

Noel Park Primary School

Inspection report

Unique Reference Number	131881
Local Authority	Haringey
Inspection number	381417
Inspection dates	9–10 November 2011
Reporting inspector	Sheena MacDonald HMI

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	566
Appropriate authority	The governing body
Chair	Father Simon Clark
Headteacher	Mrs Tunay Hussein
Date of previous school inspection	23–24 September 2008
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Age group	3–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors observed teaching and learning in 27 lessons, which involved all teachers, and carried out a further series of short drop-in sessions. They visited a music assembly and held discussions with the headteacher, the senior leadership team, governors, local authority representatives and pupils. They observed the school's work, and looked at the school improvement plan, monitoring and assessment information, minutes of the governing body's meetings, policies and procedures relating to safeguarding, case studies relating to a sample of pupils and pupils' books. In addition, inspectors considered the responses to questionnaires from staff, pupils and 107 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching and learning, the challenge and pace in lessons across all classes and whether this is good enough to ensure sufficiently rapid progress for all groups.
- Whether assessment is being used effectively at all levels and whether targets are sufficiently challenging.
- The effectiveness of leaders and managers at all levels, and their use of self-evaluation and monitoring to identify needs, set challenging targets and drive improvement.

Information about the school

Noel Park is larger than most primary schools. Most pupils come from a range of minority ethnic groups and a very small proportion are White British. The largest groups are pupils from other White backgrounds and those with Black African and Black Caribbean heritage. Three quarters of the pupils are learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is double the national average. A much higher than average proportion of the pupils are known to be eligible for free school meals and much higher than average proportions join or leave the school throughout their time in primary school. The school has a Nursery with places for 52 three- and four-year-olds and also provides before- and after-school care.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement. Pupils' attainment is low and their progress is inadequate. This has been the case for some years. The quality of provision is not good enough to speed up the rate of pupils' learning and progress. The school's leaders have not succeeded in securing improvement in key areas so long-standing weaknesses remain including low attainment and progress in mathematics in Key Stage 2, and in reading in Key Stage 1.

The school has taken some effective action to address weaknesses. Children get off to a good start in the Early Years Foundation Stage and there are encouraging signs that this is beginning to filter through and result in slowly improving attainment in Key Stage 1. There is stronger provision for the oldest pupils. As a result, pupils' progress accelerates in Year 6 but this is not sufficient to make up for earlier lost ground. Regular assessments are used to identify pupils for additional one-to-one and small group work and specific programmes, such as those for improving pupils' reading skills, are successful in raising the attainment of selected pupils. The small proportion of pupils who have statements of special educational needs are well supported and they make satisfactory progress. However, the actions taken have not been sufficiently focused nor implemented consistently enough across the school to improve learning and progress of all pupils in all lessons, particularly in the middle years. The school's assessment information and the quality and quantity of work in pupils' books confirm that many pupils do not make the expected rates of progress.

The quality of teaching is inadequate. Teaching varied during the inspection from inadequate to outstanding with the most effective seen in the youngest and oldest age groups. Most of the inadequate lessons and those that were satisfactory shared varying degrees of weakness such as low expectations, slow pace, too little time for pupils to work independently and over direction by adults. All of these features limited pupils' learning. This inconsistency in teaching results in progress that is too slow. Similarly, the curriculum, although well planned, is not sufficiently well implemented to meet the needs of all pupils.

The school places a high priority on pupils' well-being and has maintained strengths in this important aspect. It continues to be a cohesive, vibrant, caring community

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with good levels of mutual respect and celebration of cultural differences. Nearly all pupils and their parents and carers are happy with the school and most pupils say they enjoy school. This is confirmed by attendance rates, which were very low in the past but are now broadly average. The school experiences high numbers of pupils arriving during the year, often at the early stages of learning English. These pupils feel welcomed and are quickly included into the life of the school. Behaviour is usually good although, understandably, pupils become less attentive in lessons when the pace of learning is slow or they are confused by what is being asked.

