

Fleecefield Primary School

Inspection report

Unique Reference Number	101990
Local Authority	Enfield
Inspection number	323562
Inspection dates	9–10 June 2009
Reporting inspector	Graham Stephens

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	480
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
Appropriate authority	The governing body
Chair	Ms Elpida Theophanous
Headteacher	Mrs Val Millar
Date of previous school inspection	7 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Brettenham Road London N18 2ES
Telephone number	020 8807 7899
Fax number	020 8887 1998

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This school is much larger than most primary schools. The proportion of pupils entitled to free school meals is well above average. The number of pupils whose first language is not English is much greater than in most schools and has increased since 2006. The proportion of pupils with learning difficulties and/or disabilities, many of whom find English and sometimes mathematics challenging, is well above average. Proportionally more pupils either join or leave the school at times other than the beginning of the school year than in most schools. The school has provision for the Early Years Foundation Stage in Nursery and Reception classes. There is a Nurture class that supports pupils who need additional guidance and support.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It presents a very clean, secure and friendly environment with attractive displays that help to create an ethos conducive to learning. Excellent systems of support and guidance ensure that pupils flourish and achieve well from their very low starting points. Parents are overwhelmingly supportive. 'I am really pleased with the school and the progress my children have made,' is typical of the comments received.

The school has made good progress since the last inspection. Staffing is stable and teachers cooperate well to ensure that the needs of every pupil are met. Good induction procedures ensure that pupils who join the school during the year quickly settle and make friends. Teachers set challenging targets and have increasingly high expectations. As a result, progress is accelerating. By the end of Year 6, standards are broadly in line with national averages in English, mathematics and science. Standards in mathematics are improving rapidly and pupils demonstrate positive attitudes towards the subject. The school acknowledges that standards of writing need to improve further throughout the school. In science, many pupils lack a detailed working knowledge and understanding of scientific vocabulary and this prevents more attaining at the higher levels. As one pupil said, 'Understanding scientific language is the main problem for me.'

Teaching is good because learning objectives are consistently made clear, lessons proceed at a brisk pace and teachers are skilled at asking questions that encourage pupils to reflect, explain and justify their thinking. They provide opportunities for pupils to apply the skills they are taught and keep detailed records of the progress pupils make. They use this information well to match work to pupils' abilities. The outstanding provision for care support and guidance ensures that pupils know what they need to do to improve. Provision to meet their many diverse needs is excellent. Safeguarding procedures are secure and known and applied by all staff.

Pupils' personal development and well-being are outstanding. They are unfailingly courteous to adults and are keen to share their work and experiences. They move around the school in a calm and purposeful manner and are very supportive of each other. They enjoy school very much and relish the opportunities to visit places of interest and attend the many clubs that the stimulating curriculum provides. They understand what they have to do to stay healthy and the meals provided support healthy eating. Links with the wider community are well established. Attendance has improved and is now good.

Pupils with English as an additional language make good progress. Resources, matched to their needs, support learning well. Very effective systems exist to monitor and support pupils with learning difficulties relating to English and mathematics. Perceptive and highly motivated teaching support assistants support these pupils well. Pupils with emotional needs are effectively supported in the Nurture class.

Leadership and management are good. The headteacher, well supported by her knowledgeable and experienced senior leadership team and governors, has shown drive, determination and focus to raise standards and improve achievement. All staff, both teaching and non-teaching, share the headteacher's vision and support her well. The needs of the school are accurately prioritised and reflected in its very detailed school improvement plan. Provision for community cohesion is good. This is reflected in the respect for and understanding of each others' differences that pupils show, and the strong links established with the local community. The school's capacity to improve is good.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The majority of children enter the Nursery class with skills that are much lower than those expected for their age, particularly in communication and language skills and emotional development. Good-quality induction arrangements to the Nursery, and close liaison with parents help children to make a positive start to their learning. The supportive and nurturing ethos ensures that children's personal development and welfare are given a high priority and, as a result, they settle quickly into routines. Most children make good progress from their starting points. Staff work effectively as a team and provide a wide variety of interesting and stimulating tasks for children to enjoy, linked to the topics they are studying. Teachers and teaching assistants seize every opportunity to talk with children in a variety of contexts. This ensures that they have a good understanding of new words and phrases linked to their topics and this is already having a positive impact on learning. This effective provision means that children achieve well, with a minority meeting the expected levels by the time they leave Reception.

