

Coleridge Primary School

Inspection report

Unique Reference Number	102121
Local Authority	Haringey
Inspection number	323586
Inspection date	21 May 2009
Reporting inspector	John Collins

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)	582
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 Marianne McCarthy
Headteacher	Mrs Shirley Boffey
Date of previous school inspection	16 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Crouch End Hill Hornsey London N8 8DN
Telephone number	020 8340 3173
Fax number	020 8348 7775

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school, and particularly investigated:

- the consistency of the quality of teaching and learning, particularly in mathematics
- the effectiveness of the leadership in raising standards and achievement
- the effectiveness of the provision for those pupils in Key Stage 1 identified as needing additional support in the classroom.

Evidence was gathered from an analysis of pupils' test results, current assessment and tracking data, and observation of lessons. Parents' questionnaires, discussions with the headteacher, senior 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 in the report where appropriate.

Description of the school

This four-form entry primary school is larger than average. Pupils come from a wide range of ethnic and socio-economic backgrounds. The largest group of pupils are from a White British background, followed by Other White background and Mixed White Asian. The proportions of pupils entitled to free school meals and who have special educational needs are below average. The proportion of pupils from minority ethnic groups is high and that of pupils whose first language is not English is slightly higher than usually found. The school has recently expanded to two sites. Provision for children in the Early Years Foundation Stage is in two part-time Nursery classes and four Reception classes.

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 that is held in very high regard by the great majority of parents. At the heart of its success lies the outstanding provision for all pupils, regardless of race, gender or background. Pupils are able to attain standards that are consistently well above average in reading, writing, mathematics and science because of excellent teaching, an outstanding curriculum and very effective leadership and management. Pastoral care is a notable strength.

Children start school with skills broadly expected for their age. The great majority of pupils of all abilities make excellent progress to reach high standards by the end of Year 6. This represents outstanding achievement. The good progress in the Early Years Foundation Stage is maintained in Key Stage 1 and standards by the end of Year 2 are above average. Current tracking data show that the dip in mathematics in Key Stage 2 in 2008 has been very successfully addressed. Teaching and learning of mathematics seen during the inspection are consistently good and often outstanding. The new marking system is helping pupils to have a clearer understanding of their next steps in learning and make very good progress. Pupils are on track to attain higher standards in all subjects than they did in 2008, particularly at the higher levels. The school is very successful at tackling differences in the attainment of different groups. Provision for pupils who have special educational needs and those pupils who have moderate learning difficulties and/or disabilities is very good, enabling them to achieve equally as well as others.

The prime factor in the continuing success of the school is the outstanding leadership and management of the headteacher and senior leadership team. This provides the drive that is continually seeking to improve the school's performance. They are very well supported by all middle managers and an excellent governing body that fully supports the work of the school and ensures there is no complacency. Leadership and management at all levels are outstanding and make a significant contribution to pupils' learning. Pupils of all ethnic backgrounds get on very well together because inclusion is excellent.

Personal development and well-being are outstanding. Pupils' spiritual, moral, social development are outstanding and cultural development is good. Pupils have a very good knowledge of how to make healthy choices, and behave safely around the school and in the playground. They say that bullying is 'rare', but know what to do if it occurs. Pupils make an outstanding contribution to the local community through links with local organisations. They have a very good awareness of the value and importance of their role in the school community through the school council and their responsibilities around school. Nevertheless, more needs to be done to develop pupils' understanding and appreciation of communities outside their immediate environment. Community cohesion planning is at an early stage and the school is aware of the need to raise pupils' awareness of the wider communities beyond their immediate experience. Attendance is improving, and is currently broadly in line with the national average. High standards ensure that pupils are well prepared for their future learning. The school council and 'buddy' systems provide good opportunities for pupils to voice their ideas and opinions and contribute fully to the life of the school.

Pupils attain such high standards because the quality of teaching and learning is outstanding. Lessons are very well planned and work is well matched to pupils' different abilities. Relationships are very good and behaviour is well managed. Pupils are confident and motivated to learn. A particularly strong feature is questioning, which give pupils time to think and expand their answers. This is very good personal development as it encourages confidence and self-esteem.

