cases, low levels of personal and social skills. The focus on care and support throughout the Foundation Stage has meant that the many new entrants to the Nursery and to Reception are already settling happily into the school routine.

In the Nursery they make rapid progress because the new building is an exciting and stimulating start to their school experience. Teachers make good use of the space and resources of both inside and outside environments to harness the children's natural curiosity by engaging them in a wide variety of stimulating activities. Pupils continue to progress well in reception. A recent review of day-to-day assessment arrangements is helping teachers ensure a good match of task to the abilities of the children in most areas of learning. However, the identification of opportunities for higher attaining children to develop formal writing skills are not yet consistently in place.

### What the school should do to improve further

- Develop greater consistency of approach to the teaching of early writing skills and their extension in Years 3-6.
- Improve opportunities for pupils to use and develop their information and communication technology (ICT) skills throughout the curriculum.

## Achievement and standards

### Grade: 2

From the children's relatively low starting points, the lively Nursery and Reception curriculum ensures that they make good progress in many areas and particularly personal and social development. However, few achieve the expected goals in early literacy and mathematical skills by the time they begin Year 1. By the end of Year 2, pupils make very good progress in reading and standards are close to the national average. In mathematics, pupils achieve well but standards, though rising, are below average. Pupils achieve satisfactorily in writing, but standards are lower because few pupils achieve the higher levels.

For the past five years, pupils in Year 6 have consistently achieved well in relation to their starting points at the beginning of Year 3, exceptionally so in 2006 and 2007. As a result standards in English mathematics and science have been in line with the national averages. The group of pupils taking the tests in 2007 achieved excellent results because many more pupils reached the higher levels and the school's challenging targets were exceeded. However, this year's targets and the inspectors' analysis of pupils' work suggest that whilst the current Year 6 are making good progress, currently overall standards are lower.

## Personal development and well-being

### Grade: 2

Personal development is strongly promoted as soon as children start in the Foundation Stage and impacts well on their attitudes to school and their personal qualities. Pupils spiritual, moral, social and cultural development is good. Pupils have very good social skills, are very well mannered and friendly to visitors and keen to say what they like most about their school. They behave well and work and play harmoniously. Pupils of all ages are encouraged to express their

feelings and by Year 6 they are confident, articulate and are well prepared for secondary school. Recent strategies have had a positive impact on attendance and the school is continuing to work towards improving attendance which is satisfactory. Pupils show that they enjoy being at school. Pupils enjoy physical exercise and know how to eat healthily, showing appreciation for the tasty lunch choices. They have a good understanding of safe practices which starts early in their school life. The school council carries out its duties enthusiastically and responsibly. Meetings with the governors enable pupils to be fully involved in decisions about the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers are enthusiastic and committed. They plan lessons thoroughly and cater successfully for the wide range of abilities in each class. Relationships between adults and pupils are cordial and as a result pupils work hard and try their best. Teachers have good subject knowledge and are good at asking searching questions to encourage pupils to reflect and explain. Most are careful to explain what it is that the pupils are expected to learn and check their understanding regularly during lessons. Many teachers are also skilled in ensuring that their teaching matches the different learning styles of the pupils. Although the teaching of literacy enables pupils to make good progress in their reading, early writing skills are not taught with sufficient rigour. Until recently opportunities for older pupils to write at greater length and for a wide range of purposes have been inconsistent.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum provides a wide range of learning opportunities that successfully meet the needs and interests of pupils. There has been a successful focus on developing the arts in the school and investment in specialist teachers who are enthusiastically received by pupils in dance, drama and music. Teachers plan educational visits to the locality and residential visits to provide first-hand learning experiences. The curriculum is enriched by a wide choice of out of school activities, including Spanish, gardening, the creative arts and a range of sports. The school is developing links between subjects to motivate and engage pupils in purposeful learning. This is especially evident in drama and its use to support work on Victorian life in Years 5 and 6. However, this is not yet a consistent facet of the curriculum and more remains to be done especially in relation to writing and ICT.

### **Care, guidance and support**

#### **Grade: 2**

The school takes good care of its pupils. Respectful, friendly relationships are evident in all year groups of the school. Adults know pupils very well and seek to establish good relationships with families. The good pastoral care and support have a major influence on pupils' enjoyment of school and personal development. Procedures to ensure pupils' protection and safety are good, so pupils feel safe at school. Very good links with many agencies are well-established and ensure that diverse needs are met. The learning mentor initiative has had a positive impact on the self esteem and attendance record of those identified as needing support. The home school liaison and other agencies also encourage good home-school relationships. Excellent use of data analysis and tracking of pupils' progress by senior staff and teachers ensures

appropriately challenging school targets. Target setting for groups and individuals is also extremely thorough and is a particular strength in Key Stage 2.

## **Leadership and management**

### **Grade: 2**

The foundations of the school's good leadership and management lie in the successful and accurate evaluation of the school's performance. These have informed the well-considered school improvement plan and the pertinent actions taken by the headteacher, governors and staff team to improve the quality of education and raise standards. The school's track record in improvement indicates that it has good capacity to improve.

Recently the headteacher has begun to develop the role of middle managers and subject leaders. They recognise the importance of leadership as a shared responsibility and are developing a secure understanding of standards and the quality of teaching in their areas of responsibility.

The governing body knows the school's strengths and weaknesses and offers good support and appropriate challenge that adds impetus for future school improvement.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

12 October 2007

Dear Pupils

Inspection of Tufnell Park Primary School, London, N7 0HJ

As you know, three inspectors recently visited your school, we agree with your views that you have a good school. Thank you very much for all of your help with the inspection, you made us feel extremely welcome with your polite and helpful attitudes. We were very impressed with your behaviour both during lessons, around school and at playtimes. We think that you work very well together and concentrate well in lessons. We also felt that the adults in the school take great care of you to help you learn and to make sure that you are safe all of the time. As a result your work gets better all of the time and you are well prepared to go to secondary school because you have made good progress.

The people who make decisions about your school such as the headteacher and governors are constantly planning to make your school better and they listen to your ideas in the school council. This shows in your new play areas and play equipment. Your teachers are enthusiastic about your learning and try hard to make lessons interesting for you. There is a wide range of subjects for you to learn about and you were enthusiastic about the good opportunities for extra activities after school. Everyone we spoke to said that they enjoyed school and most, but not all of you, come regularly.

We think that your school could be even better if you start to learn how to write earlier, have more chances to write in other subjects and have more opportunities to use computers and other technology throughout the day.

Good luck in the future and I hope that you continue to enjoy school and achieve well.

Best wishes

Paula Protherough

Lead Inspector