

North Haringay Primary School

Inspection report

Unique Reference Number	134681
Local Authority	Haringay
Inspection number	341496
Inspection dates	10–11 June 2010
Reporting inspector	Kathryn Taylor

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair	Yvonne Wade
Headteacher	Helen Connor
Date of previous school inspection	18 October 2006
School address	Falkland Road London N8 0NU
Telephone number	02083 480948
Fax number	020 8340 8021
Email address	admin@nhp.haringey.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by four additional inspectors. They observed 21 lessons taught by 18 teachers. They held meetings with pupils, governors, the School Improvement Partner and staff, and spoke to parents bringing their children to school. Inspectors looked at a number of documents, including attendance data, pupils' work, local authority reports on the school, curricular documents and safeguarding information. They analysed 184 questionnaires received from parents as well as those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- current standards and the learning and progress of pupils
- how well teaching and the curriculum meets the needs of all ability groups
- current attendance rates, and pupils' spiritual and cultural development
- the success of leaders, including governors, in improving academic outcomes for pupils and promoting equality
- the school's contribution to community cohesion.

Information about the school

Pupils in this large school are drawn from a wide range of social, ethnic and faith backgrounds. A high proportion are from homes where English is not the first language, although a lower proportion are at the very early stages of learning English. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is much higher than the national average. Their needs include learning difficulties, behavioural, emotional and social difficulties, speech, language and communication difficulties, autism and physical disabilities. Children enter the Early Years Foundation Stage in the Nursery in September or January on a part-time basis. . They join Reception in September of the year in which they have their fifth birthday. The school runs a breakfast club, and the after-school provision on site is provided by the local authority. The school has experienced difficulty in recruiting teachers and senior leaders. It has gained a number of awards, including the International Schools Award and Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory standard of education. It has experienced significant challenges since its last inspection, notably difficulties in recruiting teachers and senior leaders and a legacy of weak teaching. As a consequence, not all pupils have made the progress they should have made and their attainment at the end of Years 2 and 6 has been low. That said, the school has turned a corner. Children in the Early Years Foundation Stage are making good progress so that their attainment by the end of Reception is improving. Elsewhere, pupils are making satisfactory progress so that standards have begun to rise and their attainment is now closer to that expected nationally. There is also a marked improvement in the proportion of pupils reaching the higher levels. Their attainment in English, however, especially in writing, remains below average.

The school offers a warm welcome to pupils, and successfully involves parents and carers in the school and in their children's learning. Parents recognise the improvements that have been made and appreciate that their children are well cared for. Pupils enjoy school, say they feel safe and that 'teachers are kind and helpful'. They make a positive contribution to the school and wider communities. They gain a good understanding of ecology and healthy lifestyles through projects linked to gardening, cooking and sustainability.

Teaching and learning are satisfactory and improving securely. Combined with some good lessons, the improved provision for pupils with special educational needs and/or disabilities and catch-up programmes are helping to improve rates of progress. Lessons are prepared and structured well, pupils' work is marked regularly, and classroom displays are attractive and celebrate pupils' achievements. Teaching assistants support pupils' learning well, including those learning English or who have additional needs. As a result, these pupils make satisfactory progress, similar to other groups. Teaching remains only satisfactory overall because some lessons lack sufficient pace and challenge, pupils sometimes sit listening for too long, and questioning and marking are not used well enough to stretch the pupils or assess their learning.

Setting by ability in English and mathematics is helping to accelerate the progress of the older pupils. Elsewhere, group work, which involves pupils working on a range of subjects during lessons, sometimes slows learning in English and mathematics. This is because some groups do not practise basic literacy and numeracy skills directly after the teachers' explanations, and because there is not enough adult support to extend the learning of all groups.

Leadership and management and the capacity to improve are satisfactory. Governors

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and the headteacher have been the driving force in bringing about improvements on a number of fronts, including securing additional external support and funding. The more recent appointment of senior leaders has strengthened the leadership. The role of middle leaders is not fully developed and some subjects are being led by senior leaders. Self-evaluation is robust and largely accurate, and planning for improvement is effective. Teaching, learning and pupils' work and progress are monitored regularly. Some of the written records of lessons show that monitoring does not have a sharp enough focus on evaluating pupils' learning and progress.

What does the school need to do to improve further?