All adults provide good role models and are skilled at questioning, praising and encouraging the children to help them become independent learners. The children show obvious enjoyment in their learning. One child who was looking at a snail under a magnifying glass said, 'It's small and it's beautiful and this helps me see it better.' The children work cooperatively together and show a real interest in their friends' work. Despite the poor-quality buildings, all staff make great efforts to ensure that all space is used effectively and that the outdoor environment is a stimulating learning area.

What the school should do to improve further

- Raise pupils' standards in writing throughout the school.
- Build on current strategies to introduce a more systematic and effective approach to the teaching of scientific vocabulary.

Achievement and standards

Grade: 2

The majority of pupils, including those who need additional support with literacy and mathematics and those who speak English as an additional language, achieve well from their very low starting points. More-able pupils are now attaining the higher levels in both Key Stages 1 and 2. Most pupils enter Year 1 with levels of knowledge and skills that are below what is expected for their age. Last year, a small minority attained the higher levels in mathematics and none reached the higher levels in either reading or writing at the end of Year 2. As a result of carefully analysing and meeting the diverse needs of the pupils, achievement in Years 1 and 2 is improving. Last year, in Year 6, there was a sharp rise in standards in English, especially in reading, where nearly half the pupils attained the higher levels. Standards in writing were considerably lower. As a result, standards overall were broadly average. This year evidence indicates that pupils in Key Stage 2 will attain broadly average standards in all subjects, with a sharp increase in the number of pupils attaining the higher levels in mathematics.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding, as is their spiritual, moral, social and cultural awareness. They say emphatically that they enjoy school. One pupil typified the views of many in saying, 'It's because the teachers are great and you make lots of friends here.' Pupils show their great enjoyment through the regular attendance of the great majority and their excellent behaviour, cheerfulness, hard work and willingness to join in with all that the school has to offer. Pupils live very active lives. They take up the diverse opportunities that they have for exercise with high enthusiasm. Pupils have an excellent understanding of what constitutes a healthy lifestyle. Pupils make an exemplary contribution to the life of the school. They do this through both their general attitudes and cooperation, which help to create such a harmonious community and through diligently carrying out a range of roles. During their time at the school, almost all pupils spend time on the school council. They are proud that the adults listen to their good ideas, which has led to many improvements, for example in developing healthy and attractive school meals. The adults are equally proud that pupils often think of their own ideas for activities such as clubs and museum visits and organise these with great success. Pupils are aware of the need to help others less fortunate than themselves and enthusiastically organise fund-raising activities to do so. They also energetically take part in local community activities, for example recently reaching the finals of the Borough Lord Mayor's public speaking competition. Such activities, together with their good progress in their learning, contribute to pupils' good preparation for their futures.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well planned and presented with confidence and enthusiasm. As a result, pupils listen attentively, respond positively to the tasks that are set and are keen to succeed. Teachers use the information gained from tracking the progress that pupils make to ensure that work is well matched to ability and that additional support is sought when required. Consequently, the needs of all pupils, including those with English as an additional language and others who need additional guidance with their work, are met. Teachers have high expectations of pupils' progress and this is reflected in the challenging targets that are set. They check to find out what pupils have learned and understood so that they can successfully build on what the pupils know and can do. Teaching support assistants know the pupils well, and successfully motivate them so that they play a full and active part in lessons. The use of interactive whiteboards to promote and consolidate learning is not consistent, however. Pupils who attend sessions in the Nurture class respond very positively to the excellent care and support they receive and make good progress.

