

Noel Park Primary School

Inspection report

Unique Reference Number	131881
Local Authority	Haringey
Inspection number	315884
Inspection dates	23-24 September 2008
Reporting inspector	Ruth McFarlane

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)	519
Government funded early education provision for children aged 3 to the end of the EYFS	69
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ms Sheryl Middleton
Headteacher	Mrs Tunay Hussein
Date of previous school inspection	7 March 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Gladstone Avenue Wood Green London N22 6LH
Telephone number	020 8888 8967
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large multi-cultural school. Few pupils are White British. The largest groups are from other White, Turkish, Black Caribbean or Black African backgrounds. Far more than average have English as an additional language (EAL). A far higher number than average are eligible for free school meals. More than average enter and leave the school at other than the normal times, have statements of educational need and have learning difficulties and/or disabilities (LDD), mostly for speech, language and communication difficulties. The Early Years Foundation Stage (EYFS) has places for 69 children age 3-5. Extended services are provided.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Noel Park is a good school that serves the community very well. The headteacher's strong, caring leadership creates an especially supportive ethos in which pupils thrive and show real enjoyment in being at school. As a result, attendance has improved steadily since the last inspection and procedures for ensuring that it continues to rise are very good. In the words of one pupil, 'This is a great school and it's getting even better'.

Pupils like the way the school includes them in everything that is on offer and provides them with exceptional care and support, and this is why they achieve well. Most enter with skills and abilities that are well below expectations for their age. They make very good progress so that by the end of Year 6, the majority reach the expected levels and standards have improved. This year, the number exceeding these levels increased, because the successful initiatives to improve reading reaped benefits in a number of subjects.

Learning is stimulated by a lively curriculum which is undergoing review to improve it even further. The school has won several awards for its provision. In response, pupils show very positive attitudes. Teaching is good. Lessons are interesting and enjoyable with clear explanations and absorbing tasks that capture pupils' imagination. In some lessons, insufficient challenge is provided because questions are not probing enough to lead pupils to think for themselves and thus extend their learning. In these lessons, progress slows. Excellent systems are in place to give academic guidance, and these are having a very positive impact on progress. Pupils with learning needs, the vulnerable and the many pupils with EAL all do well because their needs are skilfully met and the school has developed such a strong partnership with parents and others. 'School, parents and children - we are learning all together' commented one parent, typically.

Pupils' personal development is very good. They are well behaved and polite. They say they feel happy, confident and safe, and there is very little bullying. They feel confident approaching staff for help. They work cooperatively together and, as a result, their independence and confidence grow quickly. They know how to stay healthy, helped by conscientious and interested catering staff who cook attractive, nutritious meals. Providing breakfast, and joining with other schools in the area to provide after-school care, helps parents and is a feature of the excellent cohesion the school promotes in the community. The emphasis on learning to work together in a harmonious community prepares pupils well for their futures. They leave the school as confident learners well equipped for secondary school.

The senior leadership team provides very clear direction and a group of enthusiastic managers is developing its skills well. Governance is good. The school knows itself well. Taking all this into account, and the strong teamwork evident, it has good capacity to make further improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children in the EYFS make good progress because there is the right balance between adult-led activities and those that children undertake independently. Ongoing observations to check learning works effectively to help children learn and develop, meeting each individual child's needs. Although most do not reach the expected Early Learning Goals by the age of five, they have achieved well from their low starting points. Frequent opportunities to talk and listen, in

a patient, caring atmosphere, helps the many at an early stage of learning English to make progress. Provision is exciting yet nurturing, with the emphasis on building the confidence of each individual child, developing their personal and social skills in good preparation for future learning. Behaviour is managed well and relationships are calm and warm. As a result, there is a high level of trust between children and adults and children are very at ease with those around them. This feeling of being safe and healthy helps them to enjoy their day. Teaching is skilled and enables all children to participate fully in the exciting range of activities planned for them, inside and out. As no shelter is available for the outside areas to the Reception classes, their use to promote learning depends on suitable weather and this restricts children's choices. The 'Key Person' role is at an early stage of development, though the newly-appointed leadership has made a good start in ensuring that children's welfare is promoted and has already ensured that all the new statutory requirements are met.

What the school should do to improve further

- Accelerate pupils' progress and extend their learning by exploring and developing their thinking skills.
- Develop the role of the Key Person in the EYFS to improve children's learning and development.
- Provide shelter in the outside areas used by Reception, to increase children's learning opportunities.

Achievement and standards

Grade: 2

Pupils achieve well and make consistently good progress from their individual starting points. By the end of Year 6, standards in English, science and mathematics are below average but show sustained and consistent improvement. Reading shows the most improvement because pupils have responded to a range of strategies to deal with identified weakness. These measures, together with a curriculum review, and high quality academic guidance, are all set on making good teaching even better in order to improve standards further. The large number of pupils moving into and out of the school at other than the usual times, and the significant proportion at an early stage of learning English, or with LDD, impose particular challenges, and these are successfully met. There is no significant difference in the relative attainment of these groups. They make particularly good progress because they are supported skilfully in both their personal development and learning.

