

# Yerbury Primary School

## Inspection report

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<b>Unique Reference Number</b>	100429
<b>Local Authority</b>	Islington
<b>Inspection number</b>	323276
<b>Inspection date</b>	7 July 2009
<b>Reporting inspector</b>	Gulshanbir Kayembe

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	460
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robin Ewert-Biggs
<b>Headteacher</b>	Mrs Mary Gibson
<b>Date of previous school inspection</b>	28 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Foxham Road London N19 4RR
<b>Telephone number</b>	020 7272 6580
<b>Fax number</b>	020 7281 3482

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the patterns in attainment across different areas of learning at the end of the Early Years Foundation Stage
- the quality of teaching in Years 1 and 2 and the progress made by pupils in these years groups compared to the quality of teaching for, and progress made by, older pupils
- the effectiveness of personal targets and feedback to pupils in helping them to understand their next steps in learning.

Evidence was gathered by: observing lessons; talking to pupils, governors and staff; checking the school's self-evaluation and pupil progress records; looking at pupils' books and analysing the results of questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Pupils come from a wide range of ethnic backgrounds. About 15% speak English as an additional language and 27 different languages are spoken at home. Very few are beginners in English. The Early Years Foundation Stage includes two full-time Nursery classes. The proportion of pupils eligible for a free school meal is broadly in line with the national average. The number of pupils with learning difficulties and/or disabilities is below average, although is higher in some year groups. The most common learning difficulty is dyslexia. A small but significant number of pupils have complex needs. The school has a number of national awards including Healthy School and Artsmark Gold.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. Pupils make exceptionally good progress as a result of the high-quality provision. Their personal development is equally exceptional and by the time they are in Year 6, pupils from all backgrounds are articulate and put forward their views and ideas with confidence. They are self-assured and listen respectfully to the views of others. Pupils flourish as learners and leave Yerbury with academic and social skills that prepare them exceptionally well for the next stage in their education.

The success of the school is down to the excellent leadership of the headteacher and her singular pursuit of an exciting, relevant, broad and exceptionally well-structured curriculum. The impact on pupils is clear and accurately summarised by one parent: 'Both my children come home excited by all the things they have been doing.' The curriculum is outstandingly well tailored to meet the wide range of pupils' needs and provides an excellent basis for teachers to plan their lessons. As a result, teaching is outstanding. Lessons are exceptionally well structured and support staff are very well used. Incisive questioning and creative and challenging tasks extend all pupils' thinking and enable them to grasp difficult ideas securely. From broadly average starting points pupils make outstanding progress and attain high standards by the end of Year 6.

Standards in the current Year 2 are above average and pupils' progress since the end of their Reception Year has been very good. They have made exceptional progress in relation to skills such as formulating and asking relevant questions, problem-solving and critical thinking. Pupils learn to work independently and develop the confidence to explore ideas and explain their thinking by themselves. These skills prepare pupils exceptionally well for the academic demands of Years 3 to 6, particularly in literacy and numeracy. As a result, pupils in Years 3 to 6 make rapid progress in these areas and others such as art, music, science and information and communication technology. Standards are particularly high in literacy because of the numerous opportunities to develop speaking and listening, reading and writing throughout the whole curriculum. This is particularly beneficial for pupils who begin school with a narrow range of vocabulary. Pupils with English as an additional language make rapid strides in their learning. Most are fluent in English when they begin school but many are speaking and developing their skills in two or more languages at the same time. The emphasis on using language across the curriculum is particularly helpful for these pupils and allows them to make rapid progress.

Opportunities for personal development are extremely well developed because the curriculum is very carefully structured. Personal development is an integral part of the school's day-to-day curriculum including the comprehensive range of extra-curricular and enrichment activities. The strong sense of community, which many parents comment on, enables pupils to feel they belong and this supports their personal development exceptionally well. Pupils actively put into practice what they learn about being healthy and this is recognised in the school's achievement of the Healthy School Award. They learn to be safe through, for example, sessions on cycling proficiency and internet safety. A myriad of opportunities for working for the good of the school and the local area means that pupils make a very strong contribution to their school and local communities. They demonstrate their commitment to helping others through their support of schools in Pakistan and Columbia by enthusiastically raising funds for them. Pupils' spiritual, moral, social and cultural development is excellent. They are reflective and consider life's deeper questions with seriousness. Their awareness of cultural and social diversity is highly developed because they have excellent opportunities to learn about each other's

values and beliefs. Pupils' high level of enjoyment is reflected in their excellent attendance. They get on with one another and work together exceptionally well. Behaviour is exemplary.

