

Earlham Primary School

Inspection report

Unique Reference Number	131478
Local Authority	Haringey
Inspection number	328597
Inspection dates	6–7 July 2009
Reporting inspector	Alan Jarvis

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)	410
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 Jennifer Willmott
Headteacher	Ms Maria Hadjisoteris
Date of previous school inspection	6 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Earlham Grove Wood Green London N22 5HJ
Telephone number	020 8888 2780
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Earlham Primary School is larger than average. It has Early Years Foundation Stage provision in the Nursery and Reception classes. A large proportion of pupils join and leave the school other than at the usual times. Three quarters of pupils are eligible for free school meals. Pupils come from a wide range of minority ethnic backgrounds, the largest groups being of White, European and Black African heritages. Around four fifths speak English as a second language. The proportion of pupils with learning difficulties and/or disabilities is broadly average. These include moderate learning difficulties and/or disabilities, speech and language problems, and behavioural and emotional difficulties.

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 which is on an upward trend. It serves the needs of its diverse and constantly changing community of pupils very well and excels in its approach to community cohesion. Under the excellent leadership of the headteacher, the atmosphere and expectations in the school have been transformed. She points to marked improvements in leadership and management, provision and standards and rightly says, 'This is not the school it was - it is much better!'

Pupils start their learning journey with confidence because of the very supportive climate for learning and high-quality pastoral care. This is important in this complex school because many pupils start with very little English and there are frequent new arrivals. Some live in the local community for short periods of time, while others have never experienced full-time education. No matter when pupils join, staff carefully identify the support they and their families need and provide high-quality good pastoral support either in school or through very good links with external providers.

Good leadership and management at all levels enable the school to meet the diverse learning needs of all groups of pupils effectively. Leaders and managers take the view that all pupils, regardless of their social and cultural backgrounds, can attain standards that are at least as good as that of other pupils nationally. They constantly adapt provision to capture pupils' enthusiasm for learning and to raise expectations of what they can achieve. Leaders and managers have worked hard with class teachers to improve teaching. Lessons combine a good pace of learning with activities that are well tailored to the wide variety of individual needs in each class. However, there are inconsistencies in marking. Relatively few comments pinpoint how individual pupils' work can be improved. Learning targets are set for pupils but they are sometimes not challenging enough nor are each pupil's next steps in learning clearly set out.

Standards are on a marked upward trend because of the consistently good teaching and curriculum, which effectively meets the needs of all groups of pupils. The school has done well to accelerate most pupils' learning, from a very low level on entry, to the point where they are in line with national averages in English, mathematics and science by the end of Year 6. They have risen year by year. Managers now have very clear information on each pupil's level of attainment and the progress they are making. This is used well to provide additional support for the many different groups of pupils. As a result, most pupils progress well. The challenge now is to use this to target the small pockets of pupils who are not yet making good progress and to provide them with the individualised support they need to quicken their learning.

Pupils' personal skills are equally well developed. They enjoy coming to school and say, 'We like our lessons and the many extra clubs offer something for everyone!' Attendance is much improved since the last inspection because of the good steps taken to follow up any avoidable absence. Pupils are very clear about what is right and wrong, what to do to stay safe and healthy, and the importance of considering what life is like for others. They are very respectful of each other's backgrounds and cultures. As a result, the school is a very harmonious multicultural community, where unkind name calling is almost unknown. Pupils have a very strong understanding of other people's lives, both in their immediate community and far beyond it, such as in its partner school in Spain.

Parents are very pleased with the education on offer. As one said, 'This was not my first-choice school but I have been very pleased with everything on offer.' The senior leadership team

provides very clear direction and a group of enthusiastic managers is developing its skills well. Governance has also improved. The school knows itself well and evaluates its effectiveness very well. Given all these factors, and the strong teamwork that is evident, the school has good capacity to make further improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children arrive in school, few have the skills in spoken English to enable them to communicate effectively or to count and problem solve. For example, some children speak in single words and spend considerable time listening to and absorbing the new vocabulary around them. The strong emphasis on enabling children to speak English well stems from adults providing good role models. Fun activities also allow them to extend their spoken language, knowledge, skills and understanding. As a result, children rapidly increase in confidence and make good progress, particularly in their speaking, listening and social skills. That said, they are not yet fully meeting the goals expected of them at the end of the Reception. Good support is provided for children and their families to ensure that they have a positive and nurturing start in school. For example, 'Family Fun Time' sessions are successful in positively engaging parents in their children's learning and helping them support their children's learning at home. Adults make regular observations of children's learning and development, which are used effectively to check their progress and plan activities to meet individual needs. Warm and positive relationships between the children, and between children and adults, ensure a relaxed and secure environment in which children feel valued. The Early Years Foundation Stage is well led and there are good plans for further improvement.

What the school should do to improve further

- Accelerate the academic progress of the small proportion of pupils identified as falling behind.
- Ensure all marking and the targets given to pupils are of a consistently good quality so that pupils are clear about what they need to do to improve.

Achievement and standards

Grade: 2

Standards in Year 2 have typically been well below average. These reflect the large majority of pupils with very little spoken English when they start school. Standards have risen this year because of the high focus on improving pupils' vocabulary and the improved, well-tailored support that has been put in place to support individual pupils' learning. As pupils move up the school and gain confidence in using English, standards rise appreciably. Standards in English, mathematics and science are average at the end of Year 6. Most pupils, regardless of their age, gender or additional need, make good progress. However, a few pupils are making slower progress. The school recognises it needs to provide bespoke support to these pupils to ensure they make similar gains as their peers.