- By July 2011:
 - raise standards in English, especially in writing, throughout the school
 - maintain the improvement to standards at the end of Year 6, by ensuring that the school's statutory targets for 2011 for the proportion of pupils reaching the expected Level 4 and the higher Level 5 in English and mathematics are attained.
- Increase the proportion of good or better teaching and the progress which pupils make, by:
 - reviewing the arrangements whereby some pupils work on tasks in different subjects during English and mathematics lessons
 - ensuring that teaching maintains a brisk pace and is consistently matched to pupils' different abilities
 - using questioning more effectively to challenge and assess different groups
 - ensuring that pupils are not expected to listen for long periods and have sufficient time to write at length
 - using marking to pinpoint precisely where pupils have made mistakes and might improve their work.
- Strengthen overall leadership through:
 - developing subject and middle leadership
 - ensuring that lesson evaluations have a sharp focus on evaluating pupils' learning and progress.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory. Standards at the end of Reception have been rising and a higher proportion than average now reach the expected levels. Although attainment over the past three years has been significantly below average, there was an improvement in mathematics and science in 2009. Currently, attainment in mathematics is close to the national average but in English it remains below average. Work in books and lessons shows that pupils' progress is satisfactory.

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Pupils enjoy learning and take a pride in their finished work. Most listen and concentrate well in lessons, although sometimes their attention wanders or they become distracted when teachers talk for too long, or when they are left too much to their own devices during group work. This was the case in English lessons in Years 1 and 2. The learning of older pupils in mathematics lessons is often good. In a lesson in Year 6, for example, pupils learned well when challenged to recall their previous knowledge to help them express ratios and probabilities as fractions and percentages. Similarly, in lessons in Year 5, pupils learned well through opportunities to quickly recall, articulate and practise number facts and to discuss the strategies they use to perform calculations and solve problems.

Pupils' spiritual, moral, social and cultural development is good. Pupils understand the differences between right and wrong, and are friendly and well mannered. They take on responsibilities around the school enthusiastically and eagerly suggest where improvements might be made. They reflect on their learning and experiences and develop self-esteem. Pupils have good understanding of British and other cultural traditions. Their ability to work independently and collaboratively prepare them well for secondary school, although in view of weaknesses in some basic skills, their preparedness for their future lives is only satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

Strengths in teaching include thorough preparation, good behaviour management and relationships, and the effective use of resources, including information and communication technology. Teachers give clear explanations and also provide regular opportunities for pupils to share ideas and develop their speaking and listening skills. Not all teachers use questioning effectively to challenge pupils sufficiently or match the work well enough to meet the needs of pupils of different abilities. The teaching in mathematics is relatively stronger than that in English.

Assessment procedures are satisfactory and improving. Comprehensive systems have been put in place but are not yet fully embedded. Teachers identify clear learning intentions, success criteria and targets for pupils. These inform pupils about the focus of the learning and help them to take ownership of their progress. Sometimes, however, there are too many targets and success criteria, which present pupils with too much to think about. Where targets focus largely on the technical aspects of writing, this can also detract attention away from the content and creativity in pupils' written work. Marking is conscientious, often with very detailed written comments, although these are not always expressed in 'child-friendly' language. Additionally, while comments suggest how the work might be improved, actual mistakes are not consistently highlighted in pupils' work, making it more difficult for pupils to act on any advice.

The curriculum is satisfactory and is adapted to address weaknesses in pupils' attainment. It includes a good range of visits, visitors and themed events and makes a particularly good contribution to pupils' ecological awareness and understanding of healthy lifestyles. Setting by ability and a large number of interventions help pupils to catch up. Provision for gifted and talented pupils is developing. Current arrangements for providing an integrated day in some year groups sometimes slow pupils' progress. Care, guidance and support are good. There is a rigorous approach to ensuring pupils' safety and well-being. Pupils can talk about any concerns or problems with staff, the learning mentor and school counsellor. They say that 'teachers care about children'. Child protection procedures, risk assessments, the tracking and encouragement of regular attendance are all robust. Vulnerable pupils and families are supported very well; staff act upon any concerns promptly and are committed to ensuring that pupils with special educational needs and/or disabilities or specific behavioural difficulties are fully included.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

Since her appointment, the headteacher has risen well to the challenges presented. She has established common policies, procedures and expectations across the school. She has brokered support from the local authority and tackled a large budget deficit while making essential improvements to the learning environment and resources. The subsequent appointment of other senior leaders has supported the headteacher to address the inadequacies in teaching more rapidly and to raise standards. The senior leadership team is now well established and effective. Staff morale is good, as reflected in their responses in the staff questionnaire.

Under the leadership of a very experienced and knowledgeable chair, governors support the school well and are influential in determining its strategic direction. They provide a high level of challenge to ensure that the school strives to provide the best for its pupils. They support the school to maintain good links with parents and ensure that safeguarding procedures are robust. Senior leaders and governors are acutely aware that while they have travelled a fair distance on the road to improvement, there is still more to be done, including developing other leaders so as to strengthen capacity.

