

# Tetherdown Primary School

## Inspection report

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<b>Unique Reference Number</b>	102098
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	323585
<b>Inspection date</b>	23 March 2009
<b>Reporting inspector</b>	Nick Butt

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	302
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>	Mrs Helen Style
<b>Headteacher</b>	Ms Evelyn Pittman
<b>Date of previous school inspection</b>	25 April 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>	Grand Avenue London N10 3BP
<b>Telephone number</b>	020 8883 3412
<b>Fax number</b>	020 8883 3414

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues.

- The effectiveness of the Early Years Foundation Stage.
- The contribution of the curriculum to the school's high standards.
- How effectively leaders and managers are managing the school's increase in size.

The inspectors gathered evidence from lesson observations, scrutiny of pupils' work and parents' questionnaires. Discussions with staff, governors and pupils also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors 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

This popular, larger-than-average-sized school has Early Years Foundation Stage provision in two Reception classes. Pupils come from a small local area. Very few pupils are entitled to free school meals. Over a quarter of the pupils come from a variety of minority ethnic groups. A small proportion speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average and they have a variety of different needs. The school is in the process of becoming a two-form entry school, with the completion of a three-year major building project expanding it considerably. The school has the Healthy School Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Tetherdown Primary is an outstanding school that provides an excellent level of education for all its pupils. Its parents wholeheartedly agree that their children love coming to school and gain enormously from the experience. One, speaking for many, said, 'My children return home enthusiastic and inspired about their learning.' Standards are exceptionally high year after year, with very large proportions of pupils attaining the higher levels in national assessments. Results are well above average by the end of Year 2 and very high indeed by Year 6. Pupils make outstanding progress from their starting points. This is because of extremely effective teaching, and a dynamic and vibrant curriculum that engages pupils particularly well. Pupils have a real hunger for learning and they take part in lessons with great enthusiasm.

The school has managed a complex building project spanning several years with sensitivity and aplomb, ensuring that the disruption for pupils has been kept to an absolute minimum. Leaders and governors have fought hard for a building that captures the spirit of their school, successfully canvassing for considerable additional funds to cover the extra costs. Their grand designs have succeeded in securing an exceptional school for the future, which is filling up rapidly as the school expands to complete its programme of changing to two-form entry. The headteacher, staff and governors are approaching this challenge with the same high degree of reflection and attention to detail that they bring to bear on all of their work. They realise that a school doubling in size over a short period requires new systems and procedures, and an enhanced leadership team. Already the Early Years Foundation Stage and Key Stage 1 operate smoothly and highly effectively with the additional pupils, as staff work together successfully in teams. The final phase of the project is to complete Key Stage 2, which the school is determined to accomplish without losing any of its essential character. Key to this is the family atmosphere and sense of belonging that pupils and their parents so greatly embrace within a tight-knit local community.

The impact of the headteacher's inspirational leadership on the school's provision is profoundly beneficial, setting a culture of high achievement, innovation and excellence. She is supported very ably by the deputy and assistant headteachers, who ensure that the work of the school is monitored rigorously and systematically. Teachers are accustomed to observe and reflect upon each other's practice, and to meet regularly with senior leaders and the special needs coordinator to discuss the progress of individual pupils. Staff know their pupils' needs very well, and identify early any possible areas of difficulty where additional support is required. They measure the effectiveness of interventions methodically so that they can see how quickly pupils are catching up. This approach is of particular benefit to pupils who struggle with learning, to the extent that almost all of them go on to attain at least the nationally expected Level 4 by the end of Year 6.

Teaching is exciting, relevant and challenging. One pupil commented, 'The lessons challenge you but not to the extent that they become really impossible!' In an outstanding lesson Year 2 pupils explained to 'Gordon Brown' (the teaching assistant) why the Jamaican doctor Mary Seacole should be honoured with a statue, having been woefully overlooked to date. They gleefully tore into the teacher's 'attempt' at a persuasive letter to the Prime Minister that concluded with the assertion that if he didn't comply with her demands, she would be sending her big brother round to sort him out! The pupils adopted a more subtle approach. This lesson was an example of the school's highly effective blending of subjects, so that pupils were using their knowledge from the history topic to write persuasive letters. In another class pupils worked out quantities of ingredients for outlandish Tudor recipes as part of their investigation of

fractions. The outstanding curriculum is built around such cadences, with much thought going into designing programmes of study that pupils will not merely enjoy, but adore. Pupils reminisced with delight about a night spent in the Science Museum making green goo. During the inspection Year 6 pupils engaged in an opera workshop as part of a project leading to a performance in a London theatre. This highly motivational curriculum is a key factor in the school's success in keeping standards high year after year. There is a wide range of clubs, including street dance, French and drama. Such excellent enrichment contributes greatly to pupils' outstanding personal development and well-being, and helps them excel in their spiritual, moral, social and cultural development.