Teachers are very good at using interactive technology to enhance learning and engage pupils' interest. Teaching assistants make a very good contribution to lessons, in particular helping pupils who have learning difficulties to make rapid progress. Individual plans for pupils who have special educational needs are excellent and identify clear targets for improvement. Grouping pupils in ability sets in English and mathematics in junior classes has accelerated the progress of all pupils, and has helped to drive standards forward. Those who find learning easy achieve particularly high standards as a result.

Improvements continue to be made to the outstanding curriculum, described by more than one parent as 'providing a creative environment'. There are notable strengths in art, music, modern languages and physical education. The curriculum is enhanced very greatly by an excellent range of extra-curricular activities and clubs. These are well attended and make a significant contribution to both academic and personal development. There are good links between subjects, and information and communication technology (ICT) is particularly well developed across the curriculum. These strong links mean that pupils leave with very good basic skills in literacy, numeracy and ICT. This prepares them well for the next stage of their education.

Care, guidance and support are outstanding. Safeguarding procedures are robust and help to build a feeling among pupils of being very safe. 'This school really looks after you', as one put it. One parent commented, 'My child feels like they are at home here'. Academic guidance through marking has improved significantly since the last inspection and is now exemplary. It is very thorough and gives good direction for improvement. Pupils themselves say how it gives them confidence to try harder. Those pupils who speak English as an additional language, and those who have learning difficulties and/or disabilities achieve as well as their peers, because of very effective provision and support in and out of class.

Given the school's track record in raising standards and achievement, the high-quality provision through outstanding teaching, curriculum and care, and the very self-critical way it evaluates its performance, the school has an excellent capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Starting from levels of skills broadly as expected in all areas of learning, children make very good progress in the Early Years Foundation Stage due to consistently good teaching and very effective assessment. Very good teamwork between adults ensures that staff know the children well. Rigorous checks are made on children's learning and used effectively to plan their next stage of learning. By the time they start in Year 1 most children are attaining the expected learning goals in all six areas of learning. Children make excellent progress in their language and early writing skills due to the very good teaching of phonics. Progress in early calculation skills is good. However, the school has recognised the need to improve this with additional support during the transition to Year 1. The few children speaking English as an additional language and those who have learning difficulties also make very good progress in all areas of learning. The provision for personal development and well-being is outstanding. Children are made to feel welcome and settle quickly, a fact much appreciated by parents. They thrive because they feel very safe and cared for in a friendly and secure environment. Activities are very well planned to support children's social and emotional development, enabling them to become independent and confident learners. They behave very well and are very enthusiastic about their activities. This was evident in the way children were able to talk animatedly about their work on dinosaurs and volcanoes, topics that excited and engaged them. There is a very good balance of adult-led activities and those where children make their own choices. They

learn to take turns fairly and share resources. Very good use is made of the outdoor environment to develop learning across all six areas of learning. Leadership and management are excellent and provide a secure foundation for future development.

What the school should do to improve further

- Accelerate the planning for promoting community cohesion so that pupils are able to develop a better understanding of wider communities beyond their immediate experience.

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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 ¹ 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

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	3
The behaviour of learners	2
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

How effective are teaching and learning in meeting the full range of learners' needs?	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

How effective are leadership and management in raising achievement and supporting all learners?	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?	3
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**

05 June 2009

Dear Pupils

Inspection of Coleridge Primary School, London, N8 8DN

Thank you for making us so welcome when we visited your school. You were a great help in showing us your work and talking to us about the school. You obviously like coming to school very much and thoroughly enjoy your lessons.

Here are some of the things your school does well.

- The headteacher, senior teachers and governors are doing an outstanding job in running the school and helping you to reach high standards.
- The school is very good at helping you to make excellent progress in reading, writing, mathematics and science.
- Teachers and the adults who help them are very good at helping you to learn new and exciting things, and also making you more mature and responsible as you grow older.
- The youngest children make a very good start to their time in school because they have very good teachers who take very good care of them.

Here is something the school could do better.

- Help you to learn about all the different kinds of communities there are in our own country and other countries across the world.

You can help by continuing to try hard in all you do and enjoy your time in school. Remember to ask your teachers if you need help; we are sure they will help you to make even better progress.

Good luck in the future.

Yours faithfully

John Collins

Lead Inspector