Leaders and managers ensure that the school is a safe and happy place where pupils, parents, carers and staff want to spend time together. However, their self-evaluation about the strengths and weaknesses of the school is inaccurate and overgenerous. Improvement planning is not focused sharply enough on raising attainment to ensure that all pupils achieve well throughout their time in the school. The capacity for further improvement is inadequate since leadership and management, including the governing body, have not been effective in addressing long-standing weaknesses. As a consequence the school provides inadequate value for money.

What does the school need to do to improve further?

- Ensure all pupils make at least satisfactory progress and a majority make good or better progress, particularly in mathematics across the school and reading in Key Stage 1, by:
 - strengthening the quality of teaching so that more is consistently good or better and the most effective practice is shared
 - raising expectations of what pupils can and should achieve and ensuring appropriate pace, rigour and challenge for pupils in all lessons
 - using assessment information consistently in all planning to match pupils' work to different abilities and ensuring that learning objectives and steps for learning are clear
 - providing a better balance of adults' direction and pupils' independent learning
 - ensuring pupils always know what they need to do to improve
 - providing more opportunities for pupils to talk about, use and apply their mathematical skills.

- Increase the effectiveness of the school's leaders and governors in driving through school improvement by ensuring that:
 - school self-evaluation is rigorous and realistic
 - monitoring is rigorous, regular and focused sharply on pupils' learning, and findings are translated into actions to bring about rapid improvement
 - improvement planning gives a clear sense of direction, identifies exactly what steps are to be taken and when and how impact can be measured
 - governors play an active role in challenging the school regarding pupils' outcomes and routinely evaluate its policies.

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Outcomes for individuals and groups of pupils

4

Children in Reception and the Nursery make good progress from starting points that are generally much lower than those expected for their ages. After that, rates of learning and progress are not consistent enough to ensure that all pupils learn and achieve as well as they should. There is some variation between the attainment and progress of different groups but generally the picture is similar for all pupils. Most groups, including those with special educational needs and/or disabilities, achieve less well than similar groups nationally, particularly in mathematics. There are individual pupils who make good progress because of effective support but these are the exception rather than the rule. Teachers’ understanding of pupils’ attainment levels and next steps in learning varies considerably so that often the activities in lessons are pitched at too low a level for most pupils. The pace of learning in lessons also varied considerably during the inspection. In some, pupils were fully involved and made good strides in their learning, but in too many lessons the pupils did not have sufficient opportunity to complete a significant amount of work. There is well-focused, targeted additional support in some lessons but this is not always the case.

There is a successful emphasis on personal and social development and provision in music, French and multicultural education is strong. These aspects of provision make a good contribution to pupils’ good moral, social, spiritual and cultural development. Pupils are keen to do well and behaviour is usually positive. When lessons are slow and pupils are not sufficiently involved some quietly disengage while others become increasingly fidgety. Pupils feel safe in school and have a good understanding of what they need to do to stay safe and healthy. Incidences of bullying and racism are rare and dealt with well by both staff and pupils. Pupils have opportunities to contribute to the school and are involved in many events in the local area. Their views are taken seriously and help to shape provision. For example, they influenced recent improvements in school meals and snacks. Although they have opportunities to develop important skills such as team working, low achievement in basic skills means that pupils are inadequately prepared for the next stage of their education.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils’ attainment ¹	4
The quality of pupils’ learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils’ behaviour	3

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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The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Relationships are good and contribute to the calm, well-ordered atmosphere in all lessons and around the school. There is some good and better teaching, for example, in music lessons pupils clearly relished the activities and made good progress. However, there is too much variability in quality and most of the teaching seen during the inspection was satisfactory and in a few cases inadequate. In some lessons the activities did not clearly relate to the objectives and too much time was spent in whole-class sessions when not all pupils were involved; activities were over directed which reduced the opportunities for pupils to extend their learning and occasionally teachers showed a lack of subject knowledge which confused the pupils. In some of the better lessons, work did not provide sufficient challenge for the most-able pupils. Marking is generally positive and thorough and there are pockets of good practice where teachers give helpful guidance as to how pupils might improve their work. This is not the case more generally and there is little evidence of pupils responding to marking or evaluating their own progress.