Personal development and well-being

Grade: 2

Pupils develop very good personal skills. They are extremely respectful, polite and friendly towards each other and adults in the school. They enjoy school immensely and like showing visitors around. Behaviour is very good. Bullying is infrequent and pupils say that any incidents are dealt with quickly and effectively. Attendance has improved steadily over the past four years and is broadly average, but unauthorised absence is still too high despite the school's efforts to work with a small number of persistent absentees. Pupils enjoy taking responsibility and feel they make a significant contribution to school decisions, such as improving facilities in their playground through their School Council. They make good progress in the basic skills of numeracy, literacy and information and communication technology (ICT). They have a very clear understanding of how to stay safe. In making healthy food choices without prompting,

and taking plenty of exercise, they show they understand the benefits of leading healthy lifestyles. The spiritual, moral, social and cultural aspects of their development are outstanding and because of this, they contribute very well to their harmonious multi-cultural community.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan their lessons well, using their good subject knowledge and paying careful attention to pupils' needs. They use a variety of effective teaching styles, such as work organised for pairs and groups, which contributes effectively to pupils' personal development. 'The teachers are really good,' was a typical comment from parents who expressed opinions about the school. Pupils agree. Teaching has improved since the last inspection because staff have undertaken focused professional development and successfully introduced strategies that help to raise achievement. Marking is positive and offers good indication of how to improve work. Support staff are used successfully to help pupils with EAL and LDD participate fully. Relationships are good. As a result, pupils' attitudes to learning help them make good progress. In the best lessons, high expectations, constant challenge, exciting activities and brisk pace lead to rapid progress. In other lessons, insufficient opportunities occur to develop pupils' thinking skills and help them become independent learners. In these lessons, questions are rather narrow in scope, denying pupils the opportunity to delve further, limiting progress.

Curriculum and other activities

Grade: 2

The stimulating curriculum has enjoyment and creativity at its heart and reflects the diversity represented in the school and the community. It is crafted to respond to the needs of the very high number of pupils with EAL through a strong emphasis on developing literacy and social skills. As a result, pupils achieve well and enjoy school. Provision for personal, social and health education is good. Work is now under way to develop stronger links between subjects to make learning more meaningful. ICT has improved since the last inspection. This and some other subjects, such as art, benefit from specialist staff and rooms. For instance, the excellent collage work in the dining hall is typical of the spiritual contribution art makes to the school. An interesting element in the curriculum is its international dimension including strong links to Japan, and opportunities to learn French and Turkish. Trips and visits and popular clubs extend learning well.

Care, guidance and support

Grade: 1

Outstanding care and support enables the pupils to prosper academically and develop very good personal and inter-personal skills. Pupils' welfare and progress are at the heart of all decisions made by leaders in a very inclusive community in which staff, pupils and parents value and respect each other. One pupil, typically, said that 'everyone makes it very special for us'. Robust procedures are in place to safeguard pupils' welfare and staff work very closely with outside agencies to ensure that specialist support is available when needed. Pupils are appreciative of the large number of adults that ensure their safety. Efforts to improve behaviour have been very successful and are aimed at supporting the pupils' wider needs. Rigorous systems track academic progress meticulously, and prompt intervention strategies help accelerate pupils'

learning. Very thorough procedures are in place to improve attendance. The school is well looked after and great care is taken by staff to ensure it is a healthy and safe environment.

Leadership and management

Grade: 2

The headteacher has created a strong caring ethos. She is ably supported by senior leaders who share her vision and set very clear direction to improve pupils' progress whilst providing high levels of nurturing care. The management team is developing and is focused on raising standards. Their impact is especially apparent through pupils' well developed personal skills and through pupils' enjoyment of school and all it provides. Valuable partnerships with others helps pupils to make good progress. School self-evaluation is strong and identifies the correct priorities, indicating a good capacity to improve further. Monitoring is good. Challenging whole-school targets are used well to lift achievement and move the school forward. Equal opportunities are promoted vigorously and all pupils are included fully. Governance is supportive and provides suitable challenge and support. Most parents are thoroughly pleased with the school and appreciate the excellent partnership the school has developed with the community.

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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?	1
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**Annex A**

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
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	1
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?	1

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	1
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	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	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

Text from letter to pupils explaining the findings of the inspection

06 October 2008

Dear Pupils

Inspection of Noel Park Primary School, London, N22 6LH

Thank you very much for your warm welcome when we visited your school. We really enjoyed spending time with you and talking with you. We especially enjoyed the guided tours you gave us and how proud you are of your school. You are involved in many exciting activities and your school provides you with a good education.

You make good progress and are on the way to achieving the same standards as most pupils in the country by the time you move to secondary school. You told us you enjoy school very much and appreciate all the school provides for you. You know how to keep healthy and safe. You care for one another, get on very well together and your behaviour is very good. Well done!

You and your parents told us how well the school takes care of you and we agree that this is excellent. Your headteacher, teachers and all other adults lead your school well. They make sure that the teaching and curriculum are good. In particular, they make the school and everyone in it a real part of the community.

We have suggested some ideas to make your learning even better. First, we have asked your school to help all of you to think more and explore more possibilities when you are answering questions in class. We think that will help you to do well.

You know the outside area in the Reception classes? It's such a pity the younger ones amongst you can't use it when it is raining. We've asked the school to put up some canopies so that children can choose to go outside whatever the weather. We've also asked your school to make the role of the Nursery and Reception class leaders a bit more important and understood by everyone. We think that will help the children enjoy their learning even more.

Well done for all the good things you are doing in school and for helping to make it such a friendly and fun place to learn.

Yours sincerely

Ruth McFarlane

Lead Inspector