The school involves pupils extremely well in their own learning, entering into a dialogue with them about how they can improve, and encouraging them to set their own next steps. Regular discussion groups find out what pupils enjoy about lessons and how they could engage them even more. For example, boys said that they find it easier to write at length when they are word-processing rather than writing by hand. Marking clearly shows pupils what they are doing well and what to do next. The pastoral care of pupils is excellent, with outstanding procedures to support those encountering difficulties, and caring and sympathetic staff. A parent commented, 'The school always goes the extra mile.' The school has extremely effective links with outside agencies, which provide additional support and advice. All safeguarding arrangements are in place. There is a deep knowledge and understanding of the school's local context, and it reaches out very well to its community. A thriving parents' association raises large sums each year to enrich further pupils' educational experiences, joining with the school and an environmental organisation to plant trees in the grounds. The school enjoys particularly strong links with other schools, including a special school next door and another school in the borough with a very different intake of pupils. For many years the school has developed its international dimension, with trips by staff to schools in other countries, and visits by Spanish pupils and, most recently, the staff of a Norwegian school. These activities contribute to the school's excellent promotion of community cohesion in a variety of ways, and very productively to pupils' cultural understanding and their personal development.

Pupils have an excellent understanding of how to stay healthy, and enjoy sport at school and outside. This has been acknowledged by the award of Healthy School status. Some parents feel the school needs to develop sport more, and it is true that during the building work, when the school had no hall, opportunities for physical education were restricted. Pupils say they feel safe at school and free from bullying. They understand the dangers of cyber-bullying. Behaviour is outstanding and attendance is consistently high, as pupils want to be in school. Pupils support one another through the school council and as play leaders and 'buddies', and make a very significant contribution to their local community, for example in supporting a church soup kitchen at Harvest time. They leave the school with excellent basic skills and are extremely well prepared for secondary school.

The school is highly skilled at recognising the potential of its staff and developing them to play a full part in its work. Subject leaders know their areas in depth and are influential in developing them, contributing to whole-school strategic planning. Governors put a wide range of expertise at the school's disposal and are rigorous in holding its leaders to account. The school has gone from strength to strength since its last inspection and has an outstanding capacity to improve further. As one parent put it, 'The school has surpassed all our expectations.'

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

### **Grade: 1**

When children join the Reception classes they have a range of skills and abilities that are a little better than those expected nationally for their age. They make very rapid progress in the nine or so months they spend in Reception and leave exceeding the expected early learning goals. Children are keen to take part in activities and show what they know. They enjoy a challenge and develop a strong sense of independence. They are enthusiastic in their work and at play. Very good use has been made of the new accommodation to create a stimulating learning environment for children, with final developments underway outside. Teachers assess children's progress extremely effectively, and plan an excellent balance of child-selected and adult-led experiences for them. Children show respect for one another and their surroundings, and thrive in a safe and well-ordered environment. Outstanding leadership and management ensure staff work together highly effectively, and plan a rich curriculum of fare that meets all children's learning needs. During the inspection children enjoyed writing in mud to develop their emerging skills in a novel way.

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

Build on work already accomplished to manage the transition to two-form entry by:

- setting in place systems and structures to maintain the school's level of rigour
- at the same time preserving the school's unique character and family feel.

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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**

02 April 2009

Dear Pupils

Inspection of Tetherdown Primary School, London, N10 3BP

Thank you for making us so welcome when we visited your school. We are delighted to inform you that your school is outstanding in every way. We do admire the new building. Here are some particular strengths of your school.

- You reach very high standards year after year.
- The excellent teaching challenges you really well.
- You are very involved in your own learning so that you know what to do to improve.
- The curriculum is exciting and designed to suit you, with lots of opportunities to make links across different subjects.
- Your behaviour is outstanding and your attendance is very high.
- You know all about staying healthy and keeping safe.
- The school cares for you very well.
- The headteacher, staff and governors run the school extremely effectively, and are always looking for ways to make it even better.

Your school is going through a period of rapid change, and we are very impressed how sensibly you have coped with this. The headteacher and staff are adapting to running a school that is double its original size, and we have asked them to make sure that it stays just as effective while losing none of its unique character. I am sure they will value your suggestions as to how to improve it even more.

Thank you once again for your help. Our very best wishes for the future.

Yours faithfully

Mr N Butt

Lead Inspector