The curriculum is well planned to provide a mostly broad and rich experience. There is good use of specialist provision in music, French and physical education. Cross-curricular links are planned and a range of visits, visitors and themed events are used to increase relevance and enjoyment. The curriculum is enriched by a wide range of after-school clubs. However, the mathematics curriculum does not provide enough opportunities for pupils to use and apply their mathematical skills. There is little evidence that the curriculum is adapted to meet the needs of pupils of different abilities. The poor quality of pupils' work across different subjects is further evidence that the curriculum is not being implemented effectively and is therefore not adequately meeting the needs or interests of all pupils.

Pupils benefit from the high priority placed on ensuring their care and well-being. Pastoral care is good. Pupils are confident that staff will listen and respond to any concerns they might have and this contributes to their strong sense of feeling safe. There are good links with outside specialists and well-managed support to enhance the personal care provided for individual pupils who might otherwise find school very difficult. There are good arrangements to ease pupils into the school either into the Nursery and Reception classes or during the year so that pupils settle happily. Robust arrangements to monitor attendance and follow up absences have resulted in improvements. A satisfactory breakfast club and good after-school activities further

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enhance provision. Close monitoring and management of support have a positive impact on pupils’ personal development and improve learning for some pupils, but as yet are not having a significant impact on raising overall attainment.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

School self-evaluation is too generous and monitoring has not been rigorous enough to identify and tackle weaknesses effectively. As a result, high levels of underachievement have continued for several years and performance targets have not been met. The focus on ensuring the well-being of pupils and action to ensure the involvement of individual pupils, particularly those with high levels of need, shows some success. However, improvement plans are not effective in ensuring significant and sustained improvement for all pupils. They do not give enough attention to the steps that need to be taken or identify points at which progress can be evaluated. The governing body supports the school and fulfils its statutory duties, for example in financial management and safeguarding children. It has not, however, sufficiently challenged the school on pupils’ attainment and progress or monitored effectively the school’s response to this.

Systems to ensure the safety and well-being of pupils are thorough and there are well-organised routines and appropriate staff training. The school promotes purposeful relationships with parents and carers by giving them many formal and informal opportunities to be involved in their children’s education. Partnerships are also used effectively to promote pupils’ personal development and well-being and to enhance their cultural development. Partnership working has been effective in improving attendance, particularly of the most vulnerable pupils, and to ensure that pupils with statements of special educational needs get the specific support they need. This has enabled this specific group to make satisfactory progress, despite other groups who have special educational needs and/or disabilities making inadequate progress overall.

The school is a cohesive community with good links to the vibrant cultural diversity of the local area. This is supported by developing links with communities elsewhere in the world that deepen pupils’ understanding of and respect for different views and cultures. The high priority placed on ensuring mutual respect means that the school provides pupils with equality of opportunity and ensures that there is no discrimination. Information is analysed to identify any variations between groups of

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pupils and action taken which seeks to close gaps and, as a result, there are no significant differences in the attainment or participation of different groups. However, the action taken does not successfully close gaps between how well different groups in this school achieve when compared with similar pupils elsewhere.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes. Children arrive with a wide range of skills and knowledge but these are generally well below expectations for the age group. Outcomes have been improving across the areas of learning so that by the time they left Reception, the current Year 1 pupils almost reached the age-related levels found nationally in most areas of learning, although there remain weaknesses in communication, language and literacy and calculation skills. These weaknesses are targeted for improvement and good work was seen during the inspection in these areas. Children achieve particularly well in personal and social development. Good routines and systems mean that children feel safe and develop confidence and independence. Relationships are good and the children behave well although some initially do not respond readily to adult direction and others are very passive despite the sensitive efforts of the staff.