Pupils are exceptionally well looked after. Support for individuals and families is second to none and a very wide range of external professionals and agencies are used to maximise this support. A dyslexia specialist is employed by the school, enabling pupils with this difficulty to make as much progress as others. Safeguarding requirements are met. Pupils' academic development is very well supported. They receive excellent guidance on their next steps in learning and are actively involved in assessing their own work and identifying where they need to improve. This contributes to their excellent progress. Parents are fulsome in their praise of the school and very supportive of its work. The school encourages parents to be actively involved in the life of the school. A programme, 'Parents as Educators', is in place to give parents opportunities to develop their skills in supporting their children's education. Weekly coffee mornings are well attended by parents and informative. However, a small but important minority of parents feel their views are not sought frequently enough. The school has recognised this and has started to look at ways to address these needs.

Leadership and management are outstanding. The headteacher is very well supported by the deputy headteacher and other leaders across the school. Systems and procedures are consistently applied as a result of rigorous monitoring and evaluation of the school's work. The school knows itself extremely well, including how well it is promoting community cohesion, which is of outstanding quality. Global links across a range of countries and pupils' varied ethnic and religious backgrounds are used actively in the curriculum to enhance pupils' knowledge of other cultures and faiths very effectively. The curriculum and visits, including residential visits, provide pupils with a very good understanding of communities within the United Kingdom. Governors provide excellent oversight of the work of the school and are very well informed. Overall, the school has excellent capacity for further development.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children start school with a very wide range of attainment. The overall attainment varies from year to year but is usually broadly similar to that expected for the age group. Whatever their starting points, children get off to a flying start in their education. They make exceptionally good progress across all areas of learning because of the outstanding range of learning opportunities. A curriculum that is no less creative and exciting than that provided for older pupils ensures that children learn from practical, first-hand experiences. Children currently in the Reception classes are reaching standards that are above those expected in all areas of learning. Staff facilitate learning quietly but exceptionally effectively. They ask very well-formulated questions that promote children's thinking and use role play extremely well to develop children's imaginations. Well-chosen themes and topics provide a unifying thread across a wide range of activities, both indoors and outside, that cover all areas of learning very well. These enable children to relate very easily to the activities and get involved very quickly. Children's personal development is excellent. They work happily together, giving one another advice and sharing ideas. They develop their skills of independent learning very successfully and are confident and decisive about what they would like to do when choosing activities. Care and support are excellent and a safe, secure environment promotes children's sense of safety outstandingly well. Healthy snacks are readily available and enjoyed by children. Behaviour is exceptionally good.

Assessment records are very thorough and used extremely well to plan the next steps in learning. The Early Years Foundation Stage is outstandingly well led. Expectations of children are very high and there is a strong focus on continuous improvement.

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

- Provide more opportunities for parents to share their views with the school.

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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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<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.



## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

20 July 2009

Dear Pupils

Inspection of Yerbury Primary School, London, N19 4RR

We enjoyed visiting your school and would like to thank you for making us feel welcome. It was very nice to meet you and to visit your classrooms. We particularly enjoyed talking to you about your work and the school. You go to an outstanding school. The teachers provide you with an excellent education and you are exceptionally well prepared for the next stages in your education.

These are some of the best things about your school.

- You work hard in lessons and make exceptionally good progress so that by the time you are in Year 6, the standard of your work is high.
- You make a highly valued contribution to the school and wider community through the wide range of responsibilities you take on.
- You all get off to a flying start in your education in the Early Years Foundation Stage.
- The school provides you with a vibrant and exciting curriculum. This means you learn through a very wide range of stimulating experiences both in lessons and through visits, visitors and after school activities.
- Your headteacher and staff have your best interests at heart and make sure that they provide you with the very best education they can.

Your parents are very pleased with the education you receive. However, some feel that they would like to have more opportunities to share their views with the school. We have asked your headteacher to work on this together with staff and governors.

It was very nice to meet you and we wish you well for the future.

Yours faithfully

Gulshan Kayembe

Lead Inspector