Personal development and well-being

Grade: 2

Pupils' good personal development is reflected in the quality of relationships between adults and pupils and their positive attitudes to learning. Behaviour is good. Pupils adopt healthy lifestyles whenever they can, through, for example, keeping their teeth healthy, exercising regularly and eating nutritious food. They work safely in practical lessons and some children

have gained certificates through the Emergency Life Support Programme. The school council takes its responsibilities very seriously. It has a strong voice in helping to improve the school. For example, it has met with the staff from the school's catering service and carried out work on healthy eating. As a result, the school now has a salad bar in place at lunchtime. Pupils' spiritual, moral and social education is good. They have an excellent awareness of cultural diversity. This is reinforced each year in the Arts Week and a special programme of work called 'Be proud of who you are'. Their good work habits, sensible attitudes together, and the good progress they make in their basic skills prepare them well for secondary school.

Quality of provision

Teaching and learning

Grade: 2

Teaching has improved because class teachers have acted upon the good advice given by senior leaders. Classrooms are calm, with purposeful learning taking place. Pupils know what they are expected to learn because teachers are good at making the purpose of the lesson clear at the start. Pupils are attentive and respond well to their teachers' lucid instructions, explanations and challenging questions. Activities and tasks are usually well matched to pupils' abilities and needs. Teaching assistants provide effective support for pupils who need it. Pupils benefit from lively teaching of Spanish. On the occasions where teaching is less than good, this is because the activities are not sufficiently challenging for the various groups of pupils in the class.

Curriculum and other activities

Grade: 2

Recent improvements in planning and involvement in initiatives, such as Creative Partnerships, have strengthened links between subjects and made learning more purposeful, relevant and interesting. However, the curriculum transition between the Reception class and Year 1 is not as smooth as it might be. Pupils enjoy a good range of visits and visitors to the school, such as the Year 5 trip to Avebury. Their wider skills and social development are fostered well through the many clubs on offer, such as the Growing Club, games and football clubs. There is a good programme of personal and social education. These are very successful in developing pupils' self-confidence, their responsibility and their understanding of life in a contrasting part of our country. Pupils value the diverse backgrounds represented by their school community because the school has established a strong ethos of respect for pupils' diverse backgrounds. The establishment of clubs, such as the Turkish and Polish clubs, makes a significant contribution to the pupils' sense of self-worth and belonging.

Care, guidance and support

Grade: 2

Pupils are cared for extremely well. One parent commented, 'I have no concern, my children are very safe in school.' Rigorous procedures are in place to ensure children are safe at all times. The weekly New Arrivals Club is particularly effective in helping new pupils to settle in quickly and make new friends. There are effective links with external agencies that can be used to meet all pupils' needs, which promote equality of access. The Primary Learning Support unit in school helps pupils with behavioural needs integrate into normal lessons, focus on their learning and progress well academically. The academic guidance, offered through marking and the targets set for pupils, is not as precise as it could be. This acts as a brake on their progress.

Leadership and management

Grade: 2

As leaders and managers of an improving school, the senior team and governors have demonstrated that they know what it takes to bring about change and improvement in this challenging school. They monitor the performance of the school rigorously and keep a close eye on the characteristics of the ever changing intake, constantly adjusting provision accordingly. As a result, they have been particularly successful in improving the quality of teaching and of the curriculum and the standards reached by pupils. There is a strong, active and supportive team of governors, who have improved their accountability and make informed decisions because they know the school very well. Provision for community cohesion is excellent. Its impact is best seen in how links have been fostered with schools in other countries to the benefit of its pupils and how the school helps families settle into the community, including those who are sometimes difficult to contact.

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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 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?	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
The extent to which 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	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?	2

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?	1
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**

17 July 2009

Dear Pupils

Inspection of Earlham Primary School, London, N22 5HJ

Thank you for welcoming the inspectors to your school recently. Special thanks are due to the school council and those of you who explained to us what you really like about your school. We now know yours is a good and much improved school.

These are some of the important things we found out.

- Your school has been getting better year by year. It is much better than it was some years ago because the school is led well
- Your standards are average when you leave Year 6. This means that you make good progress from your starting points.
- The adults in your school care for you very well.
- You told us how much you enjoy the many clubs you can attend. We can see these help you to develop new interests and become more confident.
- You get on with each other very well, no matter what your background is.
- Staff help any new pupil or family feel at home quickly.
- You know a lot about how people different from yourselves live.
- You like your teachers, and with good reason: they teach you well and you enjoy learning.
- Those of you who need extra support get it and this helps you learn and grow.

As in all schools, there are some things that could be even better. I have asked your teachers to work on these two key things.

- Make sure that, if any of you are not learning as quickly as you can, they look carefully at how they can help you and give you the right support.
- Make sure, through marking and the targets they set for you, that they make it much clearer to you exactly what you need to improve.

Your headteacher really knows how to make your school even better. You can help by working hard on your targets all the time. Well done to you all and very best wishes for the future.

Yours faithfully

Dr Alan Jarvis

Lead Inspector