Children make good progress from their different starting points because of good provision, a well-planned individual approach to learning and lots of stimulating opportunities to learn inside and outdoors. Adults’ enthusiasm and encouragement mean that children respond well and are keen to be involved and work hard. Throughout the classes, there is a productive atmosphere where basic skills are promoted well through the proactive interactions between staff and children. Adults use careful questioning to tease out responses, though some adults engage children

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well while others seem to merely supervise. Parents and carers are confident that they are kept informed and there are good opportunities for them to become involved in the learning. This was seen during the inspection when a high number of parents and carers helped the children make bread.

Leadership and management are good. Children’s progress is assessed regularly and the adults have a good understanding of the next steps and plan accordingly to meet the changing needs and interests. There is good teamwork to make sure that teaching and support are well coordinated. The team is clear on the areas for further development such as literacy, calculation skills, better use of the outside area and further development of management skills.

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

Most parents and carers who returned questionnaires are happy with the school and say that their children enjoy their time here. They are also very positive about the quality of teaching although the inspection found variability in the impact of this on pupils’ learning. Parents and carers, although positive in their responses to all questions, were slightly less so about how well their children are prepared for the future and how well the school takes account of their suggestions and concerns. The inspection found that the pupils could be better prepared for their future but that the school is keen to engage with parents and carers and does take account of their concerns. Long-standing parent governor vacancies may restrict one avenue for parents and carers to be more involved. The most negative responses concerned the school’s management of behaviour. The inspection found that, generally, behaviour is at least satisfactory and often good. Where challenging behaviour was witnessed, staff dealt with it consistently and well.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Noel Park 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 566 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	61	38	36	2	2	0	0
The school keeps my child safe	50	47	49	46	5	5	1	1
The school informs me about my child’s progress	49	46	49	46	6	6	0	0
My child is making enough progress at this school	32	30	63	59	7	7	0	0
The teaching is good at this school	48	45	51	48	1	1	2	2
The school helps me to support my child’s learning	44	41	50	47	10	9	0	0
The school helps my child to have a healthy lifestyle	38	36	60	56	5	5	1	1
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)	31	29	56	52	9	8	0	0
The school meets my child’s particular needs	30	28	61	57	6	6	0	0
The school deals effectively with unacceptable behaviour	30	28	49	46	12	11	4	4
The school takes account of my suggestions and concerns	27	25	58	54	7	7	3	3
The school is led and managed effectively	36	34	57	53	3	3	0	0
Overall, I am happy with my child’s experience at this school	46	43	55	51	2	2	2	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



11 November 2011

Dear Pupils

Inspection of Noel Park Primary School, Wood Green, N22 6LH

Thank you for being so friendly and polite when we visited your school recently. We had a very close look at all sorts of things, including coming into many of your lessons. We think that your school is not giving you a satisfactory education because many of you are not making the progress that you could. We have judged that the school needs special measures. This means that your school will receive extra help to improve things quickly and inspectors will come back to check on progress.

You get off to a good start in the Nursery and Reception classes. You know how to stay safe and healthy. The adults in your school take good care of you and make sure you are safe and get along well together. This helps you to develop a good sense of right and wrong. You have a very good understanding of many different cultures and communities. Most of the time you behave well.

You learn more in some classes than in others so we have asked the teachers to:

- share their good ideas and make sure you make good progress in every lesson
- plan lessons more carefully, thinking about what you know already and what the next steps are to challenge you to do your best
- make sure the work is not too easy and expect more of you
- tell you clearly how to improve
- give you more opportunities to talk about, and use mathematics skills in different situations.

We have asked the school leaders to:

- focus much more sharply on checking your learning and on how well and how much you are learning in all of the lessons
- make sure that they have a clear plan of action to improve your learning and check regularly to make sure it is working.

You can help by always behaving well and making sure you know how to improve your work. Thank you again for your help and I wish you well for the future.

Yours sincerely

Sheena MacDonald
Her Majesty's Inspector

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