Partnership work contributes well to improvement. The school makes good use of local authority advice, training, support and additional funding to raise attainment. It is also making effective use of its links with other schools and with City Challenge. Some teachers said how much they have benefited from the 'Improving Teacher Programme'. The school engages well with parents. It makes a good contribution to community cohesion. Leaders are well informed about the needs of families and the local community and engage and involve them in the life of the school. The school is a harmonious community and pupils benefit from links with the community and other schools, and international links.

The school has good systems in place to promote equality. Finances are well managed and directed at the right priorities. However, in view of the satisfactory outcomes for pupils, equality of opportunity and the school's value for money are currently satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The recently-introduced systems to assess children's attainment on entry to Nursery show that children currently in the Nursery entered school with low skills and knowledge.

Children settle quickly into the Early Years Foundation Stage, make friends and establish clear routines because of the effective induction procedures, the exciting activities on offer and the high standards of care. Teaching and learning in both Nursery and Reception are good. There is a strong focus on developing children's confidence, independence and basic skills, and on ensuring the right balance between independent activities and those led by adults. Staff have a very good understanding of how young children learn best, so topics and activities are well planned to cover all six areas of learning seamlessly, using inside and outside spaces. Children work very well on independent tasks, choosing from an excellent range of activities that have been set up. They are at ease with visitors and talk confidently about what they are doing and learning.

Adults interact well with children to develop their speaking skills and learning through play and practical activities. For example, children learned well outdoors in the 'Travel Agents', some choosing holidays, others making passports, selling tickets or drawing aeroplanes and writing numbers on them. Adults played alongside children. They skilfully questioned them, while also making timely assessments of their progress and considering how activities would later be developed to extend children and incorporate their interests. Indoors, children worked attentively on tasks they had chosen or reading with an adult. Others were busy making sandwiches, which created discussion about different foods and opportunities to taste some that were unfamiliar.

Strong leadership and close partnership with an outstanding school have led to rapid and sustained improvements to provision and to the creation of an attractive well-equipped unit.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Overall, parents and carers overwhelmingly feel that this is a caring school where pupils' personal development is supported well and the inspection confirms this. The few concerns relate mainly to the extent to which the school meets pupils' individual needs and issues around pupils' behaviour. The inspection team feel that teaching does not always meet the full range of abilities. However, inspectors find that the school manages challenging behaviour appropriately and with the minimum of disruption to other pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Harringay Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 184 completed questionnaires by the end of the on-site inspection. In total, there are 460 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	98	53	72	39	7	4	0	0
The school keeps my child safe	91	49	79	43	10	5	0	0
The school informs me about my child's progress	84	46	85	46	7	4	3	2
My child is making enough progress at this school	58	32	103	56	14	8	3	2
The teaching is good at this school	68	36	99	54	10	5	3	2
The school helps me to support my child's learning	70	38	86	47	14	8	6	3
The school helps my child to have a healthy lifestyle	67	36	100	54	7	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	24	88	48	14	8	2	1
The school meets my child's particular needs	40	22	98	53	20	11	5	3
The school deals effectively with unacceptable behaviour	51	28	98	53	19	10	6	3
The school takes account of my suggestions and concerns	54	29	93	51	15	8	4	2
The school is led and managed effectively	70	38	93	51	5	3	3	2
Overall, I am happy with my child's experience at this school	79	43	85	46	9	5	4	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 June 2010

Dear Pupils

Inspection of North Harringay Primary School, London, N8 0NU

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and watching you at work. We found that yours is a satisfactory school that has some good features.

These are our main findings.

- You behave well and work hard in lessons and are happy in school.
- The youngest children have a good start in the Nursery and Reception classes.
- You make satisfactory progress in your learning.
- Standards have been too low, but are now close to those expected in mathematics, but below average in English.
- You feel safe, and have a good understanding of the importance of eating healthily and taking care of the environment.
- You make a good contribution to the school and local communities.
- School leaders ensure that you are well looked after.

We are asking the school to make the following changes so that you do even better.

- Help you to reach higher standards in English, especially in writing.
- Help you to make better progress by ensuring that lessons are challenging and provide you with more time to do written work.
- Give you more information about exactly where you have made mistakes so that you can correct them.
- Train more school leaders who can help your teachers to improve lessons and ensure you all learn well.

You can help by continuing to work hard and doing your best. We hope that you will have every success in the future.

Yours sincerely

Kathryn Taylor

Lead Inspector

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