Curriculum and other activities

Grade: 2

The curriculum ensures that pupils enjoy their education and achieve well. From their entry into the Early Years Foundation Stage, pupils are encouraged to be responsible, independent learners who are also able to work cooperatively with one another. Pupils are proud to show visitors the school allotment that provides a range of healthy foods. They are encouraged to prepare buffets that contain foods and ingredients from their different cultures and to share

it with pupils from different age groups. Cultural evenings, held to celebrate the school's wide diversity, are very well attended. There are special days across the year devoted to subjects such as mathematics and science, along with 'history off the page' day where the pupils sample life from particular historical periods. The school is richly decorated with attractive displays of work that reflect the broad curriculum, as well as showing how much the staff value pupils' efforts. At the request of two Year 5 pupils, an art day was added to this range of events. The school welcomes visitors, such as architects, to work alongside its pupils. Pupils make good use of information and communication technology to support their learning across the curriculum. The school is aware that the curriculum can be developed still further to give pupils even more opportunities to apply all the skills they are taught.

Care, guidance and support

Grade: 1

All procedures for ensuring child protection are exceptionally well organised and staff carry them out diligently. There are excellent systems for identifying vulnerable pupils, or those who might need support for temporary problems, making sure that they quickly receive the help that they need and checking that this has been effective. The adults present as excellent role models and do a great deal to help the pupils to care for themselves and be considerate to others. Liaison with a range of external agencies is extremely effective in ensuring speedy, high-quality, specialist support for pupils and their families whenever this is necessary. The school makes strenuous efforts to include families who are reluctant to become involved. This is an example of its excellent contribution to promoting community cohesion. The needs of the pupils with learning difficulties and/or disabilities and those who are at an early stage of learning are very carefully identified and effectively provided for. This helps these pupils to make as much progress as their classmates. Since the last inspection, systems for tracking each pupil's progress and providing help for those in danger of falling behind their targets have been considerably improved and they are now excellent. Teachers are still learning to use these consistently, but assessment records show that they are already having a considerable effect on speeding up the progress of the pupils benefiting from the extra support.

Leadership and management

Grade: 2

The headteacher provides inspirational leadership. She leads a very well-informed and proactive senior leadership team, well supported by middle managers, that has embraced the support and advice from the local authority. Consequently, very effective systems have been established to ensure that the team has a good understanding of the school's strengths and weaknesses. The progress of every pupil is closely monitored. Achievement against targets is discussed with teachers regularly and remedial action taken if necessary. This detailed analysis and review keeps senior managers well informed and confirms that progress is accelerating. Effective strategies have been developed to ensure that additional support is available, both to teachers and pupils when required. All staff are involved in setting both short- and longer-term objectives for the school and in this way they share a common vision that is focused on accelerating achievement and driving up standards. Governors hold the school to account for the standards it achieves and support the headteacher well. There is a clear and effective strategy that underpins the school's successful community cohesion policy. It draws well on the backgrounds,

interests and cultures of the pupils and extends beyond the school and local communities. The school gives good value for money.

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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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B

Text from letter to pupils explaining the findings of the inspection

23 June 2009

Dear Pupils

Inspection of Fleecefield Primary School, London, N18 2ES

On behalf of your inspectors, thank you for being so welcoming, polite and friendly when we came to visit your school recently. We enjoyed meeting and talking with you and looking at all your work and the exciting things that you do.

You go to a good school. Here is a list of some of the things we liked best.

- Everybody made us feel very welcome and looked after us well.
- You are very polite and caring and your behaviour is excellent.
- You listen very carefully to all that your teachers and teaching assistants say.
- You work together very well and make good progress in your work.
- Your teachers are good at planning very interesting things for you to do.
- All the adults make sure that you are really well looked after, and you are very appreciative of all that they do.
- Your headteacher leads your school really well.

Every school, even one as good as yours, has something that could be improved.

- You all need to try even harder to improve your writing.
- We have asked your teachers to make sure you all understand some of the special language you need to use to ensure that you make yourselves clearly understood, when describing what you know about science.

Yours faithfully

Graham Stephens

